

Application of Ethnopedagogy and Multicultural Values in Subjects through Project Based Learning Methods

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Abstrack

As a nation that has cultural diversity, cultural differences can be likened to a coin that has two sides. These differences can be strengths or weaknesses. It becomes a strength if these differences make people become integrated with one another or cause conflict due to existing differences. Education is one way to strengthen unity in the midst of differences and minimize conflicts due to differences. Through learning that applies ethnopedagogical and multicultural values that are integrated in subjects at school, it is expected to increase awareness about the importance of tolerance in a multicultural society. Through the project base learning method, students are expected to be able to explore and understand cultural diversity more deeply. Using data collection techniques, the literature study discusses (1) ethnopedagogy in education, (2) Multiculturalism in education, (3) Integration of ethnopedagogical and multicultural values in subjects, and (4) Application of ethnopedagogical and multicultural values through learning models project based learning

Keyword: Ethnopedagogy, multicultural, project based learning

1. INTRODUCTION

One of the facts that must be faced by the Indonesian people is the people who have different backgrounds from one another. This is caused by the movement of people from one area to another. This diversity can be a strength if it is used as social capital to build unity in the midst of existing differences. The Indonesian nation which is an archipelagic country that stretches from Sabang to Maruke with cultural diversity that is different from one another. The differences that exist in Indonesia are capable of being a strength if they are able to coexist, but become a threat when they are unable to deal with existing differences (Sirait & Nurbayani, 2018, p. 151). The richness of the Indonesian nation in culture can be a strength when people know their own culture. Local wisdom in Indonesian culture has pedagogical values that can be applied in conjunction with learning materials. (Octavianti and Ratnasari, 2018, p. 150). This is in accordance with the Regulation of the Minister of Education and

Culture of the Republic of Indonesia Number 79 of 2014 article 2 paragraph (2) explaining that local content is taught with the aim of equipping students with attitudes, knowledge, and spirituality in their area. Another goal is to preserve and develop regional advantages and wisdom that are useful for themselves and their environment in order to support national development.

The diversity of local wisdom that exists in the community is able to increase integrity as social capital (Mayudin, 2019, p. 113). In addition to being social capital for state integration, cultural diversity can also be a source of conflict. One way to reduce conflict is through education by instilling a sense of love for both the culture and other cultures around it. The content of learning can be embedded in important values in life, such as embedding an understanding of tolerance, mutual respect for different cultures, social integration, and sensitivity by looking at social realities in areas that have experienced conflict.

Students with various cultural backgrounds need to be considered and taught to love their own culture and teach the value of tolerance for the culture of their friends. In this paper, we will discuss how to apply the values of ethnopedagogy and also multicultural education through a project based learning model.

2. METHOD RESEARCH

This research is a literature study research. Literature study or library research. Subagyo (1999, p. 109), explains that what is meant by library research is research that uses library data as a theory to be studied and analyzed in order to obtain a hypothesis or conception to obtain objective results. With this type of information can be taken in full to determine scientific actions in research as research instruments meet the standards of supporting research.

In conducting this research, the researcher analyzed the journals that had criteria, namely discussing multiculturalism and education. After finding journals related to these criteria, the researchers linked things that could be discussed in this journal. Then the researchers analyzed and obtained the findings which were then analyzed using related theories.

3. RESULTS AND DISCUSSION

1. Ethnopedagogy in education

In each curriculum, learning is expected to contain ethnopedagogical content where learning activities are required to emphasize the local wisdom of students. Local wisdom according to Zulkarnain and Febriamansyah (2008, p. 72) are certain principles and ways that are adopted, understood, and applied by local communities in interacting and interrelation with their environment and transformed in the form of a system of values and customary norms. Tilaar (2015, p. 24) explains that local wisdom has pedagogical value to regulate behavior that is beneficial to the common interest of the community. This study is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 article 2 paragraph (2) explaining that local content is taught with the aim of equipping students with attitudes, knowledge, and spirituality in their area. Another goal is to preserve and develop regional advantages and wisdom that are useful for themselves and their environment in order to support national development. Ethnopedagogical-oriented learning is very important considering that Indonesia is a pluralistic country consisting of various ethnic groups and ethnicities which of course have different cultures. Second,

globalization and technological developments can cause cultural changes in Indonesian society.

The values of local wisdom of the people of an area can be included in all subjects and lectures. This is illustrated in studies related to subjects and lectures that contain the values of local wisdom. Putra (2017, p. 22) uses an ethnopedagogical approach in science learning as a new thing for teachers and students in Malay Sambas, this is done so that students can understand learning materials that are associated with cultural values. Another example of a family of social subjects is using the culture found in the community as study material that is associated with teaching materials. Zuriah (2012) uses ethnopedagogy in the subject of civic education (civics) as a means of cultural and character education.

2. Multicultural in education

The cultural diversity that gives rise to multiculturalism in Indonesia is caused by interactions. Multiculturalism is also closely related to pluralism which also concerns the internalization of acceptance of differences in the environment (Puspita, 2013, p. 145). Multiculturalism can be done by forming patterns of thought, attitude, action, and habituation so that a national awareness of character emerges. The realization of the Indonesian character becomes the basis as a characteristic of Indonesian people. The power of Indonesianness becomes energy to become Indonesia as a great nation in the midst of the world's nations. A great nation can only be realized through a strong human character. Indonesian character through multiculturalism education is one of the hopes for a great Indonesia in the future with collective beliefs as a nation (Najmina, 2018, p. 52).

Multicultural education appears to answer various discourses that can trigger conflicts designed by educational institutions (Bank, 2019, p. 5). Multicultural itself is not devoted to being a subject. However, it is integrated into the subjects at the school level. The existence of multicultural education in learning aims to teach students about tolerance in responding to the diversity that exists in Indonesia (Prastyawati and Hanum, 2015, p. 24).

In learning about multicultural education it is often integrated with other subjects. So that in its implementation, multicultural discussion materials are inserted into the main material as supporting teaching materials. For example, in Civics subjects regarding the value of unity, it will discuss the diversity of ethnic groups, religions, races that can be associated with multicultural education (Mazid and Soeharno, 2019, p. 78). Another example is in the subject of sociology where the object of study discusses a diverse society used by teaching multicultural education. With the integration of sociology subjects with multicultural education, students are able to understand the various social phenomena that exist in society to be associated with teaching materials (Fida, 2016, p. 57).

3. Integration of ethnopedagogical and multicultural values in subjects

In the discussion of ethnopedagogy, local wisdom becomes the main highlight to be applied in learning. Local wisdom has the following characteristics and functions (Oktaviani, 2018, p. 151):

- a) distinguishing feature from one another
 - b) as a reinforcement of individual relationships with one another
 - c) arises as a result of habits carried out by the community so that it can develop
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- d) has a function as a color in togetherness
- e) able to change mindsets and relationships when placed with common ground
- f) the existence of togetherness that encourages solidarity.

Multiculturalism elevates values such as human dignity, justice, equality, freedom, democracy and tolerance (Triandingsih, 2018, p. 9). The importance of multicultural education is as a bridge that is able to bridge the differences that exist in society through a sense of empathy and tolerance that has been embedded. (Banks in Hanafy, 2015, p. 124). So that the purpose of multicultural education to instill a sense of unity in diversity can be achieved.

Between ethnography and multiculturalism can be combined to be applied in learning, ethnopedagogy which focuses on the study of culture can be combined with multicultural education that contains the value of tolerance of cultural diversity. The goal is that students get to know their own culture and the different cultures of their friends based on the value of tolerance without judging the differences that exist. The values contained in ethnopedagogy and multicultural education are then applied in learning, this is because there are no subjects devoted to studying culture in particular, so they need to be included in teaching materials both implicitly and explicitly.

4. Application of ethnopedagogical and multicultural values through project based learning models

Culture-based education is very much needed in learning in Indonesia because of the diversity that exists in society to avoid conflicts due to ethnic differences (Panjaitan, et al, 2014). Ethnopedagogical education is related to multicultural education, where the two studies study local wisdom that exists in society. Ethnopedagogy studies local knowledge or wisdom as a source of innovation and skills, while multicultural education empowers innovation and skills to contribute positive input to other social groups and national culture (Surya, 2011). Oktaviani (2018, p. 151) explained that in the application of local wisdom, there are four principles, namely:

- a) student adjustment
- b) Adjustment of teaching materials
- c) Preparation readiness
- d) Benefits in application

Project-based learning is very suitable to be applied in learning to face the era of disruption, where people are starting to follow the current developments (Budimansyah, et al. 2019, p. 22). Learning using this project aims to stimulate students to think creatively in order to answer the problems around them. Research conducted by Prastyawati (2015, p. 28) in implementing multicultural education with the project based learning method is considered very good because of the feasibility of content, linguistic aspects, media, and presentation of material. Through the based learning method, students can channel their creative thinking in solving problems.

In implementing learning based on the integration of ethnopedagogical values and multicultural education, it is necessary to carry out several stages carried out by teachers and students. To build the basis for learning, the teacher as the learning director, first designs what students will do in learning multiculturalism through a project-based learning model. After the teacher designs the learning activities, when the class begins with an introduction by the teacher regarding the cultural issues to be resolved, the students' analysis of these problems is continued by using a multicultural and ethnopedagogical values approach. After the initial stages are completed, enter the first

phase, namely presenting where students express their thoughts on related problems. Proceeded to the second phase, namely analyzing. In this second phase students find out, analyze and additional information about the problems to be solved. In this phase, students are asked to provide alternative solutions to the problems being analyzed. The third phase is planning, where students prepare the results of their analysis into planning a portfolio. The fourth phase is executing, where students begin to create a portfolio that will be presented. And the last stage is reflection, where other students and teachers provide input and suggestions regarding the displayed portfolio (Asari, 2019).

Not much different, Budimasnyah, et al. (2019, pp. 27-63) also divides the steps of working on project-based learning into five stages, including the first stage identifying what problems are around the individual, the second is choosing what problems will be discussed by students. The third stage is that students collect data by conducting mini research in the form of interviews, observations and portfolio collections to complete or find solutions to problems. Develop the results of research that has been carried out into a program that can help solve existing problems and then present them in front of the whole class as a form of socialization. In essence, project based learning is a learning model that trains students to find a way out of existing problems to find a solution. Problems related to culture can use this learning model to train students to think critically and find a way out of existing problems.

4. CONCLUSION

As a country with diverse cultural backgrounds, multicultural education and ethnopedagogy have an important role in avoiding inter-ethnic conflicts. Education can be one way to increase a sense of unity in the midst of differences through students. So that subjects in schools need to include values that contain elements of culture. Ethnopedagogy and multiculturalism as studies that study culture are very good when applied in learning through project based learning methods to make students understand differences. In the process, students are able to study cultural issues to find solutions to prevent and resolve disputes due to cultural differences.

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