

# MULTICULTURAL-BASED EDUCATION AS AN EFFORT OF CONFLICT PREVENTION FOR CIDAYUMA SOCIETY IN SINGKAWANG

Dina Anika Marhayani, Dodik Kariadi, Lily Yanti

Department of social science education, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Singkawang  
Kalimantan Barat, Indonesia

e-mail: dinaanika89@gmail.com

**ABSTRACT:** Singkawang is a multicultural city. Singkawang community famous multiethnic society consisting of Chinese, Dayak, Malay, and Madura (Cidayuma). The existence of ethnic diversity can cause various problems, such as conflicts, violence, separatism, and the loss of a sense of humanity to always respect the rights of others. Multicultural education should facilitate the learning process that transforms prejudice and all forms of discrimination to the perspective to appreciate the diversity and differences. This journal has been reviewing the literature of the same journal with articles on multicultural education. The first part of this study will introduce Cidayuma society, along with the conflicts that have occurred, and the introduction of multicultural education. The second part will discuss the importance of education-based multicultural conflict prevention for the community Cidayuma. Finally, the last part of this article will describe efforts to prevent conflict through community-multicultural based education Cidayuma in Singkawang.

Keywords: Multicultural education, Cidayuma, Conflict

Singkawang is composed of diverse ethnic communities, then Singkawang is known as a multi-ethnic city. Most of the ethnic that are exist in Singkawang namely Melayu, Dayak, Cina, Madura. The multicultural condition in Singkawang can cause problem to its own society. Various problems emerge from the multiethnic society such as conflict, violence, separatism, and the loss of a sense of humanity to respect the rights of others.

Multicultural based education requires awareness from every ethnic to give recognition each other, respect cultural and religious diversity. According to clause 4 verse 1 Laws f the Republic Indonesia Number 20 The Year of 2003 regarding National Education System, education is held in a democratic and fair way and not discriminative, to uphold human rights, religious values, cultural values, and the diversity of the nation. Based on the Law of the Republic of Indonesia, education in Indonesia has taken the concept of multicultural education as one of the concepts in minimizing the occurrence of discrimination, especially in education, that is to build the student's respect, appreciation, and empathy for others.

Multicultural based education involving all students regardless of ethnicity, race, culture, and religion. The aim of multicultural based education is to build the students awareness about equality, justice, pluralism, race, ethnicity, language, tradition, religion. Therefore these can minimize discrimination, humanitarian and democratic values are needed in a variety of social activities. Multicultural based education taught the students to learn from the experience about the conflicts that happened in Singkawang. The Learners assess and provide solutions to reduce conflict in Singkawang society.

Multicultural based education at least bring awareness to the students and the community of Singkawang about the diversity of cultures, religions, human rights, and reduce all kinds of prejudices to build a peaceful community life. Multicultural based education is able to provide learning alternatives that can reduce conflict in Singkawang. Multicultural education in all schools is expected to make learners accept all differences.

Multicultural based education helps learners to recognize cultural diversity. Multicultural based education helps learners to

develop pride and love for their own cultural heritage. Multicultural education is organized by the learners in order to see life from different perspectives of different cultures to the culture they have and be positive about cultural differences, race, and ethnicity (Banks, 2002). Multicultural based education in Singkawang can take advantage of any kinds of cultural backgrounds like Chinese, Dayak, Malay, and Madura. The diversity of cultural existence in Singkawang can be the strength to form a multicultural attitude. Multicultural based education becomes one of the efforts to prevent conflicts. Afterward, it is necessary to prevent conflict through Multicultural based

education to the community of Cidayuma (Chinese, Dayak, Malay, Madurese in Singkawang).

### **Society of Cina, Dayak, Melayu, and Madura (CIDAYUMA)**

Singkawang as a multiethnic city consists of four largest ethnic namely Chinese, Malay, Dayak and Madurese. The ethnic diversity coexists and provides its own color in everyday life. This ethnic and cultural diversity characterize the society in Singkawang. The amount of each ethnicity in Singkawang can be seen in Table 1.

Table 1. Ethnicity Amount

Kelurahan	Amount			
	Melayu	Tionghoa	Dayak	Madura
Singkawang Tengah	17420	18631	0	7815
Singkawang Timur	2907	4693	7550	0
Singkawang Barat		30403		
Singkawang Utara	3690	2880	20	0
Singkawang Selatan	3967	22814	0	2579
Kota Singkawang	27984	79421	7570	10.394

Beside multiethnic, Singkawang also becomes a multireligious city. The religions that characterize Singkawang society are Islam, Christian, Catholic, and Buddhist. The amount of each religion in Singkawang can be seen in the table below:

The diversity of the multiethnic society in Singkawang becomes a unique color to its own. But the diversity of ethnic, social, culture, and religion sometimes creates conflict. There were some conflicts happened in Singkawang caused by ethnic issues:

1. In 1950, a mass fight between migrant Madurese and Dayak ethnic broke. This dispute spawned a large number of victims.
2. In 1967, mass fights and the expulsion of the Chinese people committed by the Dayak people. This conflict is due to politic factors.
3. In 1976, major riots happened between Madurese and Dayak.
4. In 1977, clashes in Singkawang, caused by a policeman from Dayak

tribe who slaughtered by a young man from Madura.

5. In 1979, a Dayak farmer was killed by Asmadin from Madura. The mass brawl happened, killing each other. There were 21 people killed and 65 houses destroyed by fire.
6. In 1983, fights between Madurese and Dayak. The trigger was a Dayak farmer who killed a Madurese farmer because of the land conflict.
7. In 1996, fighting in Sanggauledo, Sambas happened. Anti-Madura action originated from an altercation between young people of the two tribes at a dangdut performances in Ledo. This tragedy killed nearly 200 people.
8. The dispute between the Madurese, Malay, Bugis, which was also involving Dayak, broke in Sambas, West Kalimantan. There were totally 265 people have been killed (252 Madura, 12 Malay, Dayak), 38 were seriously injured, nine minor injuries. Treasures that were destroyed: more

than 2,330 houses burned and ransacked 164, four cars were burnt and destroyed six, nine motorcycles were burnt and one damaged (Djayadi, 2003).

### **Multicultural Education**

Education is a conscious effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the strength of spiritual religion, the attitude of self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state. This is in accordance with the mandate of Law No. 20 of 2003 on the national education system.

Multicultural diversity is simply defined as the status, social, cultural, ethnic, racial, and religious. Multiculturalism is recognition of pluralism. Thus, multicultural based education is a conscious effort to develop a public personality to study a wide range of social status, race, ethnicity, and religion in order to create a good and intelligent personality in dealing with issues related to cultural diversity.

Multicultural based education is defined as an education that appreciates cultural diversity in social life objectively. The practice of multicultural based education explore the differences as a necessity and create an academic culture that is tolerant and inclusive (Machfud, 2005). Badhawya (2005) states that multicultural education is the process of building a way of life respect, sincere, and tolerant of culture diversity to live in the midst of a pluralistic society. Multicultural education strategy is not only aimed to make the students understand about the lessons taught, but also to increase their awareness to always behave humanist.

There are three principles of multicultural education by Tilaar (2004), namely:

1. Multicultural education in human equality is underlying by the pedagogic (equity pedagogy).
2. Multicultural education is shown to the realization of Indonesia citizens who developed an intelligent and master of science.

3. The principle of globalization is not to be feared when the nation's direction and values of good and bad.

Those three principles, according to Tilaar, can be concluded that multicultural based education is to create an intelligent human being toward various sciences developed in accordance with the demands of the times with diversity from various aspects.

Multicultural based education is an educational model that offers an alternative through the implementation of the strategy and the concept of education based on the utilization of the diversity that exists in society, particularly for the learners as the diversity of ethnicity, culture, language, religion, social status, gender, ability, age, and race, it is necessary to consider a few things, as proposed by Tilaar (2003) as follows:

1. Multicultural education already exists on the philosophy of the Indonesian nation named Bhineka Tunggal Ika.
2. Multicultural education is to overcome the turmoil of society as multicultural education upholds the values of plurality.
3. Multicultural education against business-oriented education.
4. Multicultural education as resistance fanaticism that leads to various types of violence.

Multicultural based education has a concept as a response to the diversity of the community. In essence, multicultural based education has two issues, namely:

1. The process of education that respects recognizes and celebrates the differences in all areas of human life. Multicultural based education stimulates children to the fact about way of life, customs, culture, and etc which is developed in the community.
2. The process of applying the equations of balance education and human rights, against injustice, discrimination, as well as take action about the values that establish a balance in the society.

Multicultural based education reflects a balance between understanding the

similarities and differences of culture in which encouraging individuals to maintain and expand the horizons of the existence culture and their own culture. Some aspects of implementing the structure of multicultural based education in schools are the absence of policies that impede tolerance, including the absence of an insult to race, ethnicity, and gender. Also, should foster sensitivity to cultural differences, among which include clothes, music, and favorite foods. Moreover, it needs to provide the freedom for children to celebrate the great days of religious and strengthen attitude of the children in order to feel the need of engaging democratic decision-making.

Zamroni (2011) offers a multicultural education, namely:

1. Multicultural education is at the heart of creating quality education for all citizens.
2. Multicultural education is not just changing in curriculum or teaching methods change.
3. Multicultural education is to transform the consciousness that gives the direction of education practice transformation
4. Experience shows that the effort to minimize the education gap is the cause of the education gap become greater.
5. Multicultural education aims to do something, which is building the bridge between the curriculum and character of teachers, pedagogy, classroom climate, and culture.

Multicultural based education involving all students regardless of ethnicity, culture, and religion. Bank (2002) describes multicultural education have several dimensions that are interrelated with one another, namely:

1. Integration of materials, integrating the various cultures and groups to illustrate the basic concepts, generalizations, and theory in subjects/disciplines.
2. The process of constructing knowledge that teachers help learners to implicate culture into a subject.

3. Equality of teaching, the teacher must be able to adjust teaching methods to the learners' learning style.
4. Reduction of racial prejudices that is, identifying the characteristics of students and determine their teaching methods. Then, to train groups to participate in sports activities, interact with the entire staff and students of different ethnicity and race as an effort to create an academic culture that is tolerant.

Singkawang multicultural based education is not only limited to the students, but also to the Singkawang community through an event or seminar on promoting the importance of tolerance in the society of Singkawang. The existence multicultural based education in Singkawang will be a pathway of all the differences that exist in society, including ethnic, religious, social, culture in a multicultural society. In addition, the multicultural based education makes the people aware about the importance of tolerance towards differences.

### **The Importance of Multicultural Based Education**

The condition of Singkawang multicultural society does have positive and negative sides. Multicultural society shows the wealth of Singkawang multicultural society, but the negative side is the phenomenon of ethnic conflicts, social, religious, cultural and it often emerges in a multicultural society. Also, it is prone to be a conflict in the community of Singkawang.

The cause of the conflict is very complex, but mostly it is caused due to racial differences. The case of SARA differences that have occurred in the recent was ethnic conflict between Dayak and Madurese also between Malays and Madurese that occurred in Singkawang. There are also many cases happened which is unknown or have not been published on media.

The experience from the events that have happened can be a record for us all, especially for the education community to assess and find solutions. The role of education at least brings awareness to the community. Therefore, multicultural based education is able to provide learning alternatives that can

reduce the conflict, such as designing materials, methods, curriculum to make people aware of the importance of tolerance, respect for differences of tribe, race, religion, and culture in a multicultural society.

Multicultural based education is an effort to develop human tolerance attitude towards any differences. Therefore, multicultural based education is defined as pluralism-respect based education. The multicultural based education is important to be applied in Indonesia, especially in Singkawang. Singkawang community consists of a multi-ethnic society and multi-religious. There is Chinese, Dayak, Malay and Madurese ethnic in which colors the multi-ethnic city Singkawang. In addition, there are Islam, Christian, and Buddhist which characterize Singkawang in the aspect of the multi-religious city.

A multicultural society can lead into vulnerability conflict, it is necessary to study multicultural based education which focuses on the pluralism. Multicultural education is important to be applied in order to minimize conflict. In addition, multicultural based education is now present in the world of education as a tool for the society awareness to be able to receive all the differences that exist in society. Then, the learners can be open-minded and have a good attitude to understand and appreciate diversity.

Multicultural education always upholds the values of faith, heterogeneity, and plurality in society. Multicultural education becomes very important and urgent to be implemented into education in Indonesia, especially in Singkawang as an alternative means of conflict resolution. Through multicultural-based learning, students are expected to always respect to the cultural roots, and apparently recognized that multicultural based education need to be applied in the area which consists of a multicultural society like Singkawang.

The principle of multicultural education was also suggested by Gay (2002), as cited in Zamroni (2011) that multicultural education is treated as an approach to promote the education thoroughly. Multicultural based education imposed on society as a tool to make citizens have more tolerant, inclusive, and have a spirit of equality in social life, also giving contribution in which based on their ability.

The practice of multicultural education can be flexible by emphasizing the basic principles of multiculturalism. However multicultural based education models must be consistent with the objectives of multicultural education that give all students regardless of ethnicity, religion, social, and culture thus the students have an equal opportunity to learn in school.

### **Conflict Prevention through Multicultural Based Education on Cidayuma Community in Singkawang**

Multicultural based education as a new course in the education system, on which to build the students sensitivity in dealing with the symptoms and social problems stemming from the differences due to ethnic, religious, social and cultural happening in society.

According to Zamroni (2011), multicultural based education is used as an instrument of social through formal education; it means that schools should play a role in instilling awareness of living in a multicultural society. Multicultural based education can develop an attitude of tolerance to realize the need and ability to cooperate with all the differences that exist.

Some of the important aspects that must be considered in the implementation of multicultural based education in Singkawang are policy, regulatory, learning model, which made the school curriculum to foster tolerance, as well as minimize the insult against ethnic, religious, social, and cultural. The Implementation of multicultural based education in schools also provides freedom for children to celebrate the great days in accordance with their respective religions. The basic value of education is based on multicultural tolerance. Tolerance should be taught and imparted to learners. Teaching multicultural based education as an effort to strengthen pluralism and oppose all forms of discrimination.

Conflict prevention efforts through multicultural based education in Singkawang, namely:

#### **1. School Curriculum**

According to Gay's in Koentjaraningrat (1996), the important principles in implementing multicultural education is a curriculum based on the history and centered on diversity, oriented on the repair,

teaching leads to diversity, curriculum depending on the context, is to absorb the diversity and can be applied widely and comprehensively and includes all levels of education. Schools need to have a curriculum that can accommodate policy, can grow and simulate the various phenomena of people's lives, in Singkawang. The curriculum must be able to foster a basic competence in seeing concepts, issues, themes, and problems from multiple perspectives and viewpoints ethnic, meaning that the curriculum should adopt the values of the plurality of regionalism, with the principle of upholding the cultural treasures of national and local wisdom contained in the public Singkawang.

## 2. Role of Schools

The role of the school is very important in establishing educational environment pluralist and tolerant of all faiths. The school must create and apply the rules especially the rules which will be applied at the school. The implementation of this particular regulation is expected all elements such as teachers, principals, administrative staff and the students can learn to respect others. Schools also play an active role in promoting religious dialogue with the teacher. Textbooks are used and applied in schools, preferably are books that can build learners' discourse about the diversity of social understanding.

## 3. In class learning.

Multicultural Based education, is not the responsibility of the teachers alone. Multicultural based education should be implemented integrally with a variety of learning materials which is relevant to the certain subject in question with an interesting learning model.

The applied learning model in the classroom should be appropriate with principles of the multicultural based education. The development model of learning in school are suggested to pay attention to the dynamic complexity of various factors, such as physical, mental, ability, class, gender, age, religion politics, and ethnicity. The educators in this context are suggested to use a learning model which identifies the socio-cultural values that exist in a multicultural society and the practice that affecting the learners.

Multicultural-based learning is expected to be "free from prejudice", it means that the reduction or elimination of learning bias or any kind of prejudice in a life. How come? The learners are invited to discuss, simulating, and dialogue how to coexist with all the differences in mutual respect, tolerance toward cultural diversity in a pluralistic society. Teachers give freedom the students within each lesson, as well as providing opportunities for learners to respond to and address so that they feel appreciated and treated as someone who the presence is much-needed in the learning process. Teachers in their function are as a facilitator and mediator of learning in order to provide reinforcement and the learning experience that had been they gain can be constructed into new knowledge about the multicultural values.

If the diversity of the community is packaged in a learning model which is attractive and fun, it is not impossible that one day they will be the generation who has tolerant and awareness of their culture, so they will be able to reconcile the diversity as a cultural richness that needs to be honored with a tolerant attitude, sincere, and honest.

The forms of coaching the multicultural society in Singkawang which is carried out by the government is through the seminar or workshop which is raised the theme about multicultural education. The Seminar or workshop can introduce the public to the importance of multicultural education to reduce the SARA conflict, especially in the community.

The existence of the Seminar or workshop from government officials of Singkawang about the multicultural insight can sensitize the public about the importance of the unity and co-existence of all the differences, whether it is the difference between ethnic, religious, social, and culture thus people can respect each other. The unity is indispensable in the society in order to achieve a harmonious life.

The Implementation of multicultural based education will help the learners to understand, accept and respect other people of different ethnic, cultural and personality values as the multiculturalism will be binding and bridge which can accommodate the differences include the differences in tribes and ethnic groups in a multicultural society. These

differences can be found in public places, markets, workplaces, and educational institutions such as schools and colleges.

### **Conclusion**

Ethnic diversity, religion, social and community culture became the characteristics of Singkawang. However, ethnic diversity, social, culture, and religion sometimes cause a conflict. There are several cases of conflict occurred in Singkawang. SARA nuanced conflict. Conflicts in multicultural societies can not be avoided because the conflict itself is the result of the differences in perspectives and goals to be achieved by the community. Although the conflict is a result of the problems that have occurred, but conflict also can lead to other problems, from the simplest to the most complex and it will add the potency and the escalation of conflicts become bigger. Therefore, each person or at least certain people need to have a way to handle or resolve conflicts. How the way to overcome this?

The ability to reduce the problem of conflict in multicultural communities through the organization multicultural based education is expected to be an important factor to help in solving the social and cultural issues, such as conflicts that often occur in the community. Multicultural based education is an attempt to develop a personality inside and outside the school which learn about the wide variety of social status, race, ethnicity, religion in order to create an intelligent personality in dealing with problems of ethnic diversity, religious, social, and culture in Singkawang. The purpose of multicultural based education is to increase tolerance to the learners towards ethnic and cultural diversity that exist in society. Multicultural based education as a bridge to reach the common life of humanity in the globalization era which full of challenges. The existence of multicultural based education in accordance with the purpose of education can help learners develop pride and foster a love of their own cultural heritage.

Conflict prevention through multicultural based education in Singkawang, one of them is through the school curriculum policy. Schools must create the curriculum by adopting a plurality of regional value, with the principle of upholding the national cultural treasures and local wisdom contained in Singkawang society.

The second effort is by using school rules. Schools must create and apply special rules that apply to school. With the implementation of this particular regulation is expected all elements such as teachers, principals, administrative staff and the students can learn to respect others.

The third effort is about learning. The learning process in the classroom must identify the social values and culture in a multicultural society and the implementation that affect the learners. Teachers also should be able using learning model and also should eliminate prejudice among learners.

Multicultural based education, need to be implemented integrally with a variety of learning materials that are relevant to the subjects by using interesting learning model. It does not matter to invite the learners to talk thus the students learn to cultivate their sensitivity to cases of violence. How the students give a response and their attitude towards acts of violence can be used as a valuable input in the learning process based on multicultural education.

Multicultural based education is not only focused on learners, but the people in Singkawang also require guidance through seminars or workshops on multicultural. Multicultural based education in Singkawang as a form of awareness about cultural diversity, human rights and the reduction or elimination of the type of bias or prejudice to a fair and public life forward. The existence of multicultural based education are taught, socialized, and imparted to learners and communities in Singkawang so that it can minimize and prevent the conflict. Multicultural education should be a priority to be realized in any educational institution regarding the role of multicultural education is expected to prepare the students to have the ability to deal with conflict.

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