

Textbook Development based on Multicultural Literacy to Enhance Students' Awareness against Social and National Integration

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Abstract: The paradigm of “bhineka tunggal ika” (unity in diversity) has been internalized to all Indonesian citizens, yet the antithesis paradigms also spread among societies. Evidence shows that violence, intolerance, radicalism still threatens the nature of bhineka tunggal ika and democracy. The objectives of this research were to develop textbook based on multicultural setting to enhance the social awareness of the students of higher education. Method of research was Research and Development. The subjects of the research are students of universities. The research was conducted in 2013. The results of the research were: (1) the establishment of Indonesian Language textbook based on multicultural setting, (2) Indonesian language textbook based on multicultural informs and teaches the wellbeing of all ethnics, the honor of all religion, and the high value of the ancestors' tradition which perceive unity, nationalism, and diversity. (3) The textbook was able to inspire the youth's paradigm of diversity and patriotism to avoid intolerance, radicalism and disintegration.

1 INTRODUCTION

Textbook development based on multicultural literacy is regarded needed for some reasons. Recently, the issue of national and social disintegration not only in the horizontal but also vertical dimension. Such evidence is motivated by the economic and social diversity. Economical shortfall has encouraged social jealousy against the wealthy which entails the social conflict in the forms of ethnic communalism, primordial and sectarianism actions. All the more, although the paradigm of bhineka tunggal ika (unity in diversity) has been declared since long ago, the antithesis paradigms are still latent. Evidence shows that violence, intolerance, radicalism still threat the Indonesian unity in diversity and democracy. Even some educational institutions are intervened by such paradigm to some extent. The latest researches showed that among students of some schools intolerant and radical actions have emerged every here and there.

Externally, disintegration is motivated by communication of the global era, where free trade and sophisticated modes of communication directly influence the social conducts and behaviors. The

personal and collective global view has encouraged the emergence of radicalism and disintegration because of the sense of inferiority of the individuals and society against the whole world which result in jealousy. Suharto (2000) in his thesis entitled the attitude against the national integration suggests that globalization on one hand can develop the social wealthy and enhancement, but on the other hand it can draw people in the social severity. Such a social gap can draw people into open competition, where the weak people cannot carry out the balanced competition otherwise they create dependency against the strong ones. The unstable condition encourages reaction to each of parties which can cause unity breakdown of the nation, where they strike each other for their own interest which ends in social conflicts.

Within the framework of the legal policy, Indonesia is now under pressure. If in the era of Orde Baru the legal execution is carried out repressively, by the law of subversive, in the recent development, when the law of subversive has been revoked, the legal execution has to be carried out under legal process and all regulations enacted. Within the problems of the legal execution in Indonesia the improper paradigms can easily enter Indonesia under the era of globalization, including

terrorism and radicalism. The terrorism and radicalism can easily enter Indonesia, as to many countries, by means of social media development which cannot be hindered. All the more, the evidence shows that Indonesian society lack of maturity in using the social media wisely. This problem is experienced, mostly by youth, among the Indonesian society who have become the target of "proxy-war" in the era of "an information edge" like what is now happening. As it is reviewed from the survey of the International NGO Forum on Indonesian Development (Suharto, 2017: 2), the result of internet and social media mapping showed that main narration is extremism, extremism keys, and extremism spreads.

Other aspect which motivates the disintegration is the socio-cultural dimension, where the Indonesian society live in multicultural setting. Although the paradigm of *bhineka tunggal ika* has been long internalized as norm for all Indonesian citizen, the latent antitheses of it are still potential to come into surface any time. The evidence shows that the problem of integration in Indonesia is still significant as a topic of discussion. The diversity of race, ethnic and religion can be the source of conflict for the society with limited understanding which then may spread in inter-group hostility. Religious fanaticism often becomes the reason for them to hostile each other, which will of course hinder the development of collective awareness against the *bhineka tunggal ika* and the national integration in the horizontal and vertical dimension. History proves that conflicts which are based on race, ethnic and religion can be easily controlled. People who are involved in the conflict of race, ethnic and religion are controlled by deep hatred, which will be even worse when the authority claim that God belongs to his group and the other group are enemy who are cursed by God. The religious dogma is often used to determine official and military policies not only to save one's group but also to destroy other groups (Suharto: 2000).

Multicultural literacy has become very important in Indonesia to enhance patriotism, solidarity and then unity in diversity (Hidayat, 2010). Such an awareness can be started from the educational institution, where education nurtures values of such literacy to pupils (Komalasari, 2012). Higher education is one among other educational institutions where the value awareness can be developed. In the teaching and learning process, textbook has been used as source of knowledge (Johnson and Gordon, 1997). Textbook is a book which contains description about the instructional

materials related to a certain subject or discipline which is arranged systematically based on certain objectives, learning orientation and student development (Hashemi, 2011). As the main reference, textbook is used in an educational unit which covers the instructional materials to develop spiritual status, personality, scientific mastery, technology, aesthetic, kinesthetic awareness, and health based on the higher educational standard (Mahmood, 2011). Then textbook is a learning aids which is used in an educational institution to support educational program within the framework of developing spiritual status, personality, scientific mastery, technology, aesthetic, kinesthetic awareness, and health based on the higher educational standard (Faizah, 2016).

The curriculum development becomes crucial in every education program, in which textbook has been regarded important to meet the demand, because there is no single method or material which fits to all kind of contexts (Richards, 2001). In terms of the content, Mukundan et al. (2011: 100 – 106) recommends that the most important thing in the textbook development is the quality of the textbook. The evaluation against the quality of the textbook can be carried out by some methods, such as checklist as developed by Cunningsworth's (1995) focus group discussion, and so forth (Setiyadi, 2015: 25) which emphasizes the aspects of objectives and approaches, material design and organization, content, language skills, instructional topics and the practical consideration. The results of the assessment are recommendations to develop the given textbook.

2 METHODS

The method of the research is exploration out of the Research and Development (R & D) adopted from Borg and Gall (1979). Out of the ten steps as suggested by Borg and Gall (1979), this research simplify the mechanism of the whole research by four stages, they are: (1) exploration, (2) development, (3) evaluation, and (4) dissemination. This article covers only the first stage of development, three of which will be delivered by other articles. The objective of exploration stage is to carry out the need assessment for the development of the textbook. This stage is delivered to measure the sociocultural awareness of the students of higher educations. East Java. Observation is used as the method of collecting data.

3 RESULTS AND DISCUSSION

The preliminary study which have been done since 2000 through thesis at the State University of Jakarta, and the stranas research year 2013, funded by Higher Education Ministry. The principle results of the preliminary study through the two researches are as follows: (1) The attitude towards the national integration is often affected by the flow of information which is spread by social/ mass media, electronic media, and the dominant parties in the society. Inevitably, the role of social media has become very dominant for young people to access information. They cannot even be separated from gadget or any device to be connected to social media. Consequently, information, ideas, expression of feeling of one person can be spread broadly and quickly, no matter it is right or wrong, it is good or bad. Only very view of people who can use such device wisely. We need to educate those people so as to get electronic literacy. Unfortunately, not all of students have the electronic literacy, who can screen up information, so as to use and spread the good and discard the bad. Many of them do not even understand that the wrong information may endanger the existence of the people socially, ideologically, logically. (2) Not all of the students have the ability to wisely ban the negative ideologies which enter Indonesia. Even in the developed countries, diversity has been the cause of social conflicts. Egoistic individuals and group won't understand the essence of peace in the togetherness. (3) People do not have enough understanding in living with the values of multi-cultural nation. They choose to strike others to keep the ideas that they are right in their own opinion, and that others are wrong. They lack empathy to be able to feel and stand at the other people when they interact to each other. Forcing their own idea and belief to other has been the most outstanding phenomenon. (4) There is still demand to nurture the values of the multi culture through intervention, habituation and internalization. Multicultural literacy is urgently needed for them to live together in peace. Indonesia is one country with the most complex society all over the world. Diversity exists in many social aspects, such as: race, religion, language, tribe, and culture. Without multicultural literacy, Indonesian people will strike each other. That's why multicultural literacy very urgently needed to nurture to (young) people. Multicultural education becomes crucial, and multicultural literacy textbook development is needed. (5) The existing textbooks are difficult to understand and they cannot nurture the values, and

that's why the library has to provide textbook which are innovative, and easy to understand. The developed textbook directly points out the framework of values which should be nurtured by the students.

4 CONCLUSIONS

This exploration stage of the research concludes that: (1) the textbook development bears handbook of Indonesian multicultural literacy by which students can learn values in multicultural setting of society. (2) Inclusion of wellbeing of all ethnics, the honor of all religion, and the high value of the ancestors' tradition which perceive unity, nationalism, and diversity within the developed textbook. (3) By using the textbook in the teaching-learning process the students nurture paradigm of diversity and patriotism to avoid intolerance, radicalism and disintegration.

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