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Understanding of Multiculturalism Material: The CivicTeachers Way in Enhanching Nationalism Based on Multiculturalism Education for Young Generation in Surabaya

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Abstract —**Globalization opens the way for new values and ideologies that can threaten the nationalism of the young generation in Indonesia. On the other hand, multicultural society in Indonesian needs the same understanding above diversity, towards the unity of the Republic of Indonesia. Multiculturalism education in schools plays an important role and efforts to build nationalism of young generation, where teachers have an important role. This research focuses on understanding multiculturalism material as a form of implementing the multicultural education book to build the nationalism soul of young generation. This study used qualitative descriptive design. The subjects were Civics Teachers in Surabaya. Data collection techniques using questionnaires by descriptive statistical data analysis techniques with percentage techniques. There are two results that shown from this study. *First,* the substance of the book material, which contains concepts from various experts, tends to be well understood. Only teachers who have MastersQualifications are able to understand the concept very well. *Second,* the substance of the material that contains something technical, broadening understanding and being pragmatic tends to be understood very well. It seems that teacher's education qualifications are an important element for teachers in understanding the substance of this book contents. Overall the substance of this book is able to strengthen the understanding of teachers in building nationalism based on Multicultural Education for young generation.**

Keywords: Teacher's Understanding, MulticulturalismMaterial, Nationalism

I. INTRODUCTION

Globalization, both as an ideology and process, has become the dominant political, economic and cultural force in the 21st century [1]. As a current phenomenon, globalization is the subject of heated debate in various countries concerning immigration, free trade, and integration between nations, which creates horizontal conflicts for supporters and opponents [2]. Furthermore, the phenomenon of globalization leads to national divisions [3], pitting between cosmopolitans against nationalists [4], or the gap between the communitarian and cosmopolitan groups [5], as well as new political ideologies that threaten ideologies that have long been believed to be a nation [6].

The fact that the loss of boundaries between countries as a result of globalization demands an increase in nationalism in response to protecting culture, traditions and national attitudes from the integration of new world structures [7]. In line with this, nationalism attitudes that have been held by each country can be used to promote and maintain culture and way of life in accordance with their respective regions [8]. The attitude of strengthening nationalism has played an important role in fortifying a nation in facing the pressure of homogenization of ideology as a whole [9].

Efforts to strengthen nationalism as a bulwark of globalization have been carried out by various countries, including; Culture of Nationalism through TV media has been carried out by India by displaying narratives of indigenous history with nuances of nationalism [10].In line with this phenomenon, Ireland built an attitude of nationalism through the consolidation of cultures between communities, as well as building ethnic pride that could be seen from the increase in literary, language, theater, and sports with national nuances [11].Whereas in Berlin, the doctrine to strengthen nationalism was carried out through several sectors, namely; attitude in politics, prioritizing unity, and regulating moral boundaries [12].Furthermore, the attitude of nationalism in China is built through civilizing attitude proudto all things that originate from the state including pride in the production of local goods as well as providing full support to government policies [13].

It is undeniable that the Wheel of state development is determined by the level of conditions of the young population [14]. Evidenced by the involvement of youth in active political participation can significantly lead the country to become a better and healthier democratic system [15]. The younger generation is a strong strategic instrument in developing a country because it ambivalently acts as an agent of renewal [16]. Furthermore, youth as the foundation of the development of a nation is understood by Russia by making special policies for young people to be more loyal and actively participate in advancing the country [17].

The younger generation not only has a strategic role as a key determinant of the condition of a nation in the future, but can be a unifier of various differences [18]. Youth as perpetrators of the history and culture of the nation are considered as givers of color and color of the future of a nation [19]. The important role carried by the next

generation demands it to have sensitivity and awareness of the threats that are developing today [20].

As a determinant of the direction of the progress of a nation, planting an attitude of nationalism to the younger generation from an early age as a bulwark in the face of globalization is absolutely necessary [21]. The attitude of nationalism possessed by the younger generation is proven to be able to strengthen the noble values of the nation and become a driving force in making changes to a country's system for the better [22]. Youths with a strong spirit of nationalism are proven to be able to contribute positively tothe form of a prosperous state and ward off all forms of threats that can disrupt the integrity of the state [23]. Furthermore, the higher the attitude of nationalism possessed by the younger generation, the firmness of self-identity and contribution in developing the country the more solidly owned the youth [20].

Various studies on the strengthening of nationalism in the younger generation have attracted the attention of many researchers in various countries, including: Qatar as an open country to protect the nationalism of its citizens by constantly campaigning to learn and understand the meaning of each of its contemporary cultural architectural works, as well as integrating cultural values with architecture contemporary to every building built [24]. The policy of adjusting the political system to the condition of the nation in Mozambique can increase the nationalism of its citizens and unite groups of people who were previously divided because of differences in socioeconomic, cultural, political and linguistic levels [25]. The glorious achievements of the Montenegrin soccer team can strengthen nationalism and increase peace and tolerance between various ethnic groups in multicultural societies [26].

While the fact that Indonesia with the condition of multicultural societies is suspected to have challenges in controlling the ethnic majority and minorities to reduce the rebellion as a result of globalization [27].In the last decade, many actions of certain groups intentionally damaged the harmony of the Indonesian nation through sensitive issues between cultures, religions and races [28]. The multicultural condition of society cannot be denied at any time can bring up various multidimensional crises as part of the problem that should not be the cause of discrimination, injustice, suspicion and various violations of human rights, but instead becomes a force to build a sense of a united community [29].

The long-term policy adopted by the Indonesian government in minimizing multicultural conflict in the form of preparing young people to have a good attitude, behavior, character and leadership to become a very strong nation in 2045 [30]. Building the character of youth that reflects the character of Indonesia in the form of generous, tolerant, and religious is the most effective solution in dealing with moral crises such as violence, sexual harassment, and corruption currently being faced [31]. As an effort to teach the values of the nation's character, the government emphasizes learning not only implemented in the form of reading, writing and arithmetic activities, but rather attitudes such as politeness, honesty, discipline, and so on [32]. While its relation to globalization today, nationalism as the main character that must be possessed by individuals has been intensively instilled early on [33]. Meanwhile, multicultural

education becomes an important dimension to enhance young generation nationalism [34].

The character of nationalism possessed by the younger generation is not only determined by government policy, but the family also has a prominent role in building nationalism through early recognition to love the nation by directing to participate actively in national events [35]. Furthermore, love of the country depends on the way of visualization and understanding used by domestic and family space [36]. Not only that, the community also has a role in building nationalism in the midst of togetherness, it is also proven to be able to reduce the adverse effects of the conditions of community diversity [37].

On the other hand, an educational curriculum that prioritizes the values of unity in the frame of diversity that is applied is proven to be able to construct the nationalism of the younger generation [38].The education system implemented by a country is one of the instruments in controlling and strengthening the character of nationalism in diverse societies[39]. Furthermore, the education system that considers the expected target of the character of nationalism and in accordance with the context in the community is suspected to be able to build the awareness of educators and education staff on the importance of national identity [40].The translation of an education system that prioritizes a certain character in a country into the school curriculum will be a source of ideas in social behavior and an ideological platform of action as a means of instilling ideological doctrine to students [41].

The achievement of educational goals in strengthening the character of nationalism is determined by school policy as an executor [42]. The suitability of the needs and conditions of the school for creativity in formulating policies so that the transformation of ideas and imagination and great desires in building nationalism into reality [43]. Policies in schools that adopt a national spirit rooted in the values of local wisdom can be instrumental in strengthening the nationalism spirit of students [44]. Such education is education that protects, respects, and maintains local wisdom to strengthen national identity in the building of national pluralism [45].

The education system and its implementation policy are perfect, resulting in the success of multicultural education in schools if the teacher as a critical resource has the maturity of mastering the concept of the values of nationalism in diversity [46]. This fact is reinforced by the demands of teachers to understand the cultural diversity that exists before implementing the values of unity in learning with the aim of accommodating the diversity of cultural backgrounds of students [47]. Adequate teacher knowledge about diversity and multiculturalism will be a positive impact for all students and ensure they are raised by promoting unity and peace [48].Various studies show the urgency of understanding the value of multiculturalism of educators as a critical determinant of success in building student nationalism. This study focuses on understanding multiculturalism material as a form of implementing the Multicultural Education book to enhance young generation nationalism soul.

II. METHOD

The research method used in this study is a Qualitative Description. The focus of this research is the trial of the book Multicultural Education to Build the Soul of Young Generation Nationalism. This book consists of seven Chapters, which are to give and strengthen teacher's insights, beginning with an understanding of concepts, to how Multicultural Education is implemented in schools. Data collection techniques using questionnaires, 5 = very good, 4 = good, 3 = enough, 2 = less and 1 = very less. The sample of this study was 20 Pancasila and Citizenship Education Teachers at the Senior High School level in Surabaya. Data collection techniques using questionnaires, 5 = very good, 4 = good, 3 = enough, 2 = less and 1 = very less. The data analysis technique used in this study is descriptive statistics with percentage techniques.

III. RESULT AND DISCUSSION

Multicultural Education Book to Build the Soul of Young Generation Nationalism, compiled in the form of a text book consisting of seven important parts, namely (1) Introduction; (2) Multicultural Communities; (3) Multicultural in Indonesia; (4) Multicultural Education; (5) Organization of Multicultural Education; (6) Multicultural Education in Schools; (7) Multicultural Education to Build the Soul of Nationalism. The results of the teacher's level of understanding related to the substance of the book's content, can be examined in the following table;

Table 01

Results of Understanding Multicultural Education Books to Build the Soul of Young Generation Nationalism

No	Assessed Aspects	Scale / Percentage		
		3	4	5
1	**The Introduction**			
	Heterogeneity of Indonesian society		95	5
	Between multiculturalism and nationalism		75	25
	Urgency in Multicultural Education			100
	Importance of building young generation nationalism			100
2	**Multicultural Communities**			
	Concepts and the formation of multicultural societies	10	65	25
	Characteristics and classifications of multicultural societies	10	60	30
	Challenges of multicultural societies		70	30
3	**Multiculturalism in Indonesia**			
	Ethnic diversity, religious and racial diversity in Indonesia			100
	Impact of multicultural societies in Indonesia		60	40
4	**Multicultural education**			
	Studies on Multicultural Education		60	40
	Learning models based on multicultural education		10	90
	New paradigms and implementation of multicultural education in Indonesia		70	30
5	**Organization of Multicultural Education**			
	Legal Basis, objectives and principles for conducting Multicultural Education		10	90
	Implanting multicultural values		20	80

No	Assessed Aspects	Scale / Percentage		
		3	4	5
6	**Multicultural Education in the School**			
	History Multicultural Education		45	55
	The Role of Schools in Multicultural Education		5	95
	Education for Primary and Secondary			100
7	**Multicultural Education to enhance the nationalismsoul**			
	Strategies to build nationalism through Multicultural Education			100
	Growing nationalism through cultural values			100

Description: n = 20
Scale:
5 = very good,
4 = good,
3 = enough,
2 = less
and 1 = very less

Based on the recapitulation table as the results of the Multicultural Education Book to Build the Soul of Young Generation Nationalismtrial, it can be analyzed as follows.

First, Introduction; In the Introduction Chapter, this book presents four important components, namely: (a) The heterogeneity of Indonesian society, where 95% of teachers understand very well; (b) between multiculturalism and nationalism 15 people (75%) are able to understand well, and 5 people (25%) understand very well; (c) The urgency of multicultural education can be understood very well by all teachers (100%). If examined deeply, in the Introduction chapter of this book, there are some views from several experts, without any concrete examples. This is what most (75%) teachers understand in the component between multiculturalism and nationalism in the good category, while 5% of teachers who are very good at understanding this component are caused by teacher education background (S2).

Second, the Multicultural Society; This chapter has three sub-chapters, namely: (a) The concept and formation of a multicultural society. Related to this sub 2 teachers (10%) said they understood enough, 13 people (65%) understood well, and 5 people (25%) understood very well. This is because in this sub-chapter there are basic concepts and the formation of multiculturalism, considered as a new concept and far from the surrounding environment; (b) Characteristics and classification of multicultural societies, it seems that this substance is understood by teachers almost the same as the previous substance, i.e. 2 teachers (10%) say that they understand enough, 12 people (60%) understand well, and 6 people (30%) understand very good, whereas; (c) while the substance of the challenges of the cultural community of 20 teachers, 14 of them (70%) stated that they understood enough and 6 (30%) others understood very well. Therefore it can be said that the substance of the Multicultural Society Chapter, in general, can be well understood.

*Third,*Multiculture in Indonesia; This chapter talks about multiculture in the Indonesian context. Chapter Related to this sub-chapter, all teachers understand very well, meanwhile related to the impact of multiculturalism society variants occur, 12 people (60%) are able to understand well, while the rest (40%) are able to understand very well. The

negative impact of the existence of a multicultural society in Indonesia is often broadcast in the media both television, newspapers and social media. Therefore, if the teacher is not familiar with the media, will have difficulty in understanding this substance very well.

Fourth, Multicultural Education; This chapter tries to bring multi-elements into the world of education, which are outlined in three important components, namely: (a) Study on Multicultural Education, this section contains studies from several experts. The results of teacher understanding related to this section show that 12 people (60%) are able to understand well, while the rest (40%) are able to understand very well; (b) Multicultural education-based learning models, related to this sub-majority (90%) have understood very well, and; (c) New paradigms and implementation of multicultural education in Indonesia. In this sub-section more towards a philosophical point of view, only 30% are able to understand very well, while the rest (70%) understand well.

Fifth, Organizing Multicultural Education; This chapter emphasizes more on the technical aspects of organizing multicultural education by examining two important things, namely the Legal Basis, the objectives and principles of organizing Multicultural Education, most teachers (90%) are able to understand very well, as well as related to the sub-chapter of the value planting multicultural, can also be understood very well (80%). Sixth, Multicultural Education in Schools; This chapter discusses the history and role of schools in implementing multicultural education, and how multicultural education is applied in primary and secondary schools. Of these three components, only the historical component of multicultural education in which nearly half of the teachers sampled (45%) understood very well and 55% were able to understand this substance very well. While the other two components, namely the Role of Schools in Multicultural Education, are very well understood (95%). Likewise, the multicultural Education component for Primary and Secondary Education is understood very well (100%). Seventh, Multicultural Education to Build the Soul of Nationalism. This chapter has two important components, namely Strategies to build nationalism through Education and Grow nationalism through cultural values. Both of these sub-chapters are very well understood by the teacher (100%).

IV. CONCLUSION

The results of the teacher's understanding of the substance of the Multicultural Education book to enhance the Nationalism Soul of Young Generation, show two tendencies. *First,* the substance of the book material, which contains concepts from various experts, tends to be well understood. Only teachers who have Master Qualification are able to understand the concept very well. *Second, the* substance of the material that contains something technical, broadening understanding and being pragmatic tends to be understood, very well. It seems that teacher education qualifications are an important element for teachers in understanding the substance of the contents of this book. Overall the substance of this book is able to strengthen the understanding of teachers in building nationalism based on Multicultural Education for young people.

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