

INTERNALIZATION OF MULTICULTURAL EDUCATION VALUES IN SCOUTING EXTRACURRICULAR ACTIVITIES AT A STATE VOCATIONAL HIGH SCHOOL IN INDONESIA

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Abstract

This study explores the internalization of multiculturalism values through scout activities in a vocational school in Poso Central Sulawesi, Indonesia. This study was conducted with a qualitative method, and the data was gathered through direct observation, in-depth interviews, and written material analysis. In addition, in-depth interviews were carried out with the school principal, teachers, scoutmaster, and students. This study found that scouting activities include the internalization of the values of equality, values of tolerance, values of justice, values of responsibility, values of honesty, values of empathy, and values of cooperation. The process of internalizing the values of multicultural education in scouting extracurricular activities has been carried out through three stages of internalization, namely value transformation, which emphasizes cognitive aspects. Then the value transaction stage, which emphasizes instilling values through direct examples, and the final stage, namely the trans-internalization stage, where students already apply the values obtained at the previous stages in their lives. The results of internalizing the values of multicultural education in extracurricular scouting activities at the school have had an impact on the growth of tolerance and mutual respect among students of different religions, social statuses, and religions.

Keywords: Internalisation, multiculturalism, extracurricular, boy scout, vocation students

INTRODUCTION

Multicultural education is a progressive approach to transforming education as a whole to overcome discriminatory group practices in educational institutions (Banks, 1993; Gorski, 2006). Multicultural education is an educational strategy implemented in certain subjects by overcoming cultural differences that exist in students, such as differences in ethnicity, religion, language, gender, social class, race, and others (Harjatanaya & Hoon, 2020). Thus these differences will turn into a single unit so as to create a comfortable learning atmosphere. In addition, multicultural education can also be a place to instill character values in students, including democratic, humanist, and pluralist values, which can create a harmonious atmosphere in the school environment and in the community.

Instilling the values of multicultural education can be carried out in every activity at school, both in intra-curricular activities and extracurricular activities (Mashuri, Pettalongi, Nurdin, Paozia, & Yusran, 2022). Instilling multicultural values can be useful for overcoming the problem of students' low understanding of the importance of diversity. A weak understanding of diversity has led to many misunderstandings of differences, moral crises, and other issues

that trigger student conflicts. Therefore, the inculcation of multicultural values will create peace and create a generation that has respect and respect in the school environment.

Instilling the values of multicultural education in schools through extracurricular activities is not fully understood by students because there are still unfavorable behaviors that occur in schools, such as violence, both non-verbal and verbal. In addition, students' freedom of opinion has been carried out excessively, triggering brawls among students. This is because the concept of multicultural education in schools is not maximized, so these problems cannot be resolved. One way that helps instill the values of multicultural education so that it is easily understood by students and practiced directly is through extracurricular activities.

Extracurricular activities are activities carried out outside the classroom and outside of class hours (Keser, Akar, & Yildirim, 2011; Valentine, Cooper, Bettencourt, & DuBois, 2002). This activity aims to develop the potential of students' human resources related to the application of knowledge that has been obtained in learning in the classroom. Extracurricular activities also help guide students in developing their potential and talents. Extracurricular activities are often intended to develop a field of study that students are interested in, such as sports, arts, and various skills and scouting.

The function of extracurricular activities is as a place for students to apply their potential and talents (Cosden, Morrison, Gutierrez, & Brown, 2004). In addition, extracurricular activities can also broaden students' insights regarding the values of respect and differences and shape the character of students because in extracurricular activities, all students will be grouped according to their talents and interests. Thus the interaction between students is not only in the classroom environment but also occurs outside the classroom environment. One of the extracurricular activities that students must participate in and that has a major influence on inculcating multicultural values through scouting activities.

Pramuka is an abbreviation of Praja Muda Karana, which means young people who like to work, and it is a scouting organization or movement. Scouting is an organization that is a place for the scouting process carried out in Indonesia (Noboru et al., 2021). Scouting can add a sense of diversity that has value in forming togetherness.

Research related to the use of scout extracurricular activities as a forum for the integration of multicultural values is still very limited. Even though scout activities are extracurricular activities that often involve many students from different schools, the activities were conducted successfully. Students from different schools come from different religious, ethnic, and cultural backgrounds. Thus scouting activities can be a good activity for instilling multicultural values. Therefore this study examines the effectiveness of scout activities as an arena for instilling multicultural values among students. The purpose of this research is to provide understanding to the academic world regarding the importance of instilling multicultural values in scout extracurricular activities. This research also aims to provide input to practitioners such as the world of education and the government regarding strategies for utilizing scout extracurricular activities to integrate cultural values into students.

LITERATURE REVIEW

Values Internalization

Etymologically, internalization is a process of appreciating, deepening, and mastering values in depth that takes place through coaching and guidance (Anderson & Boocock, 2002). Internalization is also defined as the process of integrating values into a person's self, or in psychology, and language is an adjustment of values, attitudes, beliefs, and rules in a person's self (Knight, 2004). Meanwhile, value is the view of an individual or group about a good, right, wise decision, so that view is valuable and of good quality to be used as an example in life (Williams, 1967). Thus the internalization of values is the process of instilling values as part of oneself as a goal in the educational process.

Multiculturalism Education

The word multicultural comes from the word culture or culture. A culture is a group of people who adhere to a set of symbols that are binding in society (Hale, 2018). Culture is also the life goal of all humankind in its history on earth. Culture begins when humans are isolated for some time, so people interact and begin to adapt to different environments and cultures (WAX, 1993). The word culture is also often paired with the word culture or culture. But culture is different from art.

Multicultural education is a strategy that is applied to types of subjects using a cultural approach by embracing student differences which include differences in ethnicity, religion, language, gender, social class, race, ability, and so on (Haryanto, Nurdin, & Ubadah, 2022). Multicultural education can also train students to be able to act democratically, humanely, and pluralistically in their environment, both at school and in the community (Grant & Sleeter, 1985). Multicultural education is carried out regardless of the differences that exist in humans. Thus multicultural education is a form or model of educational reform which aims to provide equal opportunities for all students regardless of their cultural, ethnic, ethnic, religious and other backgrounds.

Extracurricular Activities

Extracurricular activities are activities carried out outside of learning hours. Extracurricular activities provide opportunities and give students the freedom to choose the type of activity that suits their talents and interests. Extracurricular activities are also defined as activities carried out outside of learning hours as a means for students to practice their talents and interests according to the extracurricular program that exists in a school (Bonal & González, 2020). The purpose of extracurricular activities is to add and develop students' insights and skills in the learning process at school.

Extracurricular activities come from two words, namely extra and curricular. The word extra has additional meaning beyond the official one, while curricular means something related to the curriculum. Extracurriculars are activities carried out outside of study hours or part of the scope of lessons given at school, not an integral part of the subjects specified in the curriculum.

In the Regulation of the Minister of Education and Culture Number 62 of 2014 concerning extracurricular activities it is explained that:

Extracurricular activities are curricular activities carried out outside class hours under the guidance and supervision of educational units. The aim is to develop the potential, talents, interests, personality, cooperation, and independence of students in realizing educational goals.

Extracurricular activities are also defined as activities carried out outside of learning hours both within the school environment and outside of school.

The purpose of extracurricular activities is to increase understanding, creativity, talents, and interests, as well as to coach students. Other experts define extracurricular activities as activities carried out outside of learning time and are part of counseling to increase and assist in developing the potential possessed by students regarding their talents and interests.

Scouting Activities

Scouting activities are non-formal activities in which there is an educational process that contains character values that can help students develop their insights and personalities. Scouting activities are carried out in accordance with the rules and values written in the scout code of ethics, namely Dasa Darma and Tri Satya Pramuka. Scouting is one of the extracurricular activities that must be held in schools, either at the elementary or high school level. Scouting activities can help create national goals, namely developing abilities and forming the character of students and dignified national civilization in the context of educating the nation's life.

Scouting is also understood as a movement that was originally named scouting. Scouts were founded with the aim of increasing understanding and as a form of moral and civic development for students. Scouting is also a term used for members of the scout movement, which includes standby scouts (age 7-10 years), scout raisers (age 11-15 years), enforcer scouts (age 16-20 years), and pandega scouts (ages 21-25 years).). Scouts are an extension of Praja Muda Karana, which means a group of young people who have worked or are in the process of creating. Scouting is a coaching process for young people, both as individuals and in groups on an ongoing basis, with the aim of fostering self-reliance, caring, a sense of responsibility, and obedience to rules.

METHODOLOGY

This study was carried out with a case study qualitative method (Nurdin, Stockdale, & Scheepers, 2013) to investigate the internalization of multicultural values through scouting activities in a state vocational school in Indonesia (Nurfaiqah, Nurdin, & Alhabsyi, 2022; Rahmawati, Nurdin, & Pettalongi, 2022). This study was conducted in a state vocational school in Poso regency Central Sulawesi, Indonesia. The regency was well-known for high conflict related to racial and religious issues. The school is located in the regency, and its students come from different ethnic and religions (Makmur, Nurdin, & Pettalongi, 2022).

Data were collected through direct observation in the case field and in-depth interviews with the school principal, teachers, and students (Jumahir, Nurdin, & Syahid, 2022). Written materials were also used as a source of data to understand the strategy used in the integration of multicultural values through scouting activities to build tolerance and equality behavior among students. Data were analyzed through several procedures, which include reduction and verification techniques with various data sources (Zaid, Pettalongi, & Nurdin, 2022). The result of data analysis was then analyzed, reflecting on the theoretical concepts used in this study. Finally, the results were presented based on thematic issues found in the data (Nurdin & Pettalongi, 2022; Nurdin, Scheepers, & Stockdale, 2022), which show the study's insight relating to the internalization of multiculturalism values within the school environment.

RESULTS AND DISCUSSION

Internalization of Multiculturalism in Scouting Activities

State Vocational High School 1 Poso is one of the most popular vocational high schools in the Poso Regency. The school has six majors that are in demand and needed by the community: construction and property business engineering, electrical power installation engineering, ordering engineering, automotive light vehicle engineering, motorcycle engineering, and business and multimedia engineering. The school is very multicultural because of the diversity of its students, who have different religions, ethnicities, and cultures. But the school provides equal opportunities for all people to get an education.

The concept of multicultural education explains that multicultural education is an educational process to manage and regulate educational institutions so that students of different sexes, students with disabilities, and students of different ethnic, ethnic, cultural, and religious backgrounds can have equal opportunities in education at these schools. Therefore, multicultural education in these schools can be seen from the principle of school openness in accepting all forms of human diversity individually and as social beings. The principle of openness can be seen in school policies in accepting students regardless of differences in culture, ethnicity, race, ethnicity, gender, economy, social status, and religion. The school's openness can also be seen in the diversity of teachers who come from various ethnicities and religions.

The principle of school openness in accepting diverse students and teachers is because it is supported by the government and school principals who are committed to the importance of respecting differences. Poso District is a former conflict area that requires awareness of the need for togetherness to maintain peace in society. One teacher said the following:

The multicultural concept in this school is that we accept educators and students with different cultural, ethnic, racial, gender, social, economic, and religious backgrounds. So this school is a school for everyone because this area has experienced conflicts that have resulted in many casualties, which were triggered because they were unable to tolerate differences. We want this school to be an institution that is able to embrace all existing differences, educate the nation's children through education and create a generation that excels in the field of technology that, has moral values, and is tolerant of all forms of difference.

One of the school's strategies for instilling multicultural values in students is by utilizing extracurricular activities as a means of instilling multicultural values. Then the school also adds student activities and skills related to communication and collaboration skills with fellow students of different ethnic and religious backgrounds. Some extracurricular activities the school programs include Marching Bands, sports, the Youth Red Cross, and Scouting. The scouting program is the most effective activity in instilling multicultural values because in scouting activities, there are many values that can form multicultural values among students. One informant said the following:

One of our ways to accommodate all kinds of differences in student backgrounds is with extracurricular activities because extracurricular activities allow students to gather so that it is easy for us to instill multicultural values. Scouting extracurriculars is an effective way in the process of instilling multicultural values in students because many activities in it lead to social, cultural, and character values. All students are required to participate in scouting activities in the form of weekly training activities as well as activities on major scouting days that scout coaches have arranged.

In addition to the principle of openness, which is applied in the process of accepting students, the process of implementing learning also instills multicultural values, which are carried out through intra-curricular activities or in classroom learning. Multicultural values are included in the learning process as well as in some relevant subject matters such as civic education and religious education.

.The implementation of scouting activities prioritizes the principle of harmony and brotherhood between scout members. There are the concepts of Trisatya and Dasa Dharma which are the basis of scouting activities, which make every member of the scouts have an attitude of piety to God, uphold the unity and integrity of the nation, establish good relations with others, and behavior to preserve nature. In the principles of scouting, the obligations of scout members are stated, among others, to carry out their obligations to God and the Republic of Indonesia's unitary state and practice Pancasila. Then students also have to help others and participate in building society. Students must also have piety to God almighty, love for nature, and compassion for fellow human beings. This behavior can help alums to maintain peace and create harmony in society.

Multiculturalism Nalues Internalizationb in Scouting Activities

Awareness of the existence of differences in these schools has caused schools to provide an understanding of and integrate the values of multicultural education into students. The goal is to prepare a generation that is able to live in the midst of a society that is diverse in culture, ethnicity, gender, social status, and religion. Instilling the value of multicultural education in these schools also aims to prevent discriminatory behavior that occurs in the school environment and in society. In this way, all students and the community understand that education in these schools is intended for all children of the nation regardless of differences in religious, ethnic, and cultural backgrounds.

Internalizing multicultural values in schools is carried out through the stages of value transformation, value transactions, and trans-internalization. The discussion of three stages of internalization is discussed in the following section.

Values Transformation

This value transformation stage is the earliest stage that must be passed in the process of internalizing the value of equality to students in extracurricular scouting activities. Transformation is a process of informing students that God created humans in equal and equal conditions. Therefore, the existence of differences in culture, ethnicity, gender, social status, and religion does not mean differences in receiving treatment because humans are the same species. For this reason, the behavior of degrading one another, insulting each other, and bringing down fellow human beings is strictly prohibited. Therefore humans before God and in law have the same rights and obligations to live side by side in harmony. This is discussed in the following section.

The implementation of the transformation of the value of equality by scout coaches is carried out through a learning process and delivery to students as scout members in every scouting activity. The method of informing the value of equality in scout activities carried out by scout coaches is the embodiment of the school's and principal's vision and mission. One informant said the following:

Internalizing multicultural values is an important vision for our school and the principal. We achieve this vision through a number of predetermined missions, one of which is carried out through scout extracurricular activities. In the process of instilling multicultural values, we also convey this to all teachers during meetings with the teacher council, especially teachers who foster the extracurricular field. Giving students an understanding of the values of multicultural education is very important to do whenever there is an opportunity because our area is an area prone to racial and religious conflicts. Our collective duty is to ensure that students understand the beauty of difference.

The informant's statement reflects that the principal's first step in internalizing the values of multicultural education is by conveying and emphasizing the importance of multicultural planting for students in every extracurricular activity. The school is one of the schools that is very diverse in terms of culture, ethnicity, ethnicity, social status, gender, and religion. Therefore, by instilling the value of equality, students can understand the importance of togetherness. Other informants said the following: that students understand the beauty of difference.

The principal often reminds me always to be careful when discussing cultural, ethnic, and religious issues in our school environment because students come from various cultures, ethnicities, and religions because our area is a former conflict area. By organizing extracurricular scouting activities here, scout coaches can instill multicultural values in students in every scouting activity, both directly and indirectly.

The informant's statement above shows that the internalization process was carried out early on by informing the values of equality to students when they first became Scout members. Scout organizations uphold the value of equality among students with the same position in getting an education. The value of equality can be seen in the scout uniforms that are used in every scout activity.

Values Transaction

The value transaction stage is carried out after the value transformation stage. If, at the transformation stage, the activity emphasizes value integration focusing on cognitive aspects, then at the value transaction stage, students' value integration activities focus more on attitudinal or affective aspects. For example, the value of equality is realized through communication between scouts and scout members, who exchange understandings about diversity in the school environment. Thus there is an interactive process between the coach and scout members. Also, in this process, scout coaches influence scout members through several examples of values that are practiced so that students can respond and determine which values are right for them. For example, one informant said the following:

Every teacher here must be an example in applying the values of equality. The teacher must be a model, and students can imitate his behavior. Thus, multicultural values can be easily understood if practiced by teachers. Therefore, we are here to carry out social relations on the basis of self-awareness so that students can easily follow what we model in everyday life. For example, the teachers here have a good relationship with one another. We also help fellow teachers if there are difficulties in teaching or others.

Instilling values by giving examples of behavior and attitudes can encourage students to imitate them. With this example, the meaning of equality and mutual help can be practiced directly in every scouting activity. Delivering material in the form of theory or practice related to diversity in the school environment is also an important point in the process of instilling the values of equality in the school.

Trans-internalization of Values

This trans-internalization stage is where students can directly apply or practice the values of equality taught through the previous stages. At this stage, the students have formed a behavior where they have practiced the value of equality in school and community life. This behavior has also been integrated into the behavior and actions of scout members in the school environment. For example, an informant said the following:

With the participation of all students in extracurricular scouting activities, I see a change in students' attitudes starting from their association which is not only friends with friends of the same religion and ethnicity, but they are also friends with other students of different religions and ethnicities. Then I also saw that there were rarely fights or mocking each other between students of different ethnicities and religions. This shows that they have applied the values of multiculturalism that they get in scouting activities.

The informant's statement above reflects that the final stages of the process of internalizing multicultural values in students have been achieved. The students have practiced multicultural values in their lives, such as mutual respect for differences in religion and ethnicity and tolerance in the school life of different religions, ethnicities, and cultures. They have also shown an attitude of togetherness by being friends with each other, helping each other, and not making fun of other students of different cultural, ethnic, gender, and religious backgrounds.

Tolerance Values

Understanding the value of tolerance to students through scouting activities is carried out by providing material about the meaning of Dasa Dharma and Trisatya, which contain values of tolerance. The teachers also said that scout activities are open in nature and accept all students from various cultural, ethnic, gender, social status, and religious backgrounds. The process of internalizing this tolerance value to scout members is carried out by providing material through various games so that scout members can easily understand it. One teacher explained as follows:

The process of instilling the value of tolerance to scout members is carried out when providing material regarding Trisatya and Dasa dharma scouts. At this moment, we require all scout members to memorize the Trisatya and Dasa dharma. We also explain the meaning of each of the Trisatya and Dasa dharma points. For example, in the Trisatya and Dasa dharma points, there is a value of piety to God, which requires humans to be tolerant of other humans because God created all humans.

The process of integrating the value of tolerance to students is also carried out through scouting extracurricular activities. The process of internalizing the value of tolerance is carried out by increasing understanding of the messages contained in Trisatya and Dasa Dharma. The students discussed the contents of the Trisatya and Dasa Dharma, then mentioned the values of tolerance that were relevant to their lives. This activity also made students more tolerant of their friends of different religions, ethnicities, and cultures. Then the process of internalizing the value of tolerance has also reduced violent and bullying behavior among students at the school.

CONCLUSION

The values of multicultural education that are internalized in scouting extracurricular activities include the value of equality, the value of tolerance, the value of justice, the value of responsibility, the value of honesty, the value of empathy, and the value of cooperation. The process of internalizing the values of multicultural education in scouting extracurricular activities has been carried out through three stages of internalization, namely value transformation, which emphasizes cognitive aspects. Then the value transaction stage, which emphasizes instilling values through direct examples, and the final stage, namely the trans-internalization stage, where students already apply the values obtained at the previous stages in their lives.

The results of internalizing the values of multicultural education in scouting extracurricular activities at the school have impacted the growth of attitudes and behavior of tolerance,

responsibility, concern, and cooperation among students. This can be seen from the attitude and behavior of tolerance among fellow students. They become more familiar with each other regardless of differences in ethnicity and religion. Then, the behavior of violence and bullying that has been happening so far because of differences has become increasingly rare. Student life at school is increasingly harmonious and has mutual respect. Thus the potential for conflict to occur in the future will decrease because these students will also apply the values of multiculturalism obtained at school in their family life and also in society.

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