

IMPLEMENTATION OF MULTICULTURAL EDUCATION WITH DEVELOPMENT HUMAN RESOURCES (HR)

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Abstract: Plurality, diversity, and variety as well as assortment (*multiformism*) Public and culture in scene International, especially in scope Indonesian people very compound, is reality at a time inevitability. Plurality and diversity it turns out has raises excesses negative and risk critical lately This includes collisions. Public and culture local in various the place in Indonesia. Therefore important anticipated, among others with reliability Source Power Strong human (HR). Implementation builder various sector like source power nature, materials, and financial no will give implication optimally for repair well- being, meanwhile no supported by adequate availability Reliable HR factor, good in a manner quality nor quantity. HR greatness is not only in concept , but how implement it with good and right. Data used is qualitative data. Study this study References and reference relevant. in nature analyze the data of the method used is with reducing data, presenting data, and conclude as well as check results study in a manner sustainable in the research process. The research results show that; Progress achieved a nation supported by qualified human resources. HR Development at the main thing is directed in framework increase participation and HR implementation, which on turn will increase productivity performance. Not except world academics in implement education multicultural must have strong foundation and qualified in the HR field

INTRODUCTION

Indonesia is doomed exceed other countries because no only multi, ethnic, multi-ethnic, multi-religious but also multi- cultural. If thus, so very Indonesian people susceptible with the violence that arose consequence from plurality which there. By therefore need there is action preventive from *stakeholders* for muffle all potency conflict and build attitude togetherness, each other value and each other respect. Wrong one effort strategic is with build awareness pluralist on generation young past based education on multiculturalism (Ismail Fuad, 2009: 2)

This same match with expression Abudin Nata, Indonesia which ideology pancasila have background behind culture, ethnicity, you know religion, level economy and very social various. Condition pluralistic and heterogeneity Public in Indonesia which thereby that too on turn very influence pattern education human (Speech by the Professor of UIN Jakarta)

By because implement education multicultural very needed for resolve various problem from various difference the. Based on fact and no news, rarely consumed, public will no harmony from element difference culture ethnicity and religion, then with draft educational education, cognitive also affective will give contribution positive constructive, then choice education something inevitability as lamp light in draft nation and state. However so, its important education multicultural, no will capable embodied when human resources are weak. So repair sector man Becomes inevitability, so complicated can minimized with parallelize HR improvement, will capable implement education multicultural

Talk potency man, topic empowerment source power adult human resources this

Becomes hot topic discussed in scientific forums, such as symposia, seminars or panel discussion. Become interesting when HR empowerment is linked with existing problems in Management Source Power Man (MSDM) as well factors external other. By because it, no excessive if HR empowerment can said have level high importance for conducted research and study in a manner deep. Not except except field HR empowerment education. Optimum HR empowerment is key in increase quality education (Des Eri K., et al., 2009: 4)

In module Training Leader Head Institution State Administration, study Empowerment Source Power Human (*Empowerment of Human Resources*) as wrong one subject learning from Study Management Public and at a time is part from Education program module and Training Leadership Level III (Diklatpim Tk. III). goods of course subject this very significant for increase organizational performance and is tool management (*tool of management*) for realize figure and professionalism somebody leader on position structural level echelon III is good in organization public nor organization business/private (Sunarso, 2008 Module Training and Leadership)

Regulation Government (PP) No. 94 of 2021 for Governance Improved HR management good rated important because related with performance, integrity, ethics, professionalism and values culture organization (M. Mazid PUPR Apple, 11/10/2021). Judging from editorial the sharpen belief that, study source power man is very relevance with effectiveness and quality performance, hence government every agency give opportunity To do training even education in effort improve HR in the future estuary will increase results quality his job.

Study paper this focus on build human resources with him ability implement education multicultural, middle-aged variety race ethnic group and custom culture, fine in scene national nor international. Empower human resources in education multicultural, be inevitability for manifest activity and productivity performance education, so results work more optimal and more responsible answer

THEORETICAL STUDY

The method used is literature study with descriptive analysis techniques. The data used is qualitative data. This study examines the relevant literature and references. Researchers followed Miles and Huberman translated by Tjetjep Rohendi Rohidi (2009:137) in analyzing the data. The method used is to reduce data, present data, and conclude and check research results on an ongoing basis in the research process.

The approach used in this research is a qualitative research approach. Qualitative research is research based on the philosophy of postpositivism, used to research on natural object conditions (as opposed to research on object conditions through experiments), where the researcher is the key instrument. This study uses a descriptive analysis method with library research data collection techniques because the research is related to various books and books related to the theme of the discussion.

Qualitative research is research based on the philosophy of postpositivism or also called the naturalistic approach, used for research on natural object conditions, with an instrument background as the object. This research is based on descriptive analysis methods through data collection techniques in library research because this research deals with various literacy and information based on various reading sources related to the theme of the object of study under discussion.

RESEARCH METHODS

The method used is literature study with descriptive analysis techniques. The data used is qualitative data. This study examines the relevant literature and references. Researchers followed Miles and Huberman translated by Tjetjep Rohendi Rohidi (2009:137) in analyzing the data. The method used is to reduce data, present data, and conclude and check research results on an ongoing basis in the research process.

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DISCUSSION AND RESEARCH RESULTS

A. Multicultural Concepts and History

On month October 1994 UNESCO recommend idea education multiculturalism Becomes commitment global. The recommendation includes four messages. *First*, education should develop ability for acknowledge and accept the values that exist in diversity personal, gender, community and culture and develop ability for communicate, share and work same with which other. *second*, education should edify identity and encourage convergence of ideas and solutions solutions that strengthen peace, brotherhood and solidarity Among personal and Public. *third*, education should increase ability complete conflict in a manner peace and without violence (Rahmawaty Rahim, 2012: 164).

Draft multiculturalism review various problem which supports ideology, politics, democracy, justice, law enforcement, opportunity work and business, human rights, community and minority cultural rights, ethical and moral principles, level and quality of productivity and various draft other which relevant (Parsudi Suparlan, 2002).

So when discourse multiculturalism start surfaced? Multiculturalism widespread use in the 1950s in Canada. According to *longer Oxford Dictionary*, term "*multiculturalism*" originated from from say "multicultural". This dictionary quotes sentences from the Canadian newspaper *Montreal Times* which describe Public Montreal as Public "*multicultural and multi-lingual*" (Muhaimin el-Ma'hady)

kindly general, history multiculturalism new around 1970 in various parts of the world such as Canada, Australia, USA, UK, Germany and then the multiculturalism discourse is developing very fast. Thing that more caused because demands and development era. birth multiculturalism be marked and caused by things as following :

- 1) Process democratization in Public;
- 2) Development return after World War the II; and
- 3) birth Understand Nationalism Cultural (HR Tilar 2005: 82).

History multiculturalism is history about Public compound. Besides Canada, America and Australia are among the many countries which is very seriously develop concepts and theories of multiculturalism and education multicultural, they belong country which succeed develop a multicultural society and they can build their national identity, with or without losing their former cultural identity, or culture grandmother

ancestor soil origin.

Cultural competence and how competence the formed, Papa dopoulos & Lee (2013: 1), put forward a model development competence cultural as following: Competence cultural formed by various factor: mastery knowledge, *critical thinking* , power critical, ability develop something, and abilitypractical. Fourth factor the no static but dynamically constantly moving, forming competence cultural (Akhmad Hidayatullah, 81.

1. Multicultural Education

Two say, education and multicultural, have linkages as subject and object or 'what is explained' and 'explains', also essence and consequence. Education is a conscious and planned effort to make it happen learning atmosphere so that students actively develop their potential to have power and develop his potential to have strength spiritual religious, control self, personality, intelligence, morals noble character, as well as the skills needed by themselves, the community, the nation and country. Meanwhile, multicultural education, in terms of terminology, is the process of developing all human potential that respects plurality and heterogeneity as consequence diversity culture, ethnic, ethnic group and Genre religion (Maslikhah, 2007: 48).

According to Prudence Crandall in Dawam, (2003: 100) a expert from America state, Multicultural education is education that pays serious attention to really against the background of students both from the aspect of ethnic diversity (ethnicity), race, religion (stream trust) and culture (culture). Meanwhile, Azyumardi Azra, (2003: 21) said, simply education multicultural could defined as education for or about diversity culture in respond change demographics and culture community environment certain or even world overall

Whereas in perspective as process, education multicultural is (1) the process of knowing the political, social, and economic reality experienced individual which in a manner cultural different and in interaction man which complex, and (2) a reflection of the importance of paying attention to culture, race, differences sex and gender, ethnic, religion, status social, and economy in process education. Sletter as quoted by Burnet (1991:1), interpret education as " *any set of processes by which schools work with rather than against appreciated groups*" (Miftahul Choiri, Journal, 2003).

Ali further explained Maximum features from education multicultural is: (a) the goalform "man culture" and create "Public civilized" (cultured); (b) the material teach values noble humanity, national values, and ethnic group values (cultural); (c) the method is democratic, which respects aspects difference and diversity culture nation and group ethnicity(multiculturalist), and; (d) evaluation determined on evaluation to Act in demand child educate which covers perception, appreciation, and action towards other cultures.

It is important for a teacher or school to directly implement several actions to build a moderate understanding of diversity in schools to gain success for the realization of noble goals, namely peace and brotherhood among people or communities who in reality do have different religions and faiths. (Yaqin, A., 2005)

2. Examples of Multicultural Education

When children enter school with behavior negative and have misunderstanding

to race or ethnic which different and group ethnic other, education can help students develop intergroup behavior more positive, the provision of conditions that are established and certain. Two conditions which meant is ingredient learning which have image which positive about difference group and use learning materials the in a manner consistent and Keep going continuously.

Study showing that student which come to school with many stereotype, tend behave negative and many To do misunderstanding of ethnic and racial groups from outside the group. This study also shows that the use of multicultural *textbooks* or ingredient ingredient teaching other and strategy learning which Cooperative can help students to develop behavior and a more positive perception of race. Types of strategies and materials can be resulting in the choice of students to be more friendly to foreign races, ethnic and group culture other.

B. Building Human Resources (HR) Through Models

Building is carrying out development activities, is a process of systematic, planned, integrated and sustainable activities to achieve a positive (benefit) condition that is better than the previous situation, both for the man himself, for the institution where he works and for the community environment. in which human capabilities are exercised. Being able to build means "Power" (energy and power) and a willingness to work as well as possible, professionally and responsibly. Meanwhile, in the study of models in the social sciences, a model can be understood as an image or representation of a reality. In a model there is a set of variables that are interrelated in a certain relationship pattern so that the existing reality can be understood in detail (Priyono & Marnis, 2008: 185) .

The HR empowerment model in the field of education using the *Soft System Methodology* (SSM) approach that has been developed is a concrete manifestation of the development of HR empowerment theory with a different perspective from the concept of HR empowerment in general. As supporting material for the implementation of HR empowerment in the field of education with a very effective SSM approach to improve organizational performance, the following will be described: Empowering School Principals with the SSM Approach developed by Kusumaningrum, et al. (Priyono & Marnis)

From these two words, between development and model, judging from the description above, it can build a synthesis that, building a model is an effort to try to increase a better level of competence in a wise and professional way, which then provides a model as a representative of the occurrence of innovation or level competence from a previous state and existence.

Meanwhile, the relevance of model development in relation to empowering human resources is an effort to be able to empower human resources that are superior and able to adapt to the progress of the times to progress which is now being intensified with the term industry 4.0 or even being able to adapt to the renewable industry, namely 5.0. Therefore, everyone has authority such as leaders in the world of organizations, heads of administrative institutions in the world of bureaucracy, in fact they are able to adapt to further promote various human resource developments, whether in the form of educational training, scientific seminars or up to the provisions required in the initial steps of recruiting human resources.

In response to the above, Ari Susanto (2021), makes an offer, that in combining quality and quality in an effort to empower human resources, namely through 6 indicators:

1) Administration

This HR management model emphasizes the *Human Resource Development* (HRD) function as an administrator in a company that carries out routine staffing work, such as recording and archiving data and documents related to employees.

The role of HRD here includes managing employee data, recording leave, overtime, and registering employee attendance, arranging membership registration and BPJS reporting, and *preparing* offering letters .

2) Legal

This human resource management (HRM) model prioritizes the legal function of HRD to ensure that the company runs within the corridors of labor law. This role requires an in-depth understanding of laws and regulations related to industry and labor, minimum knowledge of the Manpower Law and the Job Creation Law and its derivative regulations such as Government Regulations, Minister of Manpower Regulations and Presidential Regulations.

HRD's role here includes preparing work agreement documents, compiling company regulations, representing the company in collective labor agreements with unions, and handling termination of employment (PHK).

3) Financial

This HR management model prioritizes the HRD financial function to design a fair and satisfying employee compensation and benefit package. HRD is also involved in payroll, provision of benefits and bonuses, as well as credit facilities from the office . The HRD financial function here can include calculating employee salaries including PPh 21 and BPJS contributions, paying holiday allowances (THR), giving bonuses from operating profits, compiling the structure and scale of wages, adjusting and raising salaries, paying *reimbursement* , calculating overtime pay, and Meal and transportation allowance calculations.

4) Managerial

The managerial model focuses more on the HRD function in planning, managing and supervising employees in the company to maintain productivity. HRD plays a role in recruiting the right candidates and terminating inappropriate candidates, conducting performance appraisals and evaluations, and preparing candidates for role filling or promotions, rotations, and demotions.

The HRD managerial role also includes employee training and development to improve *skills* and competencies according to company needs. This model requires good managerial skills.

5) Humanistic

This human resource management model prioritizes the role of HRD in managing employees as human beings and company assets, not just workers. Every employee has personal goals, for example wanting to master new skills, pursue careers according to their interests, and develop their potential with new challenging roles and responsibilities.

The HRD function here is to help every employee achieve their goals in line with company goals. Employees who get self-fulfillment will be happier, loyal, and have high morale. In the end this will have an impact on increasing productivity.

6) Behavioral Science

This HR management model is based on behavioral science or psychology in managing company employees. Behavioral science is useful for directing employees to appropriate and positive actions, which can then encourage their contribution to

achieving company goals.

HRD must be able to become a counseling partner for employees, accommodate complaints, and offer effective solutions to solve problems. HRD also uses knowledge to understand the character, attitude and behavior of employees. For example, determining the right character for a role in the organization or developing talents in the organization.

Of the six models of HR empowerment above simply, namely; *The first* is administration, carrying out work routines by managing employee data, such as recording, filing and so on. *Second*, legal, ensuring that the work process has a formal legal basis, while internally making agreement documents, basic references and so on. *The third* is financial, designing compensation, in the form of *rewards, reimbursement* payments, and so on. *The fourth* is managerial, planning, supervising until evaluation. *Fifth*, humanistic attitude, painstaking, loyal to moral matters. *The six* behavioral sciences accommodate suggestions for panel discussions, lectures and so on.

1. Implementation of Multicultural Education Through HR

The existence of multicultural education in the development of the world has recently become a necessity, various problems that arise as a result of multicultural understanding, both from ethnicity, race, religion and added ideology which not only color the Indonesian national scene, but also penetrate the international world order, so that ego sectoral also thrives from various walks of life and the State. Therefore the analysis of multicultural education is present as a light in the complexity of this problem

Various parts of the world are now focusing on multicultural studies, specifically on multicultural education, as an international world study at the momentum of the November 2022 G20 implementation in Bali, produced 9 (nine) Bali Documents, whose focus is on the world of education so that the study on the theme of the event is entitled "*Future Religion in G20*, with the sub-themes *Digital Transformation, Knowledge Management and Social Resilience* (pendis.kemenag.go.id).

That's how it is these world organizations focus their thoughts on the importance of multicultural education studies. However, it becomes a taboo and is only a standard discourse, if the ability of human resources (HR) is not involved in being honed and developed as the implementation of multicultural education. Therefore studying and coordinating the power of thought, communication power and the power of human and organizational relations must be developed to the level of the present global world.

The implementation of the development of various sectors such as natural, material and financial resources will not have optimal implications for improving welfare, if it is not supported by the adequate availability of reliable human resources, both in quality and quantity. The greatness of HR is not only in the concept, but how to implement it properly and correctly.

Human resources are not only embedded in cognitive and scientific insights, but more than that attitude and character must also be included. Therefore as human beings who come to develop thinking power, especially Muslims must be able to hone intellect and spirituality, so that with this maturity the concept of multicultural education can also be implemented as expected by academics and observers of education today.

Daldiyono (2019: 151), in his book "*Academic Culture*" his concept of the trilogy of higher education, mentions that the maturity of thinkers in higher education is marked by the ideals of higher education which are embodied in the form of intellectual, emotional and moral ethical maturity. These three things become one unit in their designation in honing reliable and plenary human resources. Humans must be smart but also true, must be great but also dignified.

Diversity becomes perfection, multiculturalism must be taught and cultivated in

the world of education so that the concept of multicultural education is an offer that responds to all problems at both the national and international levels. However, how to empower and instill multicultural education, of course, begins with the maturity and reliability of sufficient human resources. In the context of the current world situation, especially in industry 4.0, where the world is now competing in mastery, these demands must be balanced with humans who are strong cognitively, great in their perspective, therefore the key to success in implementing multicultural education is to start with the power to build resources. human power itself.

CONCLUSION

From some of the descriptions in this paper, a conclusion must be drawn, so that the goals of multicultural education can be implemented, including:

1. Multiculturalism is a natural thing that develops according to the times and circumstances. Various complications and problems will come and go, with various factors, such as sectoral ego, radical understanding, therefore the role of education must be echoed, especially specific studies on multicultural education.
2. Multicultural education is an order that is increasingly becoming a concern of the world, both in organizations, government, especially in the world of education, so every tertiary institution concentrates more on this study, so that world peace is more created and diversity becomes a strengthening culture in a pluralistic and multicultural society.
3. Human resources (HR) is a necessity to be encouraged. Keeping pace with the progress of the world order and technology is one of the interests and talents of every man and country to appear more complete. So the role of education to hone human resources is one of the alternative solutions for the progress of a nation and how to align this nation with other nations . The implementation of multicultural education will be felt, and other resources will follow its development if the improvement begins with skills and improvements in the Human Resources sector.

SUGGESTION

In order to strengthen the contents of the study of this paper, and to become a recommendation for observers of the concept of multiculturalism and multicultural education, it is advisable to have suggestions as a comparison of thoughts, including:

1. Indonesia as a large nation which includes various ethnicities, races and cultures as well as beliefs, needs to understand the multicultural concept with the role of multicultural education. Diversity as the nation's wealth of Indonesia, will become a super power, if the policy makers concentrate on focusing on thinking by developing, both theoretically and practically multicultural education concepts, by creating various competitive events, training and understanding to students that diversity strengthens togetherness.
2. The implementation of multicultural education is an alternative solution to various complex problem symptoms that arise. Then multicultural education becomes a necessity. The key to the success of implementing multicultural education begins with improving its upstream, namely Human Resources (HR), so educational observers must improve educational institutions, by improving the curriculum, placing good and correct human resources, and collaborating with various parties

both at national and regional levels. and also international.

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