

The Role Of Teachers In Implementing Multicultural Education At Taruna Nusantara High School To Enhance Social Resilience

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Abstract

Multicultural education has become a significant focus in enhancing social resilience at Taruna Nusantara High School. This aims to understand the role of teachers in implementing multicultural education in this school and their contribution to strengthening students' social resilience. Teachers at Taruna Nusantara High School also act as mediators in handling conflicts or tensions that may arise due to cultural differences. They play a crucial role in guiding students to understand others' perspectives, building tolerance, and enhancing effective communication skills. Teachers also provide role models in respecting differences and encourage students to become inclusive leaders in a diverse society. In the context of multicultural education, teachers at Taruna Nusantara High School also prepare students to face complex social challenges and changes. They develop a deep understanding of the values of diversity and encourage students to commit to these values. Teachers play an important role in strengthening students' social resilience, fostering multicultural understanding, and creating harmony and cooperation among students from diverse cultural backgrounds. Taruna Nusantara High School has students from various ethnicities and cultures, which bring certain advantages and disadvantages. Language differences, habits, and understandings can affect communication and collaboration among students. Moreover, a profound understanding of each ethnic group's culture and traditions is crucial to prevent stereotypes and prejudice among students. To address these challenges, Taruna Nusantara High School implements various strategies. Teachers have a central role in creating an inclusive and respectful environment. They integrate multicultural elements into the curriculum and teaching, promote open dialogue, and encourage students to understand and appreciate differences. With this rich and multicultural learning environment, Taruna Nusantara High School is able to shape students with a deeper understanding of the ethnic and cultural diversity in Indonesia. This helps strengthen students' social resilience, increase tolerance, and prepare them for living and interacting in an increasingly global and multicultural society. In this environment, students can learn to respect, appreciate, and understand differences. Thus, Taruna Nusantara High School enhances students' social resilience and prepares them to face the challenges of an increasingly multicultural world.

Keywords : Strategy, Taruna Nusantara, Teachers and Tolerance

INTRODUCTION

Taruna Nusantara High School in Magelang is an educational institution that focuses on cadet development with high qualities, broad perspectives, and innovation. Its goal is to create quality cadets who can make significant contributions to the nation's development in line with the spirit of the constitution in enlightening the nation's life. The institution uses a selection process for prospective students based on physical, intellectual, and mental aspects to produce high-quality human resources, both physically and psychologically, while also instilling a national identity. Taruna Nusantara High School in Magelang instills the values and spirit of Pancasila cognitively, cultivates awareness of diversity within the spirit of Bhinneka Tunggal Ika affectively, and is expected to bring about changes as an application of knowledge acquired in the classroom according to the provided curriculum conatively.

In order to nurture and develop the intellectual, academic, personality, health, and physical fitness aspects of the younger generation, it is necessary to establish an educational institution. This is in line with the findings of a study conducted by Dwi W (2006). Unlike

other educational institutions, Taruna Nusantara High School in Magelang implements two curricula. First, the Unit Level Education Curriculum, which is mandatory for all primary and secondary education units in Indonesia. Second, a special curriculum known as the Taruna Nusantara Institute Curriculum, which emphasizes a full boarding life where students and staff live together in one school complex, creating a highly familial and communal environment. Students at Taruna Nusantara High School are educated to become future leaders of Indonesia who are not only morally and ethically sound, but also have strong faith, piety, and a deep appreciation for national insight, the spirit of struggle, and culture. Taruna Nusantara High School highly values cultural diversity with its various cultures, customs, languages, religions, and races. Students are taught to respect differences, embrace tolerance and democracy, and uphold the values of multicultural education.

Multicultural education at Taruna Nusantara High School in Magelang is conducted comprehensively. In addition to creating a fair environment among students of different religions, races, ethnicities, and cultures, this education is supported by a curriculum that encompasses multicultural values, integrative evaluations, and teachers who possess understanding, attitudes, and productive actions in providing multicultural education services to their students. Furthermore, students are also expected to apply multicultural education values in their daily lives outside the school environment. "Bhineka Tunggal Ika" teaches the importance of unity in diversity. Although Indonesia consists of diverse ethnicities, religions, and cultures, we are all one as a nation. This motto emphasizes that despite our differences, we must remain united, respect, and appreciate one another. It invites us to uphold tolerance, mutual respect, and build harmony among various groups in society. In Indonesia, different ethnicities and religions coexist peacefully, preserving diversity as the nation's wealth and source of strength. "Bhineka Tunggal Ika" also conveys the message that unity in diversity is a crucial asset in building an advanced nation. By respecting differences, we can learn from one another, complement each other, and enrich our experiences and knowledge. This motto is not only a national motto but also a principle highly valued in the everyday life of Indonesian society. In the context of globalization and modern challenges, the motto "Bhineka Tunggal Ika" remains relevant as a foundation for building unity, overcoming divisions, and strengthening the diverse national identity.

The basic principle of multiculturalism is a perspective or approach in society that recognizes, respects, and promotes cultural, religious, racial, ethnic, and social diversity within a community. The primary goal of multiculturalism is to create an inclusive, fair, and harmonious society where all individuals have equal rights and are respected. Appreciation of diversity is one of the fundamental principles of multiculturalism. This means recognizing and respecting the differences among individuals or groups in society, be it in terms of culture, language, religion, traditions, or other identities. This principle emphasizes the importance of respecting the rights and freedoms of individuals to practice their own beliefs and customs without discrimination.

According to Kumbara (2009), the socio-cultural diversity possessed by the Indonesian nation, while being a source of pride and invaluable richness, also carries a significant potential for conflict. If this potential for conflict is not managed appropriately, wisely, and continuously, it can become a source of national disintegration that can jeopardize the unity of the Republic of Indonesia. Additionally, the fundamental principles of multiculturalism also encompass dialogue and intercultural understanding. This involves open communication between different groups, expanding knowledge and understanding of diverse cultures and values. Through dialogue, stereotypes, prejudices, and fears can be overcome, and mutually beneficial cooperation can be fostered.

The principles of multiculturalism in the field of education should be reflected in various important regulations that support the strong existence of diversity in Indonesia, guarantee freedom of religion, ensure the protection of basic human rights, foster a democratic culture, and protect minority groups (Suseno, 2003). Another principle is equality and justice. Multiculturalism advocates for fair and equal treatment of all individuals, regardless of their cultural or ethnic backgrounds. This involves rejecting any form of discrimination, oppression, or injustice that may arise from ignorance or insensitivity towards diversity. By adhering to the fundamental principles of multiculturalism, society can create an inclusive and harmonious environment where every individual is respected and has equal opportunities to participate and thrive. This can enrich society with diverse perspectives, ideas, and contributions, as well as promote peace, tolerance, and justice.

Social resilience is the ability of an individual, group, or society to face changes, crises, or social challenges while maintaining sustainability, balance, and harmony in social interactions. Social resilience involves the capacity to build strong and supportive relationships among individuals, manage conflicts, maintain solidarity, and promote social justice. It also encompasses the ability to address complex social problems such as poverty, social inequality, discrimination, and rapid social change. This entails the development of social skills, concern for collective well-being, wise decision-making, and adaptability to the ever-changing social environment. Social resilience is a crucial factor in building a stable, inclusive, and sustainable society. By enhancing social resilience, individuals and communities can better cope with social challenges, strengthen social bonds, and create conditions that support collective well-being.

The role of teachers in education is vital and diverse. Teachers serve as mediators, facilitators, motivators, and role models in the teaching and learning process. They act as mediators between students and knowledge, possessing the necessary knowledge and skills to effectively deliver instructional materials to students. Teachers help students understand and interpret information, facilitate discussions, and answer student questions. They also serve as facilitators of learning, designing engaging learning experiences, promoting active student involvement, and creating a conducive learning environment. Teachers employ various teaching methods and strategies that are appropriate to students' needs and learning styles. They play a motivational role in encouraging students to reach their full potential, providing encouragement and praise for their achievements, and helping students overcome learning difficulties. Teachers stimulate students' interests and curiosity to keep them motivated in the learning process. They have a role as models, setting a good example in attitude, behavior, and moral values. Teachers teach ethics, tolerance, cooperation, and other important positive values in students' social lives. Through their exemplary behavior, teachers can shape students' character and prepare them to be responsible members of society. By effectively fulfilling these roles, teachers can help strengthen education by ensuring that students have meaningful learning experiences, supporting their cognitive and social development, and assisting them in becoming empowered individuals who make positive contributions to society.

RESEARCH METHODS

In writing about the Role of Teachers in implementing multicultural education at Taruna Nusantara High School to strengthen Social Resilience, the author will employ a qualitative descriptive research method. This method will be used to provide a detailed description of the teachers' role in multicultural education at Taruna Nusantara High School and how this role can

enhance social resilience. Through a descriptive approach, the author will elaborate in detail on the strategies, approaches, and practices used by teachers to create an inclusive multicultural learning environment that supports students' social resilience development. This research method will involve data collection through interviews with teachers, direct observations, and analysis of documents related to the implementation of multicultural education at Taruna Nusantara High School. The collected data will be analyzed qualitatively to identify patterns, themes, and factors that influence the successful implementation of multicultural education. By utilizing this qualitative descriptive research method, it is expected that the author can provide a clear and in-depth understanding of the role of teachers in multicultural education at Taruna Nusantara High School and its impact on students' social resilience.

RESULT AND DISCUSSION

The success and progress of a nation are inseparable from the quality of education provided to future generations. This idea is well understood by General L.B. Moerdani, who realizes that investing in education is an important step towards achieving national advancement. In his vision, General Moerdani views education as a strong foundation for building a better future. He believes that through quality education, young generations can be developed into resilient, intelligent, and responsible leaders. In his effort to realize this vision, General Moerdani initiated the establishment of Taruna Nusantara High School in Magelang. This school is designed as an educational institution with a high level of cadet training, broad vision, and innovation. Its goal is to produce national cadres who can make significant contributions to the development of Indonesia. The existence of Taruna Nusantara High School in Magelang as an educational institution that prioritizes holistic human resource quality, both in terms of physical and psychological aspects, is a tangible manifestation of General Moerdani's initiative in realizing the vision of quality education for the nation's future. With a strong commitment to education, General Moerdani provides inspiration and encouragement for all of us to continuously improve the quality of education as the foundation for the success and progress of the nation.

The concept refers to the principles of education advocated by Ki Hajar Dewantoro, an Indonesian education figure who had a vision to build young generations with a strong understanding of Indonesian identity and culture. Education is aimed at shaping young generations with national insight, which involves a deep understanding of the history, values, and identity of the Indonesian nation. Additionally, education is directed towards fostering a profound understanding of Indonesian culture, enabling young generations to appreciate and enrich the cultural heritage of the nation. This idea plays a crucial role in strengthening the nation's identity and preventing the loss of cultural identity in the face of globalization. With education that upholds national insight and culture, young generations will have a solid foundation to contribute to the nation's development and progress. This was implemented through the collaboration between General Try Sutrisno as the Commander of the Indonesian National Armed Forces and Taman Peserta didik represented by Ki Suratman as the Chairman of the General Assembly of Taman Siswa Union. Through the signing of the ABRI Collaboration Charter, the commitment to implementing education focused on national insight, struggle, and culture was affirmed. This signing serves as a foundation for future education aimed at developing young generations with awareness of their identity and their important role in advancing the nation.

Taruna Nusantara High School in Magelang is an educational institution that has professional teachers and staff. The teachers at Taruna Nusantara High School in Magelang

have undergone advanced education up to the doctoral level (Ph.D.), demonstrating high academic competence and expertise. In Taruna Nusantara High School in Magelang, teachers are not only referred to as teachers but also as "pamong" or caregivers. This reflects their role, which goes beyond providing instruction in the classroom. As "pamong," they play the role of parental figures who nurture, develop, and help shape the students' personalities.

"Pamong" in Taruna Nusantara High School in Magelang plays a crucial role in creating a safe, supportive, and personally attentive educational environment for every student. They are not only focused on the transfer of academic knowledge but also care about the holistic development of students, including their emotional, social, and moral aspects. Through the "taman peserta didik" approach, the "pamong" in Taruna Nusantara High School in Magelang dedicate themselves to helping students grow and develop holistically. They play a role in fostering values such as honesty, discipline, responsibility, and cooperation, as well as assisting students in developing their intellectual and personal potential. With a caring and character-building approach, Taruna Nusantara High School in Magelang aims to create an educational environment that provides optimal protection, support, and development for each student. Through the active involvement of the "pamong" in shaping students' personalities, Taruna Nusantara High School in Magelang is committed to producing quality, independent, and highly-integrated young generations.

Taruna Nusantara High School in Magelang has a pamong system divided into three groups: Teacher Caregiver Pamong, Teacher Pamong, and Administrative Pamong. Each group has different tasks and responsibilities to create an optimal educational environment. The Teacher Caregiver Pamong group has the main task of conducting teaching and caregiving activities for students. They serve as educators who not only provide subject matter but also nurture and guide the students' personal development. This group focuses on personal approach and close interaction with students, allowing them to provide the necessary attention and support in the learning process. The Teacher Pamong group has the main task of conducting teaching activities. They are responsible for delivering subject matter to students and helping them achieve maximum learning outcomes. This group focuses on delivering subject matter, developing effective teaching methods, and providing academic guidance to students. The Administrative Pamong group has the main task of managing everything related to student administration and the operational aspects of Taruna Nusantara High School in Magelang. They are responsible for managing student data, financial administration, facility and infrastructure management, as well as various other administrative tasks that support the smooth running of the school. With this division of tasks, Taruna Nusantara High School in Magelang can create an integrated and efficient education system. Each pamong group plays a crucial role in creating an optimal educational environment, encompassing academic, personal, and administrative aspects. The collaboration among these pamong groups makes Taruna Nusantara High School in Magelang an educational institution with good and comprehensive education quality.

The role of teachers at Taruna Nusantara High School in Magelang is not limited to classroom interactions. If a student is experiencing difficulties or gaps in understanding the subject matter, teachers provide additional study guidance, such as evening study programs or private lessons. These programs aim to provide extra attention and assistance to students in need, enabling them to overcome learning difficulties and achieve better progress. Through these programs, teachers allocate additional time to explain the material, improve students' understanding, and provide relevant exercises or additional assignments as needed. With this approach, teachers can provide individual attention to students who require it, identify their difficulties, and offer appropriate support in the learning process. Additionally, through these programs, teachers can provide motivation and encouragement for students to continue striving

and developing their potential. This provides students with the opportunity to receive additional help outside regular class hours. During these sessions, teachers identify individual students' needs and develop tailored learning plans. They teach the material using different approaches, provide detailed explanations, give examples or illustrations, and allow time for intensive practice. With these programs in place, teachers can provide more personal and in-depth attention to students. They can get to know and understand each student's individual learning needs and provide guidance that aligns with their level of understanding. This helps students overcome learning difficulties, improve academic achievement, and optimize their potential. Through this role, teachers at Taruna Nusantara High School in Magelang strive to provide comprehensive support to students, not only in terms of classroom learning but also in addressing the challenges and shortcomings they face. As a result, students feel supported and motivated to make progress in their learning.

The diversity of students at Taruna Nusantara High School, with various ethnic and cultural backgrounds, presents both advantages and challenges. The main advantage of this diversity is the creation of a rich and multicultural learning environment. One of the key benefits is the opportunity for students to learn from and understand different cultures. Students can interact, share experiences, and appreciate the differences among themselves. This expands students' perspectives of the world and prepares them for life in an increasingly global society. Additionally, ethnic and cultural diversity can also enhance tolerance and appreciation for differences. Students can learn to respect different values, customs, and beliefs. They can learn to work together in harmony, navigate conflicts, and build inclusive cooperation.

However, diversity can also pose challenges. Differences in language, customs, and cultural backgrounds may affect communication and understanding among students. These challenges require extra effort from teachers and the school to create an inclusive environment, promote intercultural dialogue, and address potential conflicts. In facing this diversity, Taruna Nusantara High School needs to involve all parties, including teachers, students, and parents, in building an inclusive culture of mutual respect. A multicultural education approach is necessary to strengthen understanding, appreciation, and intercultural skills. By doing so, Taruna Nusantara High School can harness diversity as a strength that enriches the teaching and learning process, preparing students to become open-minded, tolerant citizens ready to face the challenges of an increasingly globalized world.

Multicultural education at Taruna Nusantara high school Magelang is not just a separate concept or theory, but it is genuinely integrated into the subjects and educational processes at the school. One form of implementing multicultural education is through the celebration of Kartini Day with the Nusantara Art and Culture Exhibition (Pandatarara). The Pandatarara event at Taruna Nusantara high school serves several important purposes, primarily introducing and appreciating the cultural diversity of Indonesia to the students. Through the art and cultural exhibition, students are given the opportunity to learn, appreciate, and understand various traditions, dances, music, traditional clothing, and artworks that are part of Indonesia's cultural heritage. They can learn the values, symbols, and meanings behind these cultures.

The Nusantara Art and Culture Exhibition (Pandatarara) at Taruna Nusantara high school is held annually as part of the school's calendar of events. Typically, this event takes place on April 21, which coincides with Kartini Day. In preparation for the Pandatarara event, all students and teachers are involved in the planning and preparation process. They collaborate to determine the exhibition's theme, gather information about the cultures to be showcased, and plan various activities for the Kartini Day celebration. On the day of the event, the school prepares an exhibition area featuring a variety of artworks, traditional costumes, traditional musical instruments, and other cultural objects. Participating students showcase their artwork,

including paintings, sculptures, handicrafts, and perform various art forms such as dance, music, and theater.

During the Pandatara event, students and teachers actively interact with visitors, including students from other schools, parents, and the general public. They explain the meaning and cultural values embedded in the exhibited artworks, as well as share information about traditions and cultural uniqueness. In addition to the art exhibition, other activities such as seminars, discussions, workshops, and performances can also be conducted as part of the Kartini Day celebration. All of these activities aim to enhance students' understanding of the importance of preserving cultural diversity, respecting differences, and fostering multicultural awareness. By organizing this event annually, Taruna Nusantara high school is committed to promoting multicultural education and strengthening students' pride in Indonesia's cultural heritage. The Pandatara event serves as a significant moment in shaping students' inclusive attitudes, tolerance, and appreciation for diversity in their daily lives at school and in society.

The Pandatara event also serves as a platform for students to express their interests and talents in the field of arts and culture. Students can actively participate in creating artworks, performing artistic shows, and showcasing their skills to their peers and the school community. This not only provides them with opportunities to develop themselves creatively but also boosts their self-confidence and pride in their own cultural heritage. Additionally, the Pandatara event serves as a means to build relationships and collaboration with the local cultural community and other schools that have different cultural treasures. Within the framework of such cooperation, students can interact with individuals from diverse cultural backgrounds, exchange knowledge, and learn from others' experiences. This opens up students' horizons to cultural diversity and enriches their perspectives in forming social connections. Through the Pandatara event, Taruna Nusantara high school encourages the creation of an inclusive and respectful learning environment that enriches students' experiences in building relationships with others from different cultural backgrounds. Through these activities, students are taught the values of tolerance, appreciation of differences, and the importance of respecting and understanding other people's cultures. This represents a concrete step in fostering multicultural awareness and developing inclusive attitudes in students' daily lives.

Taruna Nusantara High School teaches the subject of National Defense with an emphasis on the importance of social resilience. This lesson aims to shape the younger generation's awareness of the significance of maintaining and strengthening social life in Indonesia. In the National Defense class, teachers at Taruna Nusantara High School in Magelang teach various concepts and values related to social resilience. Students are taught to appreciate the cultural, religious, ethnic, and linguistic diversity in Indonesia. They are also taught to understand and respect differences of opinion and uphold the values of unity and harmony. Teachers at Taruna Nusantara High School in Magelang act as facilitators in the learning process. They employ interactive and participatory methods and strategies to enhance students' understanding of the importance of social resilience. The curriculum covers various aspects such as nationalism, patriotism, citizenship, mutual cooperation, and caring for one another in society.

In addition, Taruna Nusantara High School in Magelang also organizes extracurricular activities that support the learning of National Defense and social resilience, teaching values of perseverance, discipline, and self-reliance. Students can also engage in community service activities that help strengthen social connections in their surroundings. Through a holistic and comprehensive approach, Taruna Nusantara High School in Magelang strives to shape students with strong character, a sense of national defense, and the ability to contribute positively to building an inclusive and harmonious society. By understanding the importance of social

resilience, students are expected to become agents of change who strengthen social bonds, prevent social conflicts, and promote harmony among citizens.

At Taruna Nusantara High School in Magelang, the institution and teachers actively work on building close communication with alumni. One of the efforts made is to invite alumni to return to the school and provide guidance and promotion to junior students who are still studying. This aims to give students an overview of the opportunities and achievements that can be obtained after graduating from Taruna Nusantara High School. These activities are usually conducted in the form of seminars or special events that involve alumni as speakers or resource persons. Alumni who have achieved success in academics, careers, or other accomplishments are invited to share their experiences, provide motivation, and give insights into renowned universities in Indonesia and abroad that accept graduates from Taruna Nusantara High School.

Through direct interaction between alumni and students, students can obtain valuable information about the college admissions process, necessary preparations, and challenges they may face in higher education. They can also gain insights into the potential and opportunities they can pursue after graduation. In addition to providing an overview of alumni success in the academic world, communication with alumni can also help strengthen the network and relationship between students and alumni. Students can leverage alumni experiences and knowledge as a source of inspiration, guidance, and mentoring. This can broaden their perspectives on various career opportunities, study paths, and developments in various fields.

With good communication between the institution, teachers, and alumni, Taruna Nusantara High School in Magelang can continuously improve the quality of education and prepare students for future success. The commitment to building a close relationship with alumni also demonstrates that Taruna Nusantara High School cares and strives to provide support throughout their students' educational journey, even after they graduate. Throughout the entire educational process, Taruna Nusantara High School in Magelang is committed to nurturing a younger generation with a spirit of love for their homeland, diversity, and concern for others. Therefore, they will become future leaders capable of building a strong, harmonious, and prosperous nation.

CONCLUSION

The role of teachers in implementing multicultural education at Taruna Nusantara High School is crucial in strengthening social resilience. By adopting a multicultural education approach, teachers at Taruna Nusantara High School act as facilitators and guides to develop students' understanding, appreciation, and skills in dealing with cultural, ethnic, and religious diversity. Teachers at Taruna Nusantara High School play a key role in creating an inclusive, safe, and supportive learning environment for students. They teach with an approach that integrates multicultural values into the curriculum and school activities. Additionally, teachers also provide role modeling and real-life examples in respecting, accepting, and valuing differences among students.

In implementing multicultural education, teachers at Taruna Nusantara High School also act as mediators in handling conflicts or tensions that may arise due to cultural differences. They guide students in understanding other perspectives, fostering tolerance, and enhancing effective communication and mutual respect. Additionally, teachers at Taruna Nusantara High School play a role in preparing students to face complex social challenges and changes in society. They encourage students to become inclusive leaders, committed to diversity, and possessing a deep understanding of the interests and needs of diverse communities. Exactly, the

role of teachers in multicultural education at Taruna Nusantara High School is not only focused on knowledge transfer but also on shaping students' attitudes, values, and social skills. Through these efforts, teachers play a crucial role in strengthening students' social resilience, fostering a broad understanding of multiculturalism, and promoting harmony, tolerance, and cooperation among students from diverse cultural backgrounds.

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