



Multicultural-Based Character Education in An Effort to Maintain The Spirit of Unity and Oneness of Indonesia

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Abstrak

Permasalahan yang paling sering muncul dari keragaman Indonesia adalah konflik yang levelnya bukan hanya pada tataran daerah, tetapi sudah mulai mengancam integrasi bangsa. Berulang kali Indonesia dilanda konflik yang arahnya memecah belah semangat persatuan dan kesatuan masyarakatnya. Keragaman suku, ras, agama, perbedaan bahasa dan nilai-nilai hidup yang terjadi di Indonesia sering berbuntut berbagai konflik. Tujuan penelitian ini adalah untuk mengetahui pendidikan karakter berbasis multikultur dalam upaya merawat semangat persatuan dan kesatuan bangsa Indonesia. Metode yang digunakan dalam penulisan karya ilmiah ini adalah deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah studi kepustakaan dan dokumentasi. Data yang diperoleh kemudian di analisis dengan mendalam untuk disajikan secara deskriptif kualitatif. Adapun hasil penelitian ini menunjukkan, bahwa pendidikan karakter berbasis multikultur dalam upaya merawat semangat persatuan dan kesatuan bangsa Indonesia dilakukan melalui penanaman nilai-nilai karakter dalam diri warga negara, seperti toleransi, sopan, ramah dan santun, demokratis, semangat kebangsaan, nasionalisme dan patriotisme, cinta tanah air, bersahabat/komunikatif, dan cinta damai.

Kata Kunci: *Pendidikan Karakter; Multikultur; Persatuan dan kesatuan*

Abstract

The problem that most often arises from Indonesia's diversity is conflict whose level is not only at the regional level, but has begun to threaten national integration. Indonesia has repeatedly been hit by conflicts which tend to divide the spirit of unity and integrity of its people. The diversity of ethnicities, races, religions, language differences and life values that occur in Indonesia often lead to various conflicts. The purpose of this research was to determine multicultural-based character education in an effort to maintain the spirit of unity and oneness of Indonesian. The method used in writing this research was descriptive qualitative. The data collection technique used was the study of literature and documentation. The data obtained was then analyzed in depth to be presented in a qualitative descriptive manner. The results of this research indicated that multicultural-based character education in an effort to maintain the spirit of unity and integrity of the Indonesian is carried out through instilling character values in citizens, such as tolerance, politeness, friendliness and courtesy, democracy, national spirit, nationalism and patriotism. love the motherland, be friendly/communicative, and love peace.

Keywords: *Character Education; Multicultural; Unity and Oneness*

INTRODUCTION

Indonesia is one of the largest multicultural countries in the world. As a multicultural country, this plurality or diversity is the cornerstone that supports Indonesia's existence. This diversity is reflected in differences in ethnicity, religion, race, culture, customs, language and between groups (Lasut et al., 2021). Pluralism for the Indonesian is not something foreign or new. Because before the founding fathers declared their independence, Indonesia was indeed a multicultural nation from the start. After so long standing as a country, the Indonesian people realize that pluralism is an inevitability that cannot be avoided in this life.

The diversity of culture, race, ethnicity, religion, language, custom, culture and class has become the hallmark and characteristic of Indonesia as a multicultural country. This diversity is a national asset, a fantastic wealth and is priceless. The positive potential of Indonesia's unique diversity can in turn become a special attraction for the world community (Puspa & Saitya, 2019). No wonder many foreign tourists deliberately visit Indonesia just to witness the beauty of Indonesia's diversity. Diversity, especially various arts and culture of the country, has been utilized by Indonesia as a tourism object and destination. The increasingly crowded foreign tourist visits to Indonesia have strengthened national foreign exchange reserves.

Indirectly, foreign tourists coming to Indonesia will have a positive impact on the national economy. In addition to directly bringing economic benefits to the people of the areas visited. That way, from an economic point of view, Indonesia's diversity has become a blessing for individuals, society, nation and state. In the long term, whether we realize it or not, the community feels extraordinary pride with the phenomenon of its diversity (Santika, Sujana, et al., 2022). It does not stop at pride, but this feeling will spread to the emergence of a higher spirit of nationalism in the hearts of the Indonesian people.

However, it needs to be observed, even though Indonesia's diversity has proven to bring great benefits to the national economy. But don't forget, that diversity also gives birth to various bad implications and possibilities that are no less great. Especially if Indonesia's diversity is not managed wisely, it can cause complicated and complex problems (Wahyuni et al., 2022). The problem that most often arises from Indonesia's diversity is conflict whose level is not only at the regional level, but has begun to threaten national integration.

Indonesia has repeatedly been hit by conflicts which tend to divide the spirit of unity and integrity of its people. The diversity of ethnicities, races, religions, language differences and life values that occur in Indonesia often lead to various conflicts. Conflicts in society that originate from inter-group violence that explode sporadically in various regions in Indonesia show how vulnerable the sense of togetherness that is built within the Indonesian Nation-State is (Akhmadi, 2019). Thus, on the one hand the diversity of society is the wealth of the nation, while on the other hand it is very prone to triggering conflict and division (Aspila & Baharuddin, 2022).

Noting the low spirit of national unity and integrity, it is time for Indonesia to no longer remain silent. Therefore, it is necessary to find a way out and the best solution, how to maintain the spirit of unity and oneness in the diversity of Indonesia. Education still seems to be the hope and foundation for the problems of the Indonesia in maintaining the spirit of unity and oneness of the Indonesia (Buka et al., 2022). So far an effective way to provide understanding is through education (Hasanah, 2018). Through education, character values that are appropriate and able to sustain Indonesia's diversity can be internalized in the personality of every citizen. It should be from an early age, students get educational inputs that internalize character values that can in the future nurture the spirit of national unity and integrity in diversity.

Noting the importance of instilling character values in a multicultural country to maintain the spirit of national unity and integrity, character education should no longer just teach guidelines regarding good and bad values. Instead, character education that is developed is more directed at educating Indonesian people to maintain the spirit of unity and integrity of the nation. Therefore, the multicultural content reflected in the values of character education is something that cannot be ruled out anymore. Therefore, the title raised in this article is Multicultural-Based Character Education in An Effort to Maintain the Spirit of Unity and Oneness of Indonesia.

METHODS

The method used in writing this research was descriptive qualitative. The qualitative descriptive method in this research was to study the problems caused by diversity and how the working procedures are used in solving these problems. This qualitative descriptive research intends to describe what is currently in effect, by examining the relationship between multicultural-based character education in an effort to maintain the spirit of unity and oneness of Indonesia. Data collection techniques used in connection with this research were literature and documentation studies. For data collection in this research, the author used library study data, by searching all materials that are in line with the problem of this writing, by reviewing research results, quoting notes from books, examining theories related to the problem (Santika, 2017).

Documentation is done by viewing and studying various materials such as documents and reports including various regulations related to research variables. The data collected was then analyzed in depth to be described descriptively qualitatively.

RESULT AND DISCUSSION

Multicultural-based character education is the cultivation of character values in citizens whose direction is to care for the unity and integrity of the nation in Indonesia's diversity. Some values or attitudes that need to be internalized in pluralism through character education can be explained below.

The value or attitude that needs to be instilled in multicultural-based character education to maintain the spirit of unity and oneness of Indonesia is tolerance. Tolerance is a value or attitude that directs the character of every person so that his heart is moved to care for the unity and integrity of the Indonesia. Tolerance is an attitude and action that respects differences in religion, ethnicity, opinions, attitudes and actions of other people who are different from oneself. To maintain the integrity of a nation with diverse differences, tolerance itself is needed so that it is instilled in the minds of all the people so that the threat of division due to differences can be avoided, on the contrary, with these differences people are able to live in harmony and respect each other (Pitaloka et al., 2021).

Tolerance must be supported by a broad horizon of knowledge, an open attitude, dialogue, freedom of thought and diversity. By having high tolerance, it is expected to be able to create a life order that is pluralism well, mutual respect and respect for differences in order to maintain the unity and integrity of Indonesia (Susanto & Kumala, 2019). The diverse face of Indonesia demands a high degree of tolerance from every member of society. This attitude of tolerance must be realized by all members and layers of society in order to form a compact but diverse society that is rich in new ideas (Taniredja et al., 2021)

The importance of instilling an attitude of tolerance in character education is by reflecting on cases or events of intolerance that threaten the unity and integrity of the nation. Since the last 3 years in Indonesia there have been several incidents of intolerance between religious communities, data from the Executive Summary Report on Freedom of Religion and Belief of the National Human Rights Commission states that in 2014, National Human Rights Commission recorded 74 cases of intolerance reported to the complaint post desk on Religious Freedom and Belief (KBB), in the following year there were 87 cases of complaints, in 2016 there was an increase of up to 100 cases of intolerance complaints. The latest conflict, namely the series of bomb terror that occurred before the month of Ramadan or May 2018 which occurred at a number of points in East Java including targeting 3 churches in the city of Surabaya which claimed 18 victims (Fadli, 2020).

Values or attitudes that need to be instilled in multicultural-based character education to maintain the spirit of unity and oneness of Indonesia are polite, friendly and courteous. The Indonesian nation with a culture that is polite, friendly, tolerant, not easily angered and can live side by side, even though they differ in terms of beliefs. This can be proven because Indonesia has the motto *Bhinneka Tunggal Ika*, which means different but still one. Through *Bhinneka Tunggal Ika*, all these differences can be united for the common interest of the Indonesian nation (Setiawan & Setyowati, 2018).

Values or attitudes that need to be instilled in multicultural-based character education to maintain the spirit of unity and integrity of Indonesia are democratic. Democratic can be defined as a way of thinking, behaving and acting that values the rights and obligations of himself and others. According to the Big Indonesian Dictionary (KBBI), democratic is an adjective of democracy. Democratic citizens are citizens who have good attitudes and behavior in life both in private and state life by upholding democratic principles.

A democratic attitude has the characteristics of being open, sportsmanlike, peaceful, not forcing opinions, being responsible, and not violating the rights of others (Santika, 2020). A democratic attitude in a multicultural country is shown by respecting differences, expressing opinions in the right way, and respecting the results of deliberations. In character education with multicultural content, the democratic attitude that needs to be built to maintain unity and integrity is to solve problems peacefully and institutionally, guarantee the implementation of peaceful changes in a changing society, carry out regular leadership changes, limit the use of violence to a minimum level, acknowledge and consider the existence of diversity reasonable and guarantee the upholding of justice (Nur & Sudarsono, 2019).

Values or attitudes that need to be instilled in multicultural-based character education to maintain the spirit of unity and oneness of Indonesia is the spirit of nationality. Indonesia is a plural country. Consists of many tribes, languages, and cultures (Nur & Sudarsono, 2019). Therefore, to defend Indonesia, it is necessary to have a national spirit. In fact, the spirit of nationalism is a sublimation of the Youth Pledge in 1928 which united the determination of the Indonesian people to become a strong, respected nation by the nations of the world. The national spirit that belongs to the country comes from the citizens who live in the country. National spirit is a synergistic combination of nationalism with a spirit of patriotism that continues to burn, so that the ideals of the Indonesian people can be realized. (Santika & Sudiana, 2021).

The spirit of nationalism can be defined as a condition that shows awareness to surrender the highest loyalty of each individual to the State and nation. The national spirit is a form of love that gives birth to a spirit of togetherness.

In a multicultural country, the national spirit is very important for Indonesian citizens. Moreover, the reality shows that the bonds of the values of the national spirit which have been firmly ingrained in the diverse lives of the Indonesian people are now starting to fade and loosen, and have even almost disappeared (Santika, Suarni, et al., 2022). Some of the values of the national spirit that need to be instilled through character education in a multicultural country like Indonesia are work together, mutual respect for differences, a willingness to respect each other, and a willingness to sacrifice for the interests of the nation which are very strongly embedded in society. In a country that is diverse, the national spirit in the form of a positive attitude places the interests of the nation above itself. The character of the national spirit always places public or national interests above personal or group interests (Maimun et al., 2020).

The national spirit can be interpreted as an impetus to defend a nation and have a positive impact in efforts to maintain the unity and integrity of the Indonesian nation which is full of diversity. To instill the spirit of nationalism in character education, it must be known in advance where the source or emergence of this attitude comes from. The spirit of nationalism also emerges from within the individuals of Indonesian citizens to love and be willing to sacrifice for the unity and integrity of the Indonesian nation. In addition, national spirit and commitment can be grown by cultivating nationalism and patriotism (Sudrajat, 2011). For this reason, character education based on multiculturalism must be able to position nationalism and patriotism. Equally important in character education is the definition that needs to be given to the national spirit itself. Because if you give the wrong definition, it will make other people even more confused with the concept that should be implemented. The national spirit is a value that is internalized in the character of Indonesian citizens in an effort to protect and maintain the spirit of national unity. With character education that teaches the value of the national spirit, Indonesian citizens will learn the importance of maintaining and caring for the unity and integrity of the Indonesian nation (Pusposari, 2017).

With the national spirit getting thicker in a multicultural country like Indonesia, automatically threats, challenges, obstacles and disturbances (ATHG) to the integrity and unity of the nation will be eliminated. From the national spirit will flow and give rise to a spirit of self-sacrifice, and can develop a spirit of patriotism. The spirit of self-sacrifice is the willingness to sacrifice for the greater good. This spirit of self-sacrifice has in turn led the Indonesian people to become independent. For the multicultural Indonesian nation, if it wants to achieve its goals, it must also be supported by a high patriotic spirit. However, it needs to be understood that a patriotic spirit will stick to Indonesian citizens when they really know and are aware of what (purpose) they are sacrificing for (Santika, 2022).

In teaching character education based on multicultural content, one must understand the meaning of the true national spirit in line with the concepts of nationalism and patriotism. The concept of patriotism and nationalism is very important to instill in character education. However, to understand this concept further, especially in relation to the notion of the national spirit, we can study the meaning of nationalism and patriotism. Nationalism is an understanding that considers the highest loyalty of each individual must be left to the nation state. In order to form a character that breathes nationalism, it is necessary to realize that the nationalism that blossoms in Indonesian citizens does not come by itself, but is influenced by the following elements: national character, national feeling, national language, national boundaries, religion, national equipment (Khatimah et al., 2022). With character education that teaches about nationalism, the spirit of unity and integrity of the Indonesian nation will undoubtedly get stronger.

In addition to the character of nationalism that needs to be internalized in the personality of Indonesian citizens, another attitude that is needed to strengthen the spirit of national unity and integrity is patriotism. Patriotism itself comes from the word *patria*, which means homeland, then the word *patriot* means someone who loves the motherland (Santika et al., 2018). So, patriotism is the notion of love for the motherland. The inseparable connection between the national spirit and the spirit of patriotism means the spirit born to love one's homeland. The spirit of patriotism is also based on nationalism. Thus, patriotism is born because it is based on the spirit of nationalism (Swarniti, 2019). In Indonesia, which has such high diversity, the character of patriotism is very much needed to maintain the spirit of unity and oneness of Indonesia. With an attitude of patriotism, Indonesian citizens realize how the condition of their nation which stands above diversity makes it even more proud and loving. Given the various advantages inherent in the condition of the Indonesian nation which is so diverse, it makes it even more in love with its homeland.

Therefore, the values or attitudes that need to be strongly instilled through multicultural-based character education to maintain the spirit of unity and oneness of Indonesia is love for the motherland. The attitude of loving the motherland in the pluralistic country of Indonesia has become a way of thinking, behaving, and acting to show loyalty, concern, and high appreciation for the nation's language, physical, socio-cultural, economic and political environment. This attitude of love for the motherland is what is necessary and must be internalized in the character of Indonesian citizens. By inserting an attitude of love for the motherland, the ideals of the third precept of Pancasila, namely Indonesian Unity, can be realized in everyday life. To maintain the unity and integrity of the Indonesian nation, character education that instills an attitude of love for the land is absolutely necessary. Given the condition of the multicultural Indonesian nation, it really needs the willingness and dedication of its citizens. Bearing in mind that awareness of love for the motherland is essentially a form of devotion by Indonesian citizens to their country and a willingness to be willing to make sacrifices to defend the value and dignity of the country (Santika, Sujana, et al., 2019).

On the basis of this explanation, an attitude of love for the motherland needs to be cultivated in the soul and character of every Indonesian citizen from an early age. For the importance of sowing an attitude of love for the motherland through character education that places diversity is to make Indonesian citizens willing to defend the country or nation. With the establishment of an attitude of love for the motherland, it is easier to achieve the goal of living together as a nation that stands above pluralism. The success of character education based on multicultural content in an effort to instill an attitude of love for the homeland can be seen from the behavior of defending the homeland, protecting the homeland, being willing to sacrifice for the interests of the nation and country, loving the customs or culture in the country by preserving nature and its environment (Swarniti, 2021).

Values or attitudes that need to be instilled through multicultural-based character education to maintain the spirit of unity and oneness of Indonesia are friendly/communicative. Before moving on to character education that instills friendly/communicative character, the definition must first be known (Swarniti, 2020). Friendly/communicative character is an attitude or action that pays attention to the pleasure of talking, socializing and working with others. Communicative attitude relates to other people in which there is easy-to-understand communication so as to create a pleasant atmosphere in cooperation (Nik Lisa et al., 2018). Friendly itself can be interpreted as a friendly relationship in which it creates pleasant feelings in association, while communicative is a state of being interconnected, the language is easy to understand so that the message conveyed is easily well received.

In a multicultural country like Indonesia, this friendly character is very important for every individual citizen to have. To maintain the unity and oneness of Indonesia, a friendly character needs to be instilled. Given that the unity and integrity of the nation can only be realized, if its citizens who have various characteristics are dissolved in the association. There is no such thing as prejudice on the basis of differences in religion, customs, culture, race, ethnicity and between groups. By having this character, every Indonesian citizen can be easily accepted in a society. Several benefits for Indonesian citizens have a friendly character, such as being easy to adapt and adjust to all situations and conditions, being more liked by others, the emergence of a feeling of respect for differences, having sensitivity to various social problems that exist in their environment, overcoming or reducing the emergence of negative behavior (for example: bullying of people who have differences) (Santika, Kartika, et al., 2019)

Meanwhile, communicative character is a state of being interconnected, the language is very easy to understand, so the message conveyed is easily well received. This communication is very necessary as an effort to maintain the unity and oneness of the nation, because it contains openness. This is what will reduce the emergence of negative prejudice from other different parties. Therefore, multicultural-based character education requires efforts to direct the character of Indonesian citizens to have a communicative attitude (Santika, Suastra, et al., 2022).

The character of friendly/communicative attitudes in multicultural-based character education is manifested in the form of actions that show pleasure in talking to anyone, associating, and working with other people who have different backgrounds. The character of a friendly/communicative attitude in character education shows a person's ability to convey his ideas or thoughts to other people in socializing. This character becomes an important capital in the life of society, nation and state with a very high level of diversity. Friendly/communicative people in a pluralistic country are people who easily get along with other people, even though they have various differences. And usually besides being able to convey ideas, they are also able to listen to what other people say even though there are differences. Even this character raises and shows a response in the right way. As mentioned earlier, people who have a friendly/communicative character in a multicultural country can usually be easily accepted in their environment.

The characteristics of people who have a friendly/communicative character are being able to speak and convey messages well and politely, be a good listener, have concern for others, be able to work together, respect others (Solihin et al., 2016). Indicators that can be used to describe friendly/communicative characters in a multicultural country are as follows: respecting the opinions of different people, providing support to friends, sharing with others, getting used to deliberations to solve constructive problems, prioritizing common interests above personal interests, develop a democratic attitude, participate in carrying out work together and be able to collaborate in groups.

Values or attitudes that need to be instilled through multicultural-based character education to maintain the spirit of unity and oneness of Indonesia are peace-loving. In the sense of peace-loving character, there is an attitude that makes and causes other people to feel calm and safe in their presence. By having a peace-loving character in a person, in his attitude and daily behavior he will be able to withstand and control himself from various disturbances that arise both from within himself and from other people. In a country that has a diversity of religions like Indonesia, the character of love can help Indonesian citizens to have a surrendering attitude in order to achieve peace. Indonesian citizens who internalize peace-loving attitudes in their character will try to avoid conflicts that arise because of differences in background.

The importance of planting multicultural-based character education by prioritizing the formation of a peace-loving attitude is very important in maintaining the spirit of national unity and integrity. Moreover, with the occurrence of various violence that has emerged and spread recently in Indonesia, both among students and the community (Santika, 2021). The tendency for violent acts among the younger generation to influence the behavior of children when they start to reach adulthood. This is where character education that instills a peace-loving attitude is needed. But in implementing character education that instills a peace-loving attitude, an effective and appropriate strategy is needed. Because peace-loving character education in a multicultural country is intended to reduce acts of violence that often occur in Indonesia. Therefore, in character education, it must be carried out as a concrete step to maintain the spirit of unity and integrity of Indonesia.

CONCLUSION

Based on the discussion described above, it was concluded that multicultural-based character education in an effort to maintain the spirit of unity and oneness of Indonesia is carried out through instilling character values in citizens, such as tolerance, politeness, friendliness and courtesy, democracy, national spirit, nationalism and patriotism, love of the motherland, friendly/communicative, and love of peace. Tolerance is an attitude and action that respects differences in religion, ethnicity, opinions, attitudes and actions of others who are different from oneself. The Indonesian nation with a culture that is polite, friendly, tolerant, not easily angered and can live side by side, even though they differ in terms of beliefs. Democratic can be defined as a way of thinking, behaving and acting that values the rights and obligations of himself and

others. Indonesia is a plural country. Consists of many tribes, languages, and cultures. Therefore, to defend Indonesia, it is necessary to have a national spirit. The attitude of loving the motherland in the pluralistic country of Indonesia has become a way of thinking, behaving, and acting to show loyalty, concern, and high appreciation for the nation's language, physical, socio-cultural, economic and political environment. Friendly/communicative character is an attitude or action that pays attention to the pleasure of talking, socializing and working with others. In the sense of a peace-loving character, there is an attitude that makes and causes other people to feel calm and safe in their presence.

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