


The role of citizenship education management in facing the challenges of multiculturalism

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Article Info	ABSTRACT
<p>Keywords: Educational Management, Citizenship Education, Multiculturalism</p>	<p>Multiculturalism is a complex reality that requires a careful approach in managing citizenship education. This study will focus on how civic education management can effectively manage the challenges that arise due to cultural, ethnic and religious diversity in the educational context. This research aims to investigate the role of civic education management in facing the challenges of multiculturalism in the educational environment. This research uses a qualitative approach with descriptive methods. The results of this research reveal that the implementation of Citizenship Education Management (PPKn) has a positive impact in facing the challenges of multiculturalism. Inclusive curriculum design, teacher training to manage heterogeneous classes, establishing an inclusive school environment, facilitating intercultural dialogue, and ongoing program evaluation have been proven to make significant contributions in shaping student character that is responsive to cultural diversity. The research results show that PPKn is not only a vehicle for conveying civic information, but is also effective as a tool for forming inclusive attitudes, a deep understanding of differences, and adaptability skills in a multicultural society. In conclusion, the holistic implementation of PPKn can have a positive impact on the formation of a generation that has a sense of nationality, love of the country, and is able to become an agent of positive change in an increasingly complex society.</p>
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INTRODUCTION

The demands of developing a multicultural society give rise to inevitable needs for citizens in facing the dynamics of the 21st century. This era marks a tumultuous change involving political, social, economic, educational, cultural and so on aspects (Yusuf, 2023). Citizens of a nation are faced with challenges in the form of ever-growing uncertainty, requiring rapid adaptation and deep understanding of the rapidly changing constellations of life (Mansur, 2016).

Change is an inevitability in human life, and the 21st century is witnessing very rapid and complex changes. In the human dimension, change involves transformations in human thinking, attitudes and actions which can directly or indirectly influence global dynamics (Hanum & Rahmadona, 2010). In this context, change covers all aspects of life, encouraging

citizens to continue to develop critical thinking, inclusive attitudes, and actions that are responsive to the growing complexity of multicultural society (Suparlan, 2002).

The challenges of conflict in a multicultural society are becoming increasingly significant, requiring an education that is able to shape the character of citizens who have love of peace as the main foundation. The presence of conflict that has the potential to arise in diverse communities requires a deep understanding of diversity and the ability to bridge these differences (Sakti et al, 2023). Without having a character that encourages a love of peace, it is difficult for a nation and state to remain strong in facing the dynamics of conflict that arise from the reality of diversity. In this context, education is the main instrument for forming the character of a multicultural society, playing a key role in creating understanding, tolerance and mutual respect among citizens (Prasetiawati, 2017).

Ellen G. White's statement quoted by Hidayatullah (2011) provides confirmation that character development is the most vital effort ever given to humans. Character development is considered to be the outstanding goal of a true educational system. Therefore, multicultural-based citizenship education is very important, because it includes the values of national character, including tolerance, responsibility and integrity (Kubow et al, 2000). Citizenship education can be a forum for instilling these values, forming individuals who are able to maintain peace, respect differences, and contribute positively to the diversity of a multicultural society (Sembiring et al, 2023).

Citizenship Education (PKn) is an important pillar in the formation of national character amidst the complexity of heterogeneous Indonesian society. Civics involvement in the nation and character building process is becoming increasingly crucial considering the reality of diversity inherent in the principle of integration into unity (Lubis, 2023). In this context of plurality and heterogeneity, Civics is gaining momentum as the main focus for building the Indonesian nation state. Facing the challenges of a multicultural society, character development cannot be considered trivial or tested haphazardly. On the contrary, a systematic, programmatic, integrated and sustainable approach is needed (Arif, 2017).

One of the key strategies that can be implemented is through citizenship education. Citizenship education in the broadest sense (citizenship education) is the right solution, with a perspective on world citizenship in the 21st century, known as multidimensional citizenship (Khairunis & Damayanti, 2023). In this context, citizenship education does not only focus on local aspects, but also integrates multicultural values as an integral part of forming the character of citizens. In this way, Civics becomes an effective instrument for forming a generation capable of appreciating diversity, strengthening unity, and synergizing in creating a harmonious multicultural society (Maftuh & Malihah, 2020).

The importance of effective management of citizenship education becomes increasingly apparent in facing the challenges of multiculturalism. In the educational environment, cultural, ethnic and religious differences can be a potential source of conflict if not managed wisely (Kumbara & Anom, 2009). Therefore, a good citizenship education management system is the key to overcoming these challenges. This involves developing a curriculum that includes multicultural aspects, training teachers to increase their understanding and skills in managing diversity, as well as implementing citizenship

programs that promote tolerance, understanding and mutual respect among students (Munadiir, 2016).

Apart from that, there needs to be collaboration between educational institutions, government and society in designing effective citizenship education management strategies. Involving these key stakeholders can ensure that citizenship education is not only the school's responsibility, but also a shared responsibility to create an educational environment that supports the formation of multicultural citizen character (Wirda et al, 2023). Thus, good management of civic education not only helps overcome the challenges of multiculturalism, but also contributes to the formation of an inclusive and harmonious society (Istianah et al, 2023).

The aim of this research is to investigate the role of civic education management in facing the challenges of multiculturalism. This research aims to provide an in-depth understanding of effective educational management strategies and practices in managing cultural, ethnic and religious diversity in the educational environment. It is hoped that the benefits of this research will provide insight for policy makers, educational practitioners and academics to improve civic education management approaches that are responsive to multicultural realities, as well as contribute to the development of more inclusive and harmonious educational policies.

METHOD

This research is included in the type of qualitative research with an approach using descriptive methods. The descriptive method is a research approach that aims to observe problems in a systematic and accurate way related to the facts and characteristics of a particular object. This approach is focused on mapping and explaining facts based on a certain framework or perspective (Sugiyono, 2011). This descriptive method aims to explain, describe and map a phenomenon, which can be conditions, relationships, opinions that are developing, processes that are taking place, effects or consequences that are occurring, or trends that are developing. In the context of this research, a descriptive approach is used to describe and interpret phenomena surrounding the role of citizenship education management in facing the challenges of multiculturalism.

RESULTS AND DISCUSSION

Citizenship Education (PPKn) is the main focus which has a strategic role in the context of multicultural education. Therefore, Civics learning approaches and materials in schools, including at the high school level, must reflect appreciation and development of multicultural values. This is reinforced by Law Number 20 of 2003 concerning the National Education System (Sisdiknas), where PPKn is made a mandatory subject in the primary and secondary education curriculum, as well as a mandatory subject in higher education (Article 37). Article 37 of the Explanatory part of the Law reinforces that Citizenship Education aims to shape students into individuals who have a sense of nationality and love for their homeland. With this provision, the position of Citizenship Education as the foundation for

the development of a multicultural society in the Indonesian education system becomes clearer and stronger.

The Role of Citizenship Education Management in Facing the Challenges of Multiculturalism:

Inclusive Curriculum Design

Designing an inclusive curriculum in Citizenship Education (PPKn) is a strategic step in ensuring that learning material includes rich and relevant multicultural values. This approach recognizes the cultural, ethnic and religious diversity in Indonesia, and aims to create a deeper understanding and appreciation of differences. By including learning modules or activities that highlight multicultural values, PPKn not only becomes a forum for understanding the basics of citizenship, but also a means of strengthening a sense of togetherness amidst diversity.

The inclusive curriculum in PPKn also emphasizes the need to understand the history and culture of various community groups in Indonesia. It involves not only theoretical knowledge, but also in-depth hands-on experience through field activities, visits to local communities, and direct interaction with representatives of various cultural groups. In this way, students not only gain conceptual knowledge, but also direct experience that can form inclusive attitudes and a better understanding of the plurality of society.

An inclusive Civics curriculum also seeks to ensure that teaching is carried out taking into account local and global contexts. Learning materials are designed to be relevant to the reality around students, while still integrating a global perspective that helps students understand Indonesia's role in the international community. Thus, designing an inclusive curriculum in Civics does not only focus on providing information, but also on developing critical skills, an open attitude, and the ability to adapt in facing increasingly complex multicultural realities.

Teacher Training for Heterogeneous Classroom Management

Teacher training to manage heterogeneous classes in the context of Citizenship Education (PPKn) is a key component in ensuring the implementation of a curriculum that is inclusive and responsive to cultural differences. Teachers need to be trained to develop deep skills and understanding regarding the diversity of students in the classroom, including differences in culture, language and social background. This training includes teaching strategies that focus on an inclusive approach, allowing every student to feel valued and accepted in the learning environment.

Teachers also need to be given the tools and resources necessary to create classrooms that support diversity. This can include the use of teaching materials that reflect cultural diversity, as well as the use of educational technology to facilitate inclusive learning. Teacher training in managing heterogeneous classrooms also involves developing the ability to detect and resolve potential conflicts that may arise due to cultural differences, thereby creating a safe and supportive learning environment for all students.

Additionally, training approaches should emphasize the importance of respecting and understanding students' cultural backgrounds. Teachers need to be trained to be facilitators of intercultural dialogue in the classroom, promoting the exchange of experiences and

understanding among students with diverse backgrounds. Thus, teacher training in managing heterogeneous classes in PPKn does not only focus on teaching techniques, but also on developing attitudes of empathy, sensitivity and deep understanding of the diversity of society.

Establishment of an Inclusive School Environment

The formation of an inclusive school environment in Citizenship Education (PPKn) is an important aspect in supporting a multicultural approach. An inclusive school environment creates an atmosphere where diversity is valued, and all members of the school community feel welcome regardless of cultural, ethnic, or religious background. This can be realized through school policies and practices that support multicultural values.

One step that can be taken to create an inclusive school environment is to involve active participation from the entire school community. This includes involving parents, school staff, and the local community in the school's decision-making process. By involving all parties, schools can build a participatory culture that respects and enriches diverse perspectives.

Additionally, school policies that support inclusivity may include providing resources that reflect cultural diversity, joint celebration of religious holidays, and supporting extracurricular activities that respect and promote diversity. Organizing activities or programs that encourage intercultural dialogue can also be an effective means of building harmonious relationships between members of the school community.

It is also important to create mechanisms that support constructive conflict handling. By understanding that differences are a wealth, not an obstacle, schools can develop strategies to overcome tensions or conflicts that may arise as a result of diversity. Thus, an inclusive school environment in Civics not only creates a safe learning space, but also stimulates the development of students into individuals who respect and understand the diversity of society.

Facilitating Intercultural Dialogue

Facilitating intercultural dialogue is a crucial point in Citizenship Education (PPKn) which recognizes and respects cultural differences in society. This approach not only creates space for open discussion about diversity, but also encourages students to explore a deeper understanding of the various views, values and cultural traditions around them.

Through facilitating intercultural dialogue, students can build effective communication skills, learn to listen to and respect different points of view, and develop the ability to speak a language that respects diversity. Teachers, as facilitators of dialogue, need to encourage an atmosphere that is open, free from prejudice, and supports diversity. In this context, activities such as group discussions, simulations of real-life situations, or visits to cultural communities can be effective ways to encourage intercultural interaction in the classroom.

In addition, facilitating intercultural dialogue can also strengthen students' understanding of global differences and their impact on the social and political order. Discussing global issues and relating them to local realities can open students' horizons, teach them about the interconnectedness of an increasingly complex world, and provide a foundation for them to participate in global society.

Facilitating intercultural dialogue is not just about opening up space for speech, but also empowering students to become agents of change who can promote tolerance, justice and inclusivity. By exploring it in the context of Civic Education, this approach can form a generation that is more open-minded, responsive to differences, and ready to contribute to the formation of a harmonious multicultural society.

Program Evaluation and Adjustment

Program evaluation and adjustment is an important stage in ensuring the success of Citizenship Education (PPKn) as a basis for developing a multicultural society. Evaluation includes systematic monitoring of curriculum implementation, teaching methods, and their impact on student attitudes and behavior. By carrying out careful evaluations, schools can identify successes and obstacles that may arise, provide a basis for improvement, and ensure that the Civics program remains relevant and effective in achieving its goals.

Apart from evaluation, program adjustments are also a much needed step. Society and cultural diversity continue to develop, and PPKn must be able to adapt to these changes. These adjustments include curriculum updates, the introduction of innovative teaching methods, and the integration of new content that reflects the dynamics of a multicultural society. Teachers and education managers need to collaborate actively to identify needs and opportunities for improvement, so that the PPKn program can continue to develop in line with the demands of the times.

It is important to involve various parties, such as teachers, students, parents, and the community, in the program evaluation and adjustment process. Listening to various perspectives can provide a more complete insight into the impact of the Civics program, and active participation from all stakeholders can strengthen commitment to the formation of a multicultural society. Therefore, continuous evaluation and adjustment of the PPKn program is key to maintaining its relevance and effectiveness in facing continuous changes in the dynamics of societal diversity.

CONCLUSION

Implementation of Citizenship Education (PPKn) in facing the challenges of multiculturalism requires a holistic approach that involves designing an inclusive curriculum, training teachers to manage heterogeneous classes, establishing an inclusive school environment, facilitating intercultural dialogue, and evaluating and adapting programs on an ongoing basis. Inclusive curriculum design is the main basis for ensuring that PPKn learning materials include relevant multicultural values and reflect the cultural diversity of society. Teacher training emphasizes developing deep skills in managing heterogeneous classrooms, creating inclusive learning spaces, and responding to students' cultural differences. The establishment of an inclusive school environment aims to create an atmosphere where diversity is valued, and all members of the school community feel welcome regardless of cultural, ethnic or religious background. Facilitating intercultural dialogue is a means of opening up space for open discussion about diversity, building effective communication skills, and stimulating the development of inclusive attitudes among students. Program evaluation and adjustment are crucial steps to ensure that PPKn

remains relevant, effective and responsive to the changing dynamics of a multicultural society. Thus, in conclusion, Citizenship Education has a strategic role in forming the character of citizens who are inclusive and responsive to diversity. In the context of multicultural education, PPKn is not only about conveying information, but also about forming attitudes, values and skills that support harmony in an increasingly complex society. Effective implementation of Civics can have a positive impact on the formation of a generation that values diversity and is able to contribute to an inclusive and harmonious multicultural society.

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