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Book Review:

Concept and Praksis multicultural Education

(Konsep dan Praksis Pendidikan Multikultural)

Konsep dan Praksis Pendidikan Multikultural (Concept and Praksis multicultural education); Author: Taat Wulandari; Language editors: Shendy Amalia; Publisher: UNY Press; Published cities: Yogyakarta; Publish year: 2020 first edition; Book thickness: 100 pages; ISBN: 978-602-498-132-7

Multicultural education is a strategic instrument for millennials to build the nation's spirit of nationality, unity, and integrity. The writing of this review aims to inspire various schools in Indonesia in shaping coexistence behavior in a multicultural society. The younger generation needs to get a broad knowledge of the importance of multicultural education to create a personality that reflects the spirit of nationalism and patriotism. This paper discusses multicultural education and application to the foundation of Sultan Iskandar Muda (YPSIM) in Medan. The goal of implementing multicultural education in schools is students get the same opportunities to achieve their achievements without worrying about discrimination. Writing this review provides benefits to the reader in dealing with various social problems and symptoms due to differences in ethnicity, race, religion, and values in a society. Banks and Johnson said that there are five basic dimensions for transforming the structure of the school, namely (1) content integration, (2) an equity pedagogy, (3) empowering school culture and social structure, (4) prejudice reduction, and (5) a knowledge construction process. .

Dr. Taat Wulandari, S.Pd., M.Pd said that must apply multicultural education in various educational institutions. Indonesia consists of different ethnic groups, religious groups, languages, and customs. It allows for inter-ethnic and interfaith conflicts if not given an understanding of plurality early on to the younger generation. Multicultural education focuses on developing awareness in the context of cultural differences in society. This multicultural education is an effort to create a new education system equal to all Indonesian students. Taat Wulandari explained that the purpose of multicultural education would be achieved if there is the same perspective between principals, teachers, parents, and students related to multicultural education(2). Therefore, this book aims that Indonesian educational institutions must implement multicultural education to develop character education. In addition, the book is also aimed at the younger generation so that they have a broad insight into multicultural education and have a strong mentality in the face of social conflicts.

By including "Sekolah Pembaruan," Yayasan Sultan Perguruan Iskandar Muda, one of the schools implementing multicultural education in various educational activities in the school environment, is expected to inspire different schools in shaping coexistence behavior in a multicultural society, especially in the State of Indonesia(3).

Indonesia has diverse nations, ranging from ethnicity, religion, race, language, and beliefs. This diversity is what raises awareness of the importance of multicultural education to the younger generation. By having extensive knowledge and experience about multiculturalism, the younger generation can have sensitivity in dealing with various social problems in the community. Multicultural education talks about recognizing and assessing the importance of cultural and ethnic diversity in shaping lifestyle, social experience, individual identity, opportunities in the world of education of individuals, groups, and countries. According to Zamroni, multicultural education is vital in creating a democratic society because society can appreciate differences in one's thinking, abilities, and background. The primary purpose of this multicultural education is to uphold justice to all students that they have the same opportunities in the world of education without worrying about discrimination that occurs in schools. Several reasons explain the importance of multicultural education, including multicultural education can be used as an alternative in solving conflicts and strengthening character and culture to the younger generation. In addition, multicultural education can be an essential foundation for the development of the national curriculum. In chapter V, page 65, the author explains four values in multicultural education. First, Multicultural education teaches us to appreciate the diversity of cultures that exist in society. Second, multicultural education emphasizes upholding human rights. Third, as the development of the responsibility of the world community. Four, as the development of human responsibility to the earth. Parsudi Suparlan, a UI sociologist, said that multiculturalism could answer the challenges of change in globalization because diversity is used to connect differences in society in Indonesia.

Schools as educational institutions should reflect the application of multicultural education. The dimension of multicultural education that is implemented in learning activities in educational institutions prioritizes the element of difference. It makes students accustomed not to worry about differences in associating with not looking at the cultural background, ethnicity, religion, race, or customs. Explained in chapter II page 29 about the dimension of multicultural education put forward by Banks and Johnson, this introduces five basic dimensions to transform the structure of the school, namely (1) content integration, (2) an equity pedagogy, (3) empowering school culture and social structure, (4) prejudice reduction, and (5) a knowledge construction process (3). This dimension is expected to help teachers in implementing programs that can respond to student differences. First, content integration. Teachers add several topics about multicultural material by incorporating the content of learning materials into the curriculum with various perspectives. Second, implementing this fair education helps students become active citizens and reflect towards a democratic society and uphold the equality of each person's rights. Third, the empowerment of school culture and social structure emphasizes appreciating and empowering the existing culture in creating a school culture. Fourth, prejudice reduction trains students to participate actively and interact with all people in school to create a culture that upholds tolerance and inclusiveness. Fifth, the construction of knowledge, that is understanding various cultural perspectives through a subject (discipline), improves students' understanding of the nation's plurality. New strategies are needed to transform the entire school environment to deliver multicultural education. In addition, an important point to note in the application of multicultural education is the thinking of principals, teachers, and students. It takes understanding that multicultural education is about the difference and building students' attitudes, character, and mentality better.

The writer is describing Yayasan Perguruan Sultan Iskandar Muda (YPSIM) in Medan as one of the schools implementing multicultural education in Indonesia. YPSIM is a foundation that houses education from kindergarten to vocational level. The difference between this school and other schools lies in the vision of the mission, the objectives, the achievement strategies aimed at multicultural education. YPSIM provides several facilities and lesson development programs that can support the character of its students through multicultural education. YPSIM offers the infrastructure to realize the school's vision and mission that reflects multicultural education, including establishing research institutes, conducting teacher resource development programs, giving psychology consulting clinics and Rotary Club-school clinics, etc. In addition, YPSIM uses approaches to develop multicultural education in schools, including rules, policies, and school management that focus on multicultural education and tolerance education objectives. YPSIM also reforms the curriculum and develops non-academic activities to support students' potential by involving parents and school residents

This book explores the issue of multicultural education by including various points of view of figures in discussing a topic so that it is suitable to be read by the younger generation. Readers have a comprehensive idea, knowledge, and how to think critically about addressing multicultural education issues. In addition, this book can fulfill the needs of readers who want to dig deeper into multicultural education and its implementation. The many understandings and knowledge that we have about multiculturalism education can be tolerance, democracy, mutual respect, and empathy towards others. In addition, multicultural education can eliminate attitudes of discrimination and intolerance. The author adds many studies and facts that can support her opinion, as evidenced by the many references used by the author and the various theories and views of figures who discuss the same thing. The writing of this book is explained constantly, interrelated between one chapter and another. This book initially explains the concept of multicultural education, namely explaining understanding, purpose, dimension. After that, it continued by including multicultural education in various aspects and then entered into multicultural education in Indonesia by having the concept of multicultural education described in the previous chapter and its implementation in YPSIM. The book also includes various charts and images to understand the content of the book quickly. The language used is clear and straightforward, although there are many foreign languages in writing. Interestingly, this book includes the practice of multicultural education that occurs in one of the schools and shows how the school can shape democratic attitudes, humanism, and tolerance to its students.

However, the book has some weaknesses. The book does not include a brief biography of the author, so readers should look at other sources. In reading this book, readers must understand the concept of multicultural education presented by the author in the first chapter because the author re-conveys the material that has been discussed in the first chapter in chapter four on the implementation of multicultural education in Indonesia. If the reader does not understand the material in the first chapter, the reader will feel confused because the material is delivered repeatedly. It is recommended that the author provide the material efficiently in 1 chapter explained in detail so that there is no need to repeat the material in the next chapter. In addition, there is some mistyped vocabulary. But overall, it does not detract from the essence of the book.

It can be concluded that multicultural education is essential to be applied to educational institutions because multicultural education is a concrete step in transforming the value of tolerance towards others and raising awareness to accept differences, both from tribes, cultures, and religions. The diversity of cultures and ethnicities can shape lifestyle, social experience,

individual identity, equal opportunities in the education of individuals, groups, and countries. The implementation of multicultural education in the school environment aims to uphold all students that they have the same opportunities to achieve achievements without worrying about discrimination. Educational institutions need to redesign the learning process, curriculum, and evaluation design that reflects multicultural values. Students have a strong attitude and character and demand it to be an agent of change. Educators or teachers must know and understand cultural importance to convey these psychomotor, cognitive, and practical values. Thus, instilling multicultural values can create a democratic Indonesian nation.

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Dr. Taat Wulandari, S.Pd., M.Pd. was born in Bantul, February 11, 1976. She completed his undergraduate education majoring in History Education, Faculty of Social Sciences, Yogyakarta State University, in 2000. Then continued his second degree (S2) in IPS Education at Yogyakarta State University and graduated in 2009. Then in 2013, She graduated in third-degree education (S3) in the Department of Education, Yogyakarta State University. She is the 18th doctor in the Education Studies program who graduated from the postgraduate program (PPS) UNY(1). She worked as the Faculty of Social Sciences teaching staff, Yogyakarta State University (FIS UNY). So far, she has produced many papers, both in the form of books, diktats, and articles.