

ETHNOPEDAGOGICAL APPROACH IN MULTICULTURAL LEARNING

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Abstract

Indonesian people live in diversity, creating cultural wealth in society. However, the community's character, with different cultural patterns in each group, becomes vulnerable to conflict caused by discrimination and lack of tolerance. Therefore, efforts are needed to solve these problems, including through education based on local wisdom that can be applied in schools in the application of tolerance values using an ethnopedagogical approach in multicultural learning with local wisdom related to knowledge generated, stored, applied, managed, and inherited. Create a more harmonious attitude and action. Multicultural-based learning is a reform movement that aims to create equal educational conditions for all students regardless of gender, race, religion, language, culture, or social status and foster tolerance, acceptance, respect, and affirmation of solidarity. Mastered by the concept of local wisdom values that exist in the community, bringing students to have an understanding of social values and have the skills to solve problems, live in harmony in society, respect the diversity of cultural characteristics of other individuals, and recognize and respect different cultures.

Keywords: Ethnopedagogy; Multicultural; and Local Wisdom.

Preliminary

Bhineka Tunggal Ika, as a national identity, symbolizes the cultural diversity that exists in Indonesian society (Rahmawati et al., 2020). However, different cultural patterns in each community group encourage the formation of a nation's character that is prone to conflict due to a lack of tolerance, respect, and respect for ethnicity, race, or religion, between certain groups so that efforts are needed to resolve them, one of which is through education that is in line with government policies that say that the values of tolerance can be maintained and preserved through education (Jannah et al., 2021; Jafar et al., 2020).

Through education, the process of cultural inheritance can be applied in the school environment through the implementation of tolerance values using an ethnopedagogical approach in multicultural learning (Hasibuan et al., 2021; Putra et al., 2019). According to Chaill (2001), multicultural learning is a response to cultural diversity developed to create an attitude of tolerance for students with different cultural backgrounds and customs (Fatih et al., 2019). Based on this, its application to the learning process is expected to form an attitude of openness by not hurting and disturbing the freedom of others (Jafar et al., 2020).

Furthermore, to maximize the role of education in strengthening mutual respect and fostering an attitude of global diversity, local wisdom is used to direct behavior in aligning humans with humans and humans with nature (Uge et al., 2019). Local wisdom in multicultural learning is seen as an innovation that can shape social experiences, lifestyles, personal identities, and

social or national groups, which are expected to give contextual meaning to students' learning processes and outcomes (Effendi, 2020). Therefore, the explanation of how the ethnopedagogical approach is implemented in multicultural learning needs to be discussed to stimulate the growth of student tolerance values that can be used in social life.

Results and Discussion

Ethnopedagogy is a concept applied in education by looking at local wisdom (local knowledge, local wisdom) as an innovation used to support community diversity. Diah Susanti & Chankook Kim (2020). Furthermore, ethnopedagogy becomes a way of educational innovation, where ethnopedagogy is empowered as capital to stimulate cultural appreciation in students so that it creates meaning in learning (Selasih & Sudarsana, 2018). Therefore, the value of local wisdom that is passed down from generation to generation becomes a guideline for regulating mindsets and how to behave to maintain individual and group survival (Uge et al., 2019).

Ethnopedagogy has never created a gap between the millennial generation and existing technological advances, but ethnopedagogy seeks to achieve mastery of technology and the development of Indonesia's local potential and character to be stronger (Rido, nd). Therefore, the ethnopedagogical approach needs to be applied in multicultural learning to support the achievement of learning objectives that want the growth of character or tolerance in students, as multiculturalism is a national treasure that must be developed and fostered to maintain unity and prepare the next generation amid Indonesia's diversity (Ikhsan & Giwangsa, 2019).

Multicultural learning is a strategy in education to emphasize the similarities and differences in terms of the freedom and equality of each individual for the protection of rights by encouraging students to develop respect for those of different gender, race, ethnicity, language, especially culture to provide cooperate with opportunities and do not see differences as a problem (Rosyad, 2020). Multicultural learning is designed to effectively increase learning capacity to foster tolerance, acceptance, respect, and affirmation of solidarity (Çanakale Onsekiz Mart University & Erbaş, 2019). Furthermore, multicultural learning is designed to assist teachers in responding to issues quickly in social and factual contexts; multicultural awareness as social capital must be maintained to encourage diversity by preserving ethnic, religious, and ethnic cultural identities (Saihu et al., 2022).

Multicultural education based on local wisdom is needed to develop personal moral qualities, values of collective attitudes, inclusiveness, and plurality that have been eroded by the times to become an effective way to overcome the manifestation of radicalism and terrorism

that gives birth to an inclusive, humanist and religious pluralist society in Indonesia (Effendi, 2020). Finally, through an ethnopedagogical approach to the comprehensive development of the personality, students bring local to national awareness about knowledge and cultural and natural values concerning their place of residence (Slobodová Nováková et al., 2021).

The implementation of multicultural learning with an ethnopedagogical approach provides a meaningful dedication to social studies education by mastering the concept of local wisdom values that exist in the community, then bringing students to have an understanding of social values and human values, also have the skills to solve problems, live harmoniously in society, respect cultural diversity characteristics of other individuals, recognize and respect different cultures (Karadağ et al., nd). Furthermore, Effendi (2012) states that social studies education expects the formation of good, civilized, educated, and cultured citizens in order to achieve good human resources (HR) (Mariati et al., 2021). therefore, multicultural learning supports social studies education to influence the creation of students who have skills such as empathy, critical thinking, cooperation, innovative thinking, social participation, identifying stereotypes and prejudices, and values of peace, justice, equality, sensitivity, solidarity, freedom, respect, and mutual assistance which are essential to be developed in social life and foster an attitude of nationalism (Ardinastiti & Suhandini, 2019).

Conclusion

The diversity in society demands tolerance, respect, and respect and often results in discrimination resulting in conflict and violence. Efforts to overcome the problems caused by this diversity include education. Education plays a vital role in instilling an attitude of harmony. Therefore, the collaboration between educational institutions and all elements must be done to create an attitude of tolerance in schools. Ethnopedagogy is the application of education supported by local wisdom to plan innovations and skills to create community peace from the threat of disintegration due to the depletion of tolerance in the midst of a pluralistic Indonesian society. Through education, it is found that the ethnopedagogical approach in multicultural learning can give a good impression on students, especially in growing an attitude of nationalism and love for their own culture, ethnicity, and customs. In addition, as a form of multicultural learning with an ethnopedagogy approach, it can realize the achievement of learning goals more impressively for each student by creating a sense of nation and a sense of ownership of a culture that exists in the area of origin.

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