Multicultural Education and Its Advantages for Students
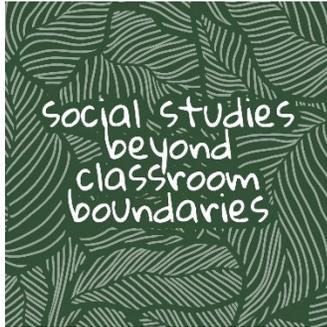
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ABSTRAK

Multikultural terdiri dari istilah multi dan kultural. Multi berarti memiliki banyak, beragam, atau lebih dari satu. Kultural berarti indikator yang berbeda dari sekelompok orang melalui kepercayaan, adat istiadat, bahasa, agama, sejarah, dan lainnya. Secara bersama-sama berarti banyak atau beragam budaya dari masyarakat. Penelitian ini menggunakan studi literatur atau penelitian kepustakaan. Peneliti menggunakan jurnal dan literatur lain yang berkaitan dengan pendidikan multikultural untuk mendapatkan data penelitian yang berkaitan dengan topik yang dibahas dan kemudian disajikan dalam hasil pembahasan. Penelitian ini memaparkan manfaat pendidikan multikultural bagi peserta didik melalui artikel-artikel jurnal. Hasil dari pembahasan tersebut adalah pendidikan multikultural siswa dapat meningkatkan kemampuan berpikir kritis siswa, meningkatkan toleransi siswa, dan mengembangkan kesadaran budaya. Pendidikan multikultural penting bagi Indonesia karena pendidikan ini dianggap lebih sesuai dengan kondisi masyarakat Indonesia yang heterogen.

KATA KUNCI: Pendidikan Multikultural; Siswa; Manfaat; Ruang Kelas; Pendidikan.

ABSTRACT

Multicultural consists of the terms multi- and cultural. Multi- means having many, multiple, or more than one. Cultural- means different indicators of a group of people through beliefs, customs, language, religion, history and others. Together it means many or various cultures from the community. This research uses literature study or library research. Researchers use journals and other literature related to multicultural education to obtain research data related to the topics discussed and then present them in the discussion results. It provides the advantages of multicultural education for learners through journal articles. The result of the discussion is that multicultural students' education can increase Students' Critical Thinking, Increase students' tolerance, and develop Cultural Awareness. Multicultural education is important for Indonesia because this education is considered more suitable for the heterogeneous conditions of Indonesian society.

KEYWORDS: Multicultural Education; Students; Advantages; Classroom; Education.

A. Introduction

Multicultural consists of the terms multi- and cultural. Multi- means having many, multiple, or more than one. Cultural- means different indicators of a group of people through beliefs, customs, language, religion, history and others. Multicultural education is an effort to build self-awareness for individuals who have the potential to make positive contributions to community development.[1] Descriptively, multiculturalism refers to the condition of the diversity of cultural communities in a particular region and period.[2] He also explained prescriptively that multiculturalism is a form of public policy to regulate cultural diversity in a pluralistic society. In short, Multiculturalism includes the presence of many cultures in a community, characterized by diverse beliefs, customs, languages, religions and histories.

In education, multicultural education is a relatively new term. This education needs to be implemented from an early age both in formal and non-formal education. The implementation of multicultural education is considered one of the right ways to instill students' abilities to live in a society in diversity and a sense of mutual tolerance.[3] multicultural education consists of all students regardless of groups such as gender, race, culture, ethnicity, religion and social strata.[4] In essence, multicultural education is education that respects differences.

The existence of this cultural education must be accompanied by a predetermined goal. several goals of multicultural education, namely helping students to appreciate and respect ethnic and socio-historical cultural diversity, cultural backgrounds in society, increasing critical thinking skills of an issue, and others.[5] The aim of multicultural education is to create equal educational opportunities for all students of different races, social classes, ethnicities, religions and cultural groups and help them acquire the necessary knowledge, attitudes and skills. Thus, it is appropriate to implement multicultural education in the learning process.

Several studies have conducted some research on multiculturalism. Research analyzes the way teachers practice multicultural education in secondary schools in Kenya.[6] The results show that Kenyan teachers seem more concerned with promoting unity than recognizing and celebrating diversity in schools. Moreover, Kim conducts research that focuses on multicultural education in Asia.[7] The results showed that the three countries have common limitations such as building an inclusive curriculum and granting the privilege of using a specific language. Additionally, a study on the relationships between prospective teachers' multicultural education attitudes and classroom management styles was

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[1] Danoebroto, S. W. (2012). Multicultural education-based mathematics learning model. Journal of Educational Development: Foundations And Applications, 1(1), 94-106

[2] Saptono. 2011. *Dimensi-dimensi Pendidikan Karakter Wawasan, Strategi, dan Langkah Praktis*. Jakarta: Erlangga.

[3] Wibowo, S. A., Murtono, M., & Utaminingsih, S. The Effectiveness Of Multicultural Based Indonesian Teaching Materials To Improve Critical Thinking Skills. *Jurnal Pajar (Pendidikan dan Pengajaran)*, 5(2), 403-411.

[4] Mahfud, Choirul. 2006. *Pendidikan Multikultural*. Yogyakarta: Pustaka Pelajar.

[5] Suryana, Yaya dan Rusdiana. 2015. *Pendidikan Multikultural Suatu upaya Penguatan Jati Diri Bangsa Konsep, Prinsip, dan Implementasi.* Bandung: CV Pustaka Setia.

[6] Kuppens, L., Ibrahim, S., & Langer, A. (2020). Unity over diversity? Teachers' perceptions and practices of multicultural education in Kenya. *Compare: A Journal of Comparative and International Education*, 50(5), 693-712.

[7] Kim. B. L. (2020). Multicultural education in Asia and the role of language teaching: Focusing on South Korea. *Journal of Pan-Pacific Association of Applied Linguistics*, 24(1), 67-83.

conducted by Debbag & Fidan.[8] The results of the study show that participants adopted an authoritative style in terms of classroom management and had positive attitudes towards multicultural and democracy education.

The research above has examined multicultural education for teachers. Apart from teachers, other actors in an education are students. Multicultural education is very important for students, as explained above. However, no one has researched the benefits or advantages that students get from this multicultural education. Thus, the novelty of this article is focused on the student, specifically the advantages of multicultural education for students. This research is important to do to find out what students get from multicultural education. By providing an explanation of the advantages of multicultural education, teachers can participate in implementing multicultural education in the classroom. The problem formulation of this research is what are the benefits that students receive from multicultural education. Moreover, this article will explore some of the benefits that students get from multicultural education.

This research uses literature study or library research. Literature studies critically examine a rather solid set of arguments/ideas on a particular topic.[9] As a means of gathering opinions, researchers use journals and other literature related to multicultural education to obtain research data related to the topics discussed and then present them in the discussion results. It provides the advantages of multicultural education for learners through journal articles.

B. Literature Review

Multiculturalism is a form of ideological view that prioritizes the principles of togetherness and humanity. Where in the social process this view is generally influenced or motivated by the historical reality and conditions of various differences that exist in actual reality. multiculturalism is a series of views as well as guidelines for life that prioritize togetherness on the basis of differences (religious, political, ethnic and national).[10] multiculturalism is an agreement that is built on the basis of differences, both in cultural communities, history, habits, and customs.[11] Meanwhile, according to Lawrence Blum, multiculturalism is the idea of understanding an ideology that accepts differences with awareness, either individually or in groups. Moreover, multiculturalism is an idea that is built on the basis of a perspective on differences and prioritizes togetherness. [12]

Over the past 30 years, the field of multicultural education has become recognized as one of the avenues of school reform. Strongly supported by some constituents and opposed by others, multicultural education has different connotations, based on the lenses through which it is viewed, and its scope and content have continued to be issues of debate. the term multiculturalism has its roots in culture, i.e. culture is seen as a guide to human life.[13] The concept of multiculturalism cannot be

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[8] Debbag, M., & Fidan, M. (2020). Relationships between Prospective Teachers' Multicultural Education Attitudes and Classroom Management Styles. *International Journal of Progressive Education*, 16(2), 111-122

[9] Mallett, S. (2004). *Understanding home: a critical review of the literature*. The sociological review, 52(1), 62-89.

[10] Azyumardi Azra, Identitas dan Krisis Budaya, Membangun Multikulturalisme Indonesia, Jakarta, FE UI, 2007

[11] Parekh, Bikhu. 2001. Rethinking Multiculturalism. Harvard.

[12] Ahmad Rivai Harahap , Multikulturalisme dan Penerapannya dalam Pemeliharaan Kerukunan Umat Beragama , 2004 , h.17

[13] Suparlan, Parsudi. Multikulturalisme. Jurnal Ketahanan Nasional, VI (1), April 2002

equated with the concept of ethnic diversity or the national culture that characterizes pluralistic societies. Multiculturalism is an ideology and a tool for the advancement of humanity. Understanding multiculturalism requires building a knowledge base in the form of developing relevant and supporting concepts.

Multicultural education is the recognition of the economic, social and political realities that exist in society. Multicultural education is a belief and interpretation of the recognition and assessment of cultural and racial diversity, aiming to change the structure of education so that students come from different nationalities, races and cultures.[14] Multicultural education is a process of developing human potential, maintaining honor and respect for human dignity. Meanwhile, Howard argues that multicultural education is education that can provide multicultural competence. Through the application of multicultural education from an early age, children can accept and understand cultural differences, which affect behavior, habits, etiquette, and customs.

Understanding multiculturalism is a necessity for humans to face global challenges in the future. Multicultural education has two responsibilities; (1) preparing the nation to be ready to face the flow of outside cultures; (2) uniting the nation itself which consists of various cultures. The social conflict inherent in dealing with black people is that they are disoriented due to lack of information, the fact that they do not apologize, and that they do not care about their actions. We have feelings or social sensitivities. Regional conflicts often occur because there is no understanding of diversity or multiculturalism. Overall, this means having a multicultural character. Seven values that reflect attitudes of multiculturalism, such as:

a. Solidarity and Fraternity

Social solidarity and social brotherhood for a multicultural society. Building social brotherhood and solidarity occurs with mutual understanding and self-restraint. Conflicts usually occur between people or siblings.

b. Gender Equality

Diversity is an asset to society and should be encouraged. Uphold traditions of equal living including equality in all roles in life based on gender, body and society.

c. The Family Values

Multicultural societies also consist of legitimate families that have multicultural knowledge. The family itself is not spared. Although its members are still related by blood, due to various problems, interests and other reasons.

d. Respect for Moral Order

Another element of multiculturalism in the story is the need to respect the values or morals developed in community life. Susila means good behavior or actions that should guide human life. Therefore, morality is a situation that can fulfill the needs of community members without harming the interests of others, and is also an attitude of mutual respect between individuals.

e. Feeling Enough in Life

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[14] Banks, J. 1993. *Multicultural education: historical development, dimensions, and practice*. review of research in education.

If they adhere to the relevant principles, the multicultural population is gradually moving toward a stable, kosher life within themselves. These conditions include a structure based on consensus, collectively accepted constitutional rights, a just state with a multiculturally formed common culture and multicultural education, and a plural and inclusive view of national identity. There isn't anyone in this area who can adequately take care of themselves alone.

f. Open Trading

However, the lifestyle of a multicultural society will not be influenced by economic conditions. Due to the widespread diversity among the population, the individuals involved in the buying and selling process are also tasked with recognizing and negotiating this diversity.

g. Power Sharing and Control

Power in the view of society follows the trust given by society from God to a figure who is considered capable of carrying it out. The goal of this particular power is to kill people. Likewise, the welfare of the community, whether it is in a physical or mental sense. Any view, such as the power, is not always something that needs to be mentioned because it appears to be a dangerous responsibility.

Every country must be inhabited by various tribes, races, and religions. It cannot be denied that this multiculturalism also has an effect on classroom conditions when students are studying and learning in the school. students will be met with friends from outside the area who may have different cultures or habits from their own, or students will meet other students who have different religions. so this makes it multicultural in the classroom. a multicultural classroom can be the first solution in building students' trust in their own country.[15] It means that from class, students are taught how countries develop with people they don't know and from a variety of different backgrounds. Multicultural classrooms are very important for a country because students are taught from an early age how to behave with people who have different cultures, customs, and beliefs.

The implementation of a multicultural classroom for students can be in the form of habituation in giving the highest respect to fellow human beings regardless of that person's background. An example of this activity is to respect fellow students who come from underprivileged families. Paying respect can be in the form of continuing to invite them to play with other friends even though there are differences. Another thing is that multicultural classrooms can be a way for state governments to distribute education in every region. This attitude can be taken by building educational facilities between two adjacent areas, so that the range of students participating in school learning is not only students from one area, but several regions.

Apart from these two things, the multicultural classroom can be a place for exchanging ideas for students to be more open with the surrounding environment which is filled with various cultures. This right is exercised by the state government so that ethnic, religious, racial and cultural discrimination does not occur against one party, and education from an early age makes students aware that they live side by side with other people who may also be different from them. The implementation of a multicultural classroom must be followed by changes in the institution that houses it, such as school

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[15] Safitri, Diah. & Efianingrum, Ariefa. Managing Multicultural Classrooms of Schools in Indonesia: Some Considerations. 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019).

goals, curriculum, learning materials, teaching methods, teacher perceptions and behavior.[16] it is intended that the implementation of the multicultural classroom can be carried out perfectly. This does not only require schools, but the state government must take part in making policies in the form of changes to schools and educational curricula. One of the countries that have many multicultural classrooms is Indonesia. Indonesia, as a multicultural country should have a multicultural classroom.

Multicultural classrooms for Indonesia are very important because this education is considered more suitable for the heterogeneous conditions of Indonesian society. but on the other hand, multicultural classrooms are still new to Indonesian education. The implementation of multicultural classrooms in Indonesia has actually been included in curriculum 13 or commonly called K13. K13 itself was created to strengthen relations between students of various ethnicities, races and religions. According to Nuh, the approach of using a multicultural classroom in K13 already meets Indonesian curriculum standards and goals which are expected by the community to have an increased understanding of differences.

In other countries, multicultural classrooms have different forms and goals. several countries have implemented multicultural classrooms that are adapted to the surrounding culture. multicultural classroom with regular classes, abroad, distinguished by learning materials and textbooks. the multicultural classroom book contains the culture that they do everyday, and cultural differences from several regions. The multicultural classroom is considered very important because students become aware that they live in a diverse environment and that they will have a multicultural classroom that makes them have an attitude of tolerance.

Multicultural classrooms in Indonesia can emulate Gorski's multicultural classroom concept, namely self-transformation, process transformation, and community transformation.

1. Self-transformation

   Self-transformation means students can develop themselves to be better. This development may include the development of soft skills, such as public speaking, critical thinking, and leadership. Hard skills can also be developed with the help of teachers and training, such as coding, programming and graphic design.

2. Process transformation

   Process transformation means that students make changes in every process carried out to achieve a goal. For example, when students want to focus on public speaking, the first process students must learn to be confident to appear in front of the class, then the next process is students learn about body language, what to do with hands and head when making an invitation, then students must recognize who the audience is. they, whether their own friends or teachers or elders, by knowing the audience students will know how they should use their body language. and the last thing students have to do is master eye contact to attract the attention of the audience. With the process transformation, students have targets in each training.

3. Community transformation

   Societal transformation is usually called social transformation. Social transformation is a comprehensive change in society that occurs due to contact with other cultures and social change.

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[16] Banks, J. 1993. *Multicultural education: historical development, dimensions, and practice*. review of research in education.

For example, the development of information communication technology and national development programs. community transformation occurs in the community environment, students only learn how society changes due to changing residence. The teacher's role is to provide students with an understanding of how society can live side by side with a culture that continues to change with the times.

From these three aspects it can be concluded that multicultural classrooms should have long been implemented in Indonesia because Indonesia is a country filled with differences in ethnicity, religion, race and culture. Teachers must have the spirit of multiculturalism, because this program requires teachers to be able to develop side by side with different conditions of society and students. before entering the multicultural classroom, students are expected to prepare themselves to become students with high character, to realize this requires the role of parents;

First, coaching early childhood to understand the environment and the people around them. students must understand the various characteristics of a very diverse society. Caring for others is very important because it is necessary to train social sensitivity, solidarity, communication between people, and practice empathy. Some of these social interests need to be developed at different times and places because every different place will have a different attitude. The most important thing is communication between people where this will be the main basis for students to communicate with others.

Second, fostering a sense of nationalism as a nation and state. A sense of nationalism is important because with a sense of nationalism, differences between cultures and religions can be further strengthened and foster a high sense of tolerance. Religious discrimination often occurs among people of different religions. This can be avoided by enforcing existing laws, then this can be continued by maintaining commitments and instilling in students to be tolerant of differences.

Third, students are trained to adapt to different environments of religion, social status and gender. From this training students are able to be tolerant, work together with others, respect the opinions of others, act fairly with others, and are able to understand everyone's social conditions.

Fourth, practice to understand other religions. meaning that in this part students are not required to change religions, but students are trained to understand how other religions worship and glorify their servants, especially religions that are listed in Indonesian legislation (Islam, Christianity, Catholicism, Hinduism, and Buddhism). students should be taught how these religions direct their servants to do good and lead to peace. so that this can be a provision for students not to engage in inter-religious conflict.

Fifth, develop the traditions of each region. Indonesia is a multicultural country, because of this every community is required to know and understand at least the traditions that exist in their area. this is done in order to create a social identity for the Indonesian nation and the areas occupied by the community. the many ethnicities that Indonesia has can be used by Indonesia to strengthen the country's wealth by way of being preserved by its people, especially youth or students.

Sixth, inviting the mass media to actively participate in building the nation's character. This can be done by providing news with character and morality to the public. The mass media is expected to take on an economic, social, educational, cultural role to build up the lost national values. The news conveyed can be in the form of dialogue between state officials, providing the latest news, or in the form of an invitation to the public to reunite the nation's values which are increasingly fading. In this

era, mass media or social media is very influential for life. People will open and read more news on their social media than around them, so the important role of the mass media here is to move the community to play an active role in efforts to rebuild the nation's character.

C. Increasing Students' Critical Thinking

Critical thinking is an important cognitive process that influences how one sees and understands the world.[17] Critical thinking processes involve reflective thinking, problem solving and independent assessment. Through this process, a person can apply his knowledge to new situations or conditions.[18] Some research shows that critical thinking skills can prevent prejudice by fighting stereotypes and increasing awareness that group members can act independently.[19] With critical thinking skills, a person can become more reflective and reasonable in their thoughts about different groups and cultures.

Education about critical thinking through multicultural education is generally integrated into the school curriculum which indirectly contributes to reducing the prevalence of stereotypes.[20] Students are equipped with the cognitive tools and capacities to think critically to enable them to question the validity of stereotypes. This can increase an individual's ability to critically evaluate these stereotypes, encouraging a more reflective and rational approach to understanding other groups and cultures.

In multicultural learning, students who are active in the learning process will gain more experience and use it in everyday life. Multicultural learning accustoms students to think critically before receiving answers from others. Critical thinking is a process of independent thinking that can generate new and innovative ideas, a process of reflection on experience and a learning process to make effective decisions.[21] Critical thinking is a skill that can shape the social, moral, mental, cognitive and scientific development of children.[22] In short, the use of multicultural learning models helps students develop their critical thinking skills.

Multicultural education is very important for teaching critical thinking in fostering liberal and tolerant citizens.[23] These skills not only promote better academic results but also assist students in

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[17] Paul, R., & Heaslip, P. (1995). Critical thinking and intuitive nursing practice. *Journal of Advanced Nursing*, 22(1), 40–47
Walsh, D., & Paul, R. W. (1986). *The goal of critical thinking: From educational ideal to educational reality.*
Daly, W. M. (1998). Critical thinking as an outcome of nursing education. What is it? Why is it important to nursing practice? Journal of Advanced Nursing,28(2), 323–331.
[18] Hello, E., Scheepers, P., Vermulst, A., & Gerris, J. R. M. (2004). Association between educational attainment and ethnic distance in young adults socialization by schools or parents? Acta Sociologica,47(3), 253–275. doi:10.1177/0001699304046222
[19] Garside, C. (1996). *Look who's talking: A comparison of lecture and group discussion teaching strategies in developing critical thinking skills*. Communication Education,45, 212–227.
[20] Devine, P. G., & Elliot, A. J. (1995). *Are racial stereotypes really fading? The Princeton trilogy revisited. Personality and Social Psychology Bulletin*,21(11), 1139–1150. doi:10.1177/01461672952111002
[21] Indraswati, D., Marhayani, D. A., Sutisna, D., Widodo, A., & Maulyda, M. A. (2020). Critical thinking and problem solving in social studies learning to answer the challenges of the 21st Century. Social Horizon: Journal of Social Education, 7(1),13–28
[22] Mohd Darby, N., & Mat Rashid, A. (2017). Critical thinking disposition: The effects of infusion approach in engineering drawing. Journal of Education and Learning, 6(3), 305-311.Available at: https://doi.org/10.5539/jel.v6n3p305
[23] Hjerm, M., Johansson Sevä, I., & Werner, L. (2018). How critical thinking, multicultural education and teacher qualification affect anti-immigrant attitudes. International Studies in Sociology of Education, 27(1), 42-59.

cultivating citizens living in heterogeneous societies. Moreover, critical thinking skills give students the ability to move beyond stereotypes and prejudices when dealing with outgroup members.

Subsequent research examines the effects of multicultural learning to improve students' critical thinking skills.[24] This research shows that there is an increase in students' critical thinking skills from multicultural learning. Multicultural learning is not only limited to implementation but also followed by a diversity of knowledge. When the multicultural problem-based learning model is applied, students' critical thinking skills will emerge when completing both individual and group assignments with the help of the teacher.[25] The application of multiculturalism in learning can help students learn skills and characteristics such as collaborative critical thinking, teamwork, creative problem solving, and innovation as well as self-directed and interpersonal skills.

Furthermore, Wibowo conducted research to develop multicultural-based teaching materials to improve students' critical thinking skills. The results of the teaching module are given to students.[26] The results of this study state that multicultural-based teaching materials are effective in improving students' thinking skills. This multicultural-based teaching material can be used for student learning independently and in groups as well as with teacher guidance in learning. These teaching materials are needed to support the learning process and improve students' critical thinking skills. This can also make it easier for the teacher to convey the material.

Based on the explanation above, it can be concluded that multicultural education helps develop students' critical thinking skills. The learning process in a multicultural environment encourages students to think reflectively before accepting answers from others, generate new and innovative ideas, and overcome stereotypes and prejudices. Multicultural learning is important to implement because it can improve students' critical thinking skills.

D. Increasing Student's Tolerance

In cultural development, tolerance in multiculturalism is needed. This need is not only for communication, but is also needed in our attitude or behavior. Tolerance is how a person can understand the different circumstances around him, this situation can include environmental conditions, religion, language and culture. Another definition related to tolerance is as the first thing that humans feel when they accept new things in their lives, these new things are mainly about culture. The existence of an attitude of tolerance in society indicates that the community is a society that is rich in differences so that they are required to be tolerant. In religious science, tolerance is used to see and accept differences from God's grace.

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[24] Qondias, D., Lasmawan, W., Dantes, N., & Arnyana, I. B. P. (2022). Effectiveness of Multicultural Problem-Based Learning Models in Improving Social Attitudes and Critical Thinking Skills of Elementary School Students in Thematic Instruction. Journal of Education and E-Learning Research, 9(2), 62-70.

[25] Thorndahl, K. L., & Stentoft, D. (2020). Thinking critically about critical thinking and problem-based learning in higher education: A scoping review. Interdisciplinary Journal of Problem-Based Learning, 14(1), 1–21.Available at: https://doi.org/10.14434/ijpbl.v14i1.28773

[26] Wibowo, S. A., Murtono, M., & Utaminingsih, S. The Effectiveness Of Multicultural Based Indonesian Teaching Materials To Improve Critical Thinking Skills. Jurnal Pajar (Pendidikan dan Pengajaran), 5(2), 403-411.

In the world of education, Banks says that tolerance is how people see color. colors have many kinds and are very diverse, so that multicultural differences can be seen from the colors.[27] he also identified tolerance in education which is divided into four types, they are;

1. To see the role of students in learning in class

    students who have a great sense of tolerance will be different from students who do not have a sense of tolerance. a small example: if the teacher needs help to erase the blackboard, students who have a sense of tolerance will help the teacher without being asked. meaning here, small things can be seen and become evidence whether the student has a sense of tolerance or not.

2. To see students' attitudes towards differences in race, religion, and culture

    school is a gathering place for many people from different regions, maybe even from different countries. From here students can learn what they should do if their friends have different races, religions, and culture. The role of the teacher is very important so that students do not object to the differences around them. The teacher can give an example to students about what attitude to take if there are friends who have different ways of worship, different languages, and different attitudes.

3. To assist students in making decisions

    Teachers in the classroom must assist students in learning to make decisions. Tolerance and decision making have a linkage effect on students, if students already have a sense of tolerance towards their friends, then they will be able to make a decision fairly and not burden their friends.

4. Tolerance students make the difference that there is a positive thing

    The teacher's role here is a motivator for students that with differences students can learn many things. such as differences in how to worship between religions, differences in regional food, differences in traditional events, and so on. The teacher is expected to be able to provide an introduction that is able to make students interested in the existence of multiculturalism around them.

In conclusion, tolerance and multiculturalism are two things that can't be separated. because multiculturalism requires students to be tolerant. From this attitude of tolerance, students learn many things, starting from the simplest things, such as attending class, making decisions, doing positive things, and the most complicated thing is respecting differences in ethnicity, religion, race, and culture.

E. Developing Cultural Awareness

Multiculturalism plays a significant role in developing awareness by promoting the understanding, appreciation, and acceptance of diverse cultures. By exposing people to various viewpoints, fostering an appreciation for cultural differences, promoting cultural competence, encouraging self-reflection, improving cross-cultural communication skills, fostering global citizenship, and eradicating prejudice and stereotypes, multiculturalism aids in the development of cultural awareness. Individuals can foster a more accepting, sympathetic, and culturally aware society by supporting multiculturalism. Here are some advantages of multiculturalism on developing cultural awareness:

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[27] Banks, J. 1993. Multicultural education: historical development, dimensions, and practice. Review of research in education.

1. Multiculturalism exposes individuals to a wide range of cultural perspectives, beliefs and practices. By interacting with people from different backgrounds, individuals gain a deeper understanding of different cultural values, norms, and worldviews. This visibility helps to break down stereotypes, challenge assumptions and expand an individual's perspective beyond their own cultural bubble.

2. Multiculturalism promotes an appreciation of cultural diversity by emphasizing the unique characteristics and contributions of different cultures. Individuals learn to recognize and appreciate differences in languages, traditions, customs, art, music and cuisine. This appreciation encourages positive attitudes towards cultural differences and creates a more inclusive and tolerant society.

3. Multiculturalism develops cultural competence, the ability to interact effectively and respectfully with people from different cultures. Through an understanding of different cultural customs and norms, individuals acquire skills in communication, collaboration, and intercultural interaction. Cultural competence is critical in different workplaces, educational institutions and global contexts.

4. People are inspired by multiculturalism to consider their own cultural identity and background. People develop a deeper awareness of their own ideas, values, and traditions as a result of exposure to other cultures. This introspection helps people grow personally and develop a greater sense of identity. Additionally, it fosters empathy and respect for the cultural identities of others.

5. The benefits of multiculturalism include improved verbal and nonverbal communication, active listening, empathy, and cross-cultural communication abilities. People learn to negotiate language and cultural differences, modify their communication style, and create methods for establishing rapport across cultural boundaries through interacting with people from other cultures. In a worldwide world with many different communication outlets, these abilities are essential.

F. Conclusion

To sum up, Multicultural education involves the integration of various cultures within a community, encompassing beliefs, customs, language, religion, history, and more. It is a relatively new term in the field of education and should be implemented from an early age in both formal and non-formal settings. This approach aims to develop students' abilities to live in diverse societies and cultivate a sense of mutual tolerance. The implementation of multicultural classrooms involves instilling respect for individuals regardless of their background. For example, students should be encouraged to treat their peers from underprivileged families with respect and include them in activities.

In Indonesia, multicultural classrooms are highly important due to the heterogeneous nature of Indonesian society. However, their implementation is still relatively new. The Indonesian curriculum, known as K13, includes multicultural classroom approaches to promote understanding and acceptance among students of different ethnicities, races, and religions. In other countries, multicultural classrooms take different forms and have varying goals. Some countries adapt their multicultural classrooms to reflect the local culture, incorporating learning materials and textbooks that highlight everyday practices and cultural differences from different regions.

Based on the discussion, multiculturalism has its own advantages in education, such as increasing student's critical thinking, increasing student's tolerance, and developing cultural awareness. Multicultural education incorporates critical thinking skills into the curriculum to challenge and reduce stereotypes. Students learn to question stereotypes and develop the cognitive tools needed for critical evaluation. This fosters a more reflective and rational approach to understanding different cultures and groups.

Tolerance is essential in cultural development, encompassing understanding and accepting diverse circumstances such as religion, language, and culture. It is the initial response when encountering new cultural experiences. Multiculturalism plays a crucial role in promoting cultural awareness by encouraging understanding, appreciation, and acceptance of diverse cultures. It exposes individuals to different perspectives, enhances cultural competence, improves cross-cultural communication skills, promotes self-reflection, fosters global citizenship, and combats prejudice and stereotypes.

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