



## Surabaya Youth's Multicultural Attitude towards Global Citizenship (Phenomenological Study in High School Culture Junior)

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### Abstract

*The multicultural attitude of Surabaya youth plays an essential role in realizing inclusive and sustainable global citizenship. In an era of increasingly connected globalization, Surabaya youth are faced with complex and interrelated challenges that require understanding, tolerance, and respect for cultural diversity. Factors such as education, personal experience, social environment, and the media have a crucial role in shaping the multicultural attitudes of Surabaya youth. The multicultural attitude of Surabaya youth contributes to realizing global citizenship through participation in cross-cultural activities, understanding global issues, and efforts to build harmonious relations between nations. Surabaya youth broaden their understanding of cultural diversity by engaging in cross-cultural activities and promoting positive intercultural dialogue. Understanding global issues enables them to play an active role in solving global challenges and fighting for sustainable solutions. Through harmonious international relations, the youth of Surabaya have a positive impact on building a more just, inclusive, and equitable world.*

**Keywords:** multiculturalism attitude, Surabaya youth, global citizenship

**Paper type:** Research paper

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Received: 16 July 2023; Received in revised form 01 July 2023; Accepted: 28 April 2024;  
Available online: 29 April 2024

**Cite this document:** Habibah, Siti Maizul. et al. (2024). Surabaya Youth's Multicultural Attitude towards Global Citizenship (Phenomenological Study in High School Culture Junior). *The Journal of Society and Media*, 8(1), 186-201. DOI: 10.26740/jsm.v8n1.p186-201.



## **INTRODUCTION**

Indonesia is a diverse nation. This diversity is illustrated by differences in ethnicity, race, religion, and culture. The diversity depicted above is reflected in the motto *Bhinneka Tunggal Ika*, which means different but still one. The reflection of the motto above must be able to be implemented by all people or nations without exception.

The implementation of the motto *Bhinneka Tunggal Ika*, which is the style of the Indonesian nation, is applied to multicultural education in the world of education. Theoretically and practically, as a nation, the condition of a multicultural society has a double meaning. On the one hand, multicultural conditions will provide richness in life experiences because of the various differences that exist in terms of ethnicity, religion, beliefs, and culture, which will provide the best experiences (best practices).

However, on the other hand, the condition of a multicultural nation provides high opportunities for horizontal conflict. The opportunity for horizontal conflict is due to the Indonesian nation's diversity of tribes, ethnicities, religions, and cultures. This diversity certainly has a high potential for horizontal conflict because the differences that are owned have various truth values if not addressed wisely and maturely. Indonesian people are still low in responding to the diversity of this nation. This is shown by the high number of conflicts against the SARA background that are occurring (Yasila & Najicha, 2022) . The low attitude of diversity reflects the high level of chauvinism that causes SARA conflicts to occur.

This SARA conflict has the potential to trigger horizontal conflicts between ethnicities, religions, races, and cultures. This SARA conflict did not only occur in Indonesia. One of the countries that had diverse nations was Yugoslavia. Yugoslavia is a country with a multi-ethnic pattern. This diversity gives rise to ethnocentric conflicts between other ethnic groups. An ethnocentric attitude is an attitude of favoring certain ethnic understandings compared to other ethnic understandings. The conflict became a problem that was not handled by the Yugoslav government. The government's inability to resolve the ethnic conflict resulted in the separation from the Yugoslav state and forming a new state.

The ethnocentric conflict above is relevant to the ideology of chauvinism in Indonesia. This understanding illustrates the superiority of a tribe both in terms of culture and other advantages. The conflict that occurred in Indonesia was the Ambon conflict, which was motivated by differences in religious understanding between Islam and Christianity. It is this low understanding of diversity that causes conflict to occur. Therefore, Sutherland states that the Indonesian nation has the potential to become a divided society based on its diversity (Gill & Sutherland, 2000). In accordance with this potential, it is necessary to deepen the meaning of the motto *Bhineka Tunggal Ika* to the Indonesian people.

Multiculturalism is basically related to the act of living in a diverse society, so multiculturalism is a principle that teaches about respect and justice for ethnic minorities, including universal rights attached to individual rights and community rights, as well as being collective in channeling their culture (Parekh, 2010. hlm. 8). In a plural country like Indonesia, multiculturalism is not a threat but a challenge that must be faced to strengthen the social system in national life. According to Stavenhagen (1988), multiculturalism is basically, firstly, a reality that must be faced in a heterogeneous society. Second, as a belief, ideology, attitude, and policy that respects ethnic and cultural pluralism as something valuable and potential, which must be maintained and developed (Maksum, 2011. 25-27). This understanding shows that multiculturalism is a "timeline" of a social reality in a pluralistic society (plural society). The existence of inter-ethnic relations is a characteristic that is often emphasized in multicultural societies. This relationship lasts a very long time because multicultural societies highly value recognition of differences and respect. Because recognizing ethnic and national differences is part of a larger struggle to realize a more tolerant and inclusive democracy (Parekh, 2010. hlm. 26).

Multicultural attitude is an important aspect in shaping the character and identity of an inclusive global citizen (Dewi 2020). In the midst of globalization and technological developments that are increasingly narrowing distances and crossing national boundaries, a multicultural attitude is the key to facing the challenges of an increasingly complex and interconnected world (Habibah and Setyowati 2022; Juli Iswanto 2022). In this context, Surabaya youth, as the next generation, have a central role in realizing global citizenship based on respect for cultural diversity.

Surabaya, as one of the largest metropolitan cities in Indonesia, is famous for its ethnic, religious and cultural diversity. This city is a fertile ground for the growth of multicultural attitudes of Surabaya youth who are able to adapt, interact, and appreciate diversity in everyday life (Habibah et al., 2022). Through education, personal experience, social environment, and media, Surabaya youth can form positive and progressive multicultural attitudes.

In order to realize global citizenship, Surabaya youth have a responsibility to play an active role in promoting intercultural dialogue, understanding global issues, and building harmonious relations between nations (Banks, James A. 2008; Parekh 2008). Their multicultural attitude is the main driving force in facing global challenges such as climate change, social inequality, peace, and international cooperation (Ramirez and Meyer 2012). In this increasingly connected era, Surabaya youth have great potential to become agents of change that contribute to creating a more just, inclusive, and sustainable world.

In this article, we will explore the multicultural attitude of Surabaya youth more deeply, including the factors that shape it, such as education, personal experience, social environment, and the media. Apart from that, we will also explore the contribution that can be made by the youth of Surabaya in realizing global citizenship through participation in cross-cultural activities, understanding global issues, and efforts to build harmonious relations between nations.

Novelty In researching the Multiculturalism Attitudes of Surabaya Youth in the Context of Realizing Global Citizenship, it is important to pay attention to the following aspects: a) Local Relevance: Highlighting how multiculturalism attitudes are specific to youth in Surabaya, considering the cultural, social and political context of the city. and b) Global Implications: Exploring how this local multiculturalism attitude contributes to the realization of global citizenship or a broader understanding of citizenship in a global context. And c) Youth Involvement: Focuses on the role and involvement of youth in encouraging attitudes toward multiculturalism and how this impacts cross-cultural integration and understanding. By paying attention to the aspects above, research can produce an in-depth understanding of how the multiculturalism attitudes of Surabaya youth

contribute to realizing global citizenship, as well as making new contributions to this field of knowledge.

With a deep understanding of the role of Surabaya youth in the context of multiculturalism and global citizenship, it is hoped that this article can provide valuable insights and become a basis for strengthening the multicultural attitudes of Surabaya youth in order to build a better, more inclusive and more just world.

## **METHODS**

The research method used in this research is descriptive qualitative. The descriptive research method is defined as a problem-solving procedure investigated by describing or describing the state of both the subject and the research object (McMillan 2012). The location of this research was the city of Surabaya. The research locations were junior high schools throughout Surabaya; in relation to this, several junior high schools were taken, which were considered to represent each region, including Central Surabaya, East Surabaya, West Surabaya, North Surabaya, and South Surabaya. The school locations were found at SMPN 1 Surabaya, SMPN 23 Surabaya, SMPN 40 Surabaya, SMPN 42 Surabaya, and SMPN 54 Surabaya. Data collection techniques include interviews, FGD, observation, and documentation studies. The data analysis technique uses qualitative data analysis, which consists of three activity streams carried out simultaneously. Consists of data reduction, data presentation, and drawing conclusions/verification. This study uses an interactive model through three paths simultaneously to obtain definite data (Miles, 2018).

## **RESULTS AND DISCUSSION**

### **Surabaya Youth Multicultural Attitude: Appreciating Diversity in Harmony**

In the context of ever-growing globalization, cultural diversity is becoming an increasingly important aspect of society's social life. In the midst of cultural diversity, it is important for education to not only teach academic knowledge but also values that respect diversity and build inclusive attitudes and tolerance in the younger generation. Therefore, implementing relevant school programs to foster multicultural attitudes in students in junior high schools throughout the city of Surabaya is a necessity.

The importance of this school program is because the city of Surabaya is one of the biggest cities in Indonesia, and it has diversity in its community structure. This diversity includes ethnicity, race, religion, and culture. Therefore, the actualization of multicultural education, which is realized in school programs, is very relevant to be implemented at all levels of education in the city of Surabaya. The aim of implementing multicultural education in schools is to shape the character of students as citizens who have a deep understanding of cultural differences. School-planned and structured educational initiatives can be a center for developing inclusive attitudes, mutual respect, and openness to cultural diversity.

Synchronization of school policies and programs that can be implemented with the achievement of a multicultural attitude among all school members, both in terms of interactions and activities at school. With this synchronization, the expected achievement is the realization of a school community that can apply a multicultural attitude to the diversity that occurs.

Synchronizing policies with school programs in an effort to improve multicultural attitudes has been implemented by all state schools in the city of Surabaya. Implementing a program to foster multicultural attitudes in public junior high schools in the city of Surabaya is not only the responsibility of the school principal but also involves the active participation of teachers, school staff, students, parents, and the surrounding community. This involvement is a strategic step taken to create a learning environment that supports growing awareness of the importance of tolerance and respect for diversity and strengthening positive intercultural relations among students. Based on research conducted in public junior high schools throughout the city of Surabaya, it was found that the diversity of student and teacher backgrounds was the basic initiation for implementing multicultural education in these schools.

This diversity is shown in terms of religion and ethnicity. In accordance with these findings, there is a big opportunity for gaps to occur between school members. However, by synchronizing school policies and programs, which are implemented with the orientation of realizing a multicultural attitude, it is able to

build interactions among school members into innovative school programs that are able to foster multicultural attitudes in schools. Cultural diversity (cultural pluralism) is a source of energy in strengthening national integration. A plural nation is a nation filled with diverse cultures that mutually support and support each other. Support and mutual support are defined as social interactions that are built by every society regardless of its diversity. This attitude needs to be implemented in school life through supporting school programs.

This statement is in accordance with the results of observations that have been made that the implementation of school programs to foster multicultural attitudes in students is implemented through various activities and approaches. Several school program implementations that help develop multicultural attitudes in students at State Middle Schools in the City of Surabaya include the implementation of an inclusive curriculum that integrates material by introducing students to the culture, history, and traditions of various ethnic and religious groups in the school curriculum.

Implementation strategies and steps that can be adopted by schools in the city of Surabaya to form an educational foundation that is inclusive and respectful and enriches students' understanding of cultural diversity. It is hoped that through these steps, students will be able to develop a more open, tolerant attitude and respect cultural diversity as an inseparable part of their identity as citizens who have a role in an increasingly connected global community.

Surabaya youth, as part of the younger generation living in an advanced metropolitan city, have an important role in realizing an inclusive multicultural attitude. A multicultural attitude is an attitude that respects and recognizes cultural diversity and is able to interact with people from different cultural backgrounds with mutual respect.

Surabaya, as a city known for its ethnic, religious, and cultural diversity, provides Surabaya youth with a unique opportunity to develop positive multicultural attitudes. This multicultural attitude includes understanding, appreciation, acceptance, and skills in interacting with cultural diversity.

First, understanding is a key element in a multicultural attitude (Karacabey, Ozdere, and Bozkus 2019). Surabaya youth need to have a good understanding of the various cultures around them. This includes knowledge of the traditions, customs, language, and social norms prevailing in that society. With this

understanding, Surabaya youth can appreciate and respect the uniqueness of each culture and avoid inaccurate prejudices and stereotypes.

Second, respect for cultural diversity is also very important (Said 2015). Surabaya youth need to develop mutual respect and recognize diversity as a wealth that enriches society. This award includes respect for human rights, freedom of religion, and cultural rights of every individual without discrimination.

Furthermore, acceptance is an important attitude in a multicultural attitude (Latif and Hafid 2021; Toleransi et al. 2020). Surabaya youth need to be able to accept cultural differences openly and not be restrained. They must be able to accept differences in beliefs, values, perspectives, and lifestyles. With this attitude of acceptance, Surabaya youth can create a social environment that is inclusive and welcoming to everyone regardless of cultural background.

Finally, skills in interacting with cultural diversity also need to be developed by Surabaya youth. These skills include the ability to communicate effectively, empathize, and be tolerant of cultural differences. With these skills, Surabaya youth can build good relationships with people from various cultures, broaden social networks, and contribute to building a harmonious society.

It is important to note that the development of a multicultural attitude is not only the responsibility of the individual but also the responsibility of the community, educational institutions, and the government. Integrated multicultural education

### **Factors Shaping Surabaya Youth's Multicultural Attitudes**

Surabaya youth's multicultural attitudes are influenced by various factors, including education, personal experience, social environment, and the media. These factors play a significant role in shaping Surabaya youth's understanding, appreciation, acceptance, and skills in interacting with cultural diversity. In this analysis, we will discuss how these factors influence the multicultural attitudes of Surabaya youth.



## a. Education:

Education plays an important role in shaping the multicultural attitude of Surabaya youth. Through an inclusive curriculum and teaching that promotes multicultural values, education can help Surabaya youth better understand cultural diversity. Education can also provide in-depth knowledge of different cultures, their histories, and their contributions to global society (Aldosemani and Shepherd 2014; Suastika et al. 2021). With an education that promotes understanding, tolerance, and respect for diversity, Surabaya youth can develop positive multicultural attitudes.

## b. Personal experience:

Personal experience also plays an important role in shaping the multicultural attitudes of Surabaya youth. Direct experience of interacting with people from different cultural backgrounds can open their eyes to diversity and help them overcome preconceived prejudices or stereotypes (Duarte 2021; de Vries 2020). Through meetings, friendships, or participation in cross-cultural activities, Surabaya youth can gain a deeper understanding of different values, traditions, and perspectives, which in turn enriches their multicultural attitude.

## c. Social environment:

The social environment around Surabaya youth also plays an important role in shaping multicultural attitudes. Family, peers, and the local community can have a significant influence in strengthening or undermining the multicultural attitudes of Surabaya youth. An environment that is open, inclusive, and encourages cross-cultural experiences will tend to encourage Surabaya youth to develop positive multicultural attitudes (Williams and Johnson 2011; Zimmermann, Greischel, and Jonkmann 2020). Conversely, an environment that tends to have prejudice or limits interaction with cultural diversity can influence the formation of multicultural attitudes that are less inclusive.

## d. Media:

The role of the media in shaping the multicultural attitude of Surabaya youth cannot be ignored. The mass media, including television, film, music, and digital platforms, have the power to influence perceptions and attitudes towards cultural diversity. Media that promotes accurate and positive representation of various cultures can help broaden Surabaya youth's understanding of diversity and stimulate their interest in learning more about those cultures (Riikonen & Dervin,

2012). On the other hand, media that reinforces stereotypes or promotes prejudice can undermine the multicultural attitudes of Surabaya youth.

In the overall analysis, factors such as education, personal experience, social environment, and the media play a role in shaping the multicultural attitude of Surabaya youth. Understanding and respect for cultural diversity can be strengthened through inclusive education, direct interaction experiences with people from different cultural backgrounds, a supportive social environment, and media that promotes accurate and positive representations. With awareness of these factors, more effective efforts can be made to shape the multicultural attitudes of Surabaya youth to be inclusive and contribute to realizing a harmonious society and global citizenship.

### **The Contribution of Surabaya Youth's Multicultural Attitudes in Realizing Global Citizenship:**

The multicultural attitude possessed by Surabaya youth has an important role in realizing global citizenship. Through participation in cross-cultural activities, understanding global issues, and efforts to build harmonious international relations, Surabaya youth can make a significant contribution to realizing global citizenship. Here are some ways in which the multicultural attitude of Surabaya youth can make that contribution:

a. **Participation in Cross-Cultural Activities:**

Surabaya youth who have a multicultural attitude can be actively involved in cross-cultural activities. They can participate in cultural festivals, art exhibitions, student exchanges, or community events involving various ethnic and cultural groups (Žammit 2021). By being involved in this activity, Surabaya youth can broaden their understanding of cultural diversity and deepen tolerance and respect for differences. Their participation can also promote positive intercultural dialogue and strengthen social relations between various communities in Surabaya.

b. **Understanding of Global Issues:**

The multicultural attitude of Surabaya youth allows them to better understand global issues affecting the world today. Through exposure to various cultures and perspectives, Surabaya youth can develop broader insights into

global challenges such as climate change, peace and security, social inequality, and humanitarian issues (Moon and Koo 2011; Pashby et al. 2021). With a deep understanding of these issues, Surabaya youth can play an active role in bringing about positive change through participation in non-profit organizations, social campaigns, or advocacy activities that support sustainable global solutions.

c. Building Harmonious International Relations:

Surabaya youth, with a multicultural attitude, has the potential to build harmonious international relations. They can make friends and collaborate with youth from other countries through student exchanges, international internship programs, or cross-cultural volunteering (Aboagye and Nombuso Dlamini 2021; Arshad-Ayaz, Andreotti, and Sutherland 2017). Through this interaction, Surabaya youth can build social networks that cross cultural and national boundaries, broaden cross-cultural understanding, and promote respectful intercultural dialogue. By building harmonious relations between nations, Surabaya youth can contribute to conflict resolution, better global understanding, and strengthen cross-border cooperation to achieve common goals.

Through participation in cross-cultural activities, understanding global issues, and efforts to build harmonious international relations, the multicultural attitude of Surabaya youth has the potential to realize global citizenship. Surabaya youth's contribution to promoting diversity, tolerance, and cross-cultural understanding not only enriches the local community but also has a broader impact on building a more just, inclusive, and sustainable world.

## CONCLUSION

Through inclusive education, Surabaya youth can gain in-depth knowledge of different cultures and understand their contribution to global society. Personal experience in interacting with people from different cultural backgrounds can broaden their horizons and strengthen positive multicultural attitudes. A supportive and inclusive social environment encourages Surabaya youth to develop a strong multicultural attitude. In addition, the media also plays a role in shaping the perceptions and attitudes of Surabaya youth towards cultural diversity. Summarizing research findings and underlining the importance of developing a multicultural attitude of Surabaya youth in realizing global citizenship. This research is expected to provide insight into the multicultural attitude of Surabaya

youth and its contribution to realizing global citizenship. The results of this research can become the basis for the efforts of the government and related institutions to promote cultural inclusion and participation in global issues among Surabaya youth and the wider community. The multicultural attitude of Surabaya youth contributes to realizing global citizenship through participation in cross-cultural activities, understanding global issues, and efforts to build harmonious relations between nations. With a deep understanding of the multicultural attitudes of Surabaya youth and their contribution to realizing global citizenship, this article provides valuable insights and invites us to strengthen the multicultural attitudes of Surabaya youth as agents of change who play an active role in creating a more inclusive, sustainable, and harmonious world.

### **Funding Acknowledgement**

The author would like to thank the Beasiswa Pendidikan Indonesia (BPI) scholarship and the education fund management institution (LPDP), which has provided the opportunity to fund and publish this article.

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