INTER-ETHNIC RELATIONS IN BUILDING STUDENT CHARACTER

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Abstract

The purpose of this study is to gather information related to the importance of culture in the process of character education. The method used is a library search, which is included in qualitative research, conducted by reviewing various sources such as journals, books, magazines, and other literature. Additionally, it also examines how individuals or groups interpret and share their experiences while exploring the background, culture, and social context of the research subjects to gain richer and more detailed insights. The results of this study reveal that the condition of students is expected to reflect diversity in terms of race, ethnicity, culture, religion, language, and class. Character education should be part of the reflection in every learning process with the hope that students can apply the motto "Bhinneka Tunggal Ika" of the Indonesian nation. To implement character principles, various strategies are needed, such as discussions, observations, case studies, simulations, and role-playing. This study concludes that the process of character education with diversity from this library research can be summarized in three main stages: planning, implementation, and evaluation.

Keywords: tolerance, social care, education caracter.

INTRODUCTION

The diversity of society in Indonesia is a reality that was recognized by the founding fathers of the nation, which later gave birth to the motto Bhinneka Tunggal Ika. This principle is based on the diversity of languages, traditions, cultures and religions that exist in Indonesia, each of which is represented in various tribes. The motto Bhinneka Tunggal Ika describes the unity and unity of the Indonesian nation.

Character education not only aims to develop individual character, but also to preserve the nation's noble cultural values. According to the Ministry of National Education (2010), character education must be based on the cultural values possessed by Indonesian society, such as mutual cooperation, deliberation and kinship. Thus, character education becomes a means of maintaining and developing the nation's cultural identity amidst increasingly strong currents of globalization.

One diversity that is unique is multi-ethnic, ethnic diversity itself is one of the complexities in Indonesia which is spread from Sabang to Merauke (Satya, 2016). Ethnicity is related to social groups in a social or cultural system that have a certain meaning or position

because of their descent, customs, religion, language, and so on (Widodo, 2019). The term ethnicity is an appropriate word to view people from various origins who have social ties so that they are able to create a cultural system and are bound within it (Nisa, 2021).

Talking about the world of education, of course there are many subjects that students study at school. Social studies education is a simplification or adaptation of the disciplines of social sciences and humanities, as well as basic human activities which are organized and presented scientifically and pedagogically/psychologically for educational purposes (Soemantri, 2001). Social studies learning covers the phenomena and problems of human life in society and needs to emphasize the principles of meaningful learning. This means learning that has meaning by placing students at the center of activities (student centered).

With the diversity of languages, traditions, cultures and religions recognized by the founding fathers of the nation, the concept of tolerance is very important to maintain unity and integrity. The motto Bhinneka Tunggal Ika, which means "Diverse but still one," describes this philosophy clearly. To bridge these

differences, tolerance is needed for each person. Tolerance is an attitude of mutual respect and respect for differences that exist in society (Suryana, 2011). To realize tolerance cannot be done immediately, but requires a process of time and the most important thing is the character within each individual. The character of tolerance involves example, giving advice, the right approach, and habituation Norlidanti (2021).

Apart from tolerance, the attitude you need to have is social care. Building the character of tolerance and social care in students is very important in the context of education in Indonesia, considering the richness of this country in terms of ethnic, cultural, religious and social background diversity. Lickona (2012) emphasized that the character of tolerance plays a crucial role in promoting inclusive attitudes and reducing conflicts between individuals that may arise due to differences in ethnic, cultural or religious backgrounds. By building the character of tolerance, students will be more able to interact positively and build harmonious relationships with others.

Social care is the ability to feel and pay attention to other people's difficulties and try to help solve them (Suyanto, 2010). In the context of a pluralistic society such as Indonesia, where linguistic, cultural and religious diversity is a characteristic feature, social concern plays an important role in maintaining social harmony. Social care also contributes to building national character, where people are taught not only to think about themselves but also to pay attention to the welfare of others.

METHOD

This type of research uses literature or library research methods (Library Research), namely by collecting data/information from various sources. According to Sekaran, research is an activity that is organized, systematic, based on data, objective, scientific and carried out critically to obtain an answer or in-depth understanding of a conflict. Research should have a structured systematic stage so that it can facilitate the activities to be carried out perfectly.

This literature or literature research (Library research) is qualitative so that the key instrument in the research is a human instrument, as stated by Semiawan (2010), namely the research stages of collecting data, presenting data, reducing data, interpreting data and concluding research results. Nugroho (2016:179), provides a view of natural settings as direct data sources and researchers as key instruments in qualitative research. This research comes from journals and books that explain the significance of culture in education.

RESULTS AND DISCUSSION
The Importance of Inter-Ethnic Relations in Building Student Character
Positive inter-ethnic relations at school can be an important foundation for developing student character. Dewi (2018:123) stated that harmonious interaction between students from various ethnic backgrounds can encourage the development of attitudes of tolerance, empathy and the ability to work together. This is in line with data showing that schools with high ethnic diversity tend to have students with better character scores than homogeneous schools (Central Statistics Agency, 2020).

There are several basic reasons underlying the importance of building national character, both from a philosophical, ideological, normative, historical and sociocultural perspective. Philosophically, building national character is a basic need in the national process, because only a nation that has a strong character and identity will be able to survive. Nurdin (2010:69) sees it from an ideological perspective, character development is an effort to realize the Pancasila ideology in national and state life.

Normatively, building national character is a real step to achieve the state's goals, namely protecting all Indonesian people, advancing general welfare, making the nation's life intelligent, and participating in maintaining world order based on independence, eternal peace and social justice. From a historical perspective, the development of national character is the core of the dynamic national process that has continued throughout history, both during the colonial period and after independence.

Tan (2019:162) memperlihatkan kasus di Singapura menunjukkan bahwa program-program sekolah yang mendorong interaksi positif antar etnis, seperti kegiatan belajar kelompok multietnis dan acara budaya bersama,

terbukti efektif dalam meningkatkan pembentukan karakter siswa. Suparlan (2014:98) menyatakan di Indonesia, sekolah-sekolah yang menerapkan kurikulum berbasis keragaman juga menunjukkan hasil yang serupa, dengan siswa memiliki pemahaman yang lebih baik tentang keragaman dan toleransi.

Learning Development Strategies According to Student Character

One of the important roles of education in schools is that of teachers in learning activities. Teachers are not only tasked with delivering lesson material, but also guiding students in understanding the values that underlie the material. Teachers act as facilitators who help students explore and understand various concepts and values in everyday life. During learning, students learn to understand the consequences of value facts and conflicts that occur between two or more values. They analyze value conflicts and look for strong reasons for choosing values based on existing facts. Muniarti (2015) sees that when discussing environmental topics, students can be faced with a conflict between economic and ecological values, and teachers help them navigate this conflict wisely.

Furthermore, teachers also function as role models in applying these values in real life. Through an inclusive and reflective approach, teachers help students internalize positive values such as tolerance, honesty and responsibility. The teacher's role in learning includes forming students' character, enabling them to develop into individuals who are academically intelligent and have integrity. Teachers help students develop critical thinking abilities, empathy, and social skills that are important for interacting in a diverse society, creating a learning environment that is holistic and pays attention to cognitive, affective, and psychomotor aspects.

Sudjana (2010) defines learning methods as the methods used by teachers in establishing relationships with students during teaching. The role of learning methods as a tool to create a teaching and learning process aimed at developing effective activities. In the learning process in the classroom, teachers have the responsibility to choose learning methods and strategies that are appropriate to the learning objectives. There are various learning strategies that can be used, such as discussion, observation, case studies, simulations and role playing. One learning strategy that can be applied is discussion. Through discussion activities, teachers can obtain information from students about the cultural and ethnic diversity that exists in various regions. This provides an opportunity for students and teachers to exchange understanding and insights about various existing cultures.

Besides discussion, other learning strategies that can be utilised are observation and case studies. These activities allow teachers to observe the social processes that occur among students from different groups. A means to bridge mediation in case of conflict between groups. Other learning strategies that can be applied are simulation and role play. Through these activities, students can portray people who have diverse religious, cultural and ethnic backgrounds in everyday life. Munadir (2016:114), revealed that teachers can also design school activities that involve committees with members from various religious, linguistic, cultural, and ethnic backgrounds.

As teachers, we must never forget that each student has their own uniqueness. We cannot generalize their abilities. Maybe there are those who excel in exact sciences but not necessarily in the field of languages. If someone is talented in the arts, it doesn't mean they are stupid in the social sector, and vice versa. Also, students' abilities will be maximized if the teacher uses the right methods. Therefore, education today can no longer stand on certain standards such as the conventional pattern (lecturing method).

As teachers, we must provide space for students to explore their abilities and knowledge. The goal is for them to have in-depth study through direct practice. The reality of students in the world of education is also another important factor, because each of them has different background knowledge and experience regarding a lesson. The relationship between new concepts in the world of learning must also be linked to the experiences they have had before. Cooperative learning, interdependence between students to interact and according to the teacher's direction, makes their social care and tolerance work very effectively.

Teachers can use cooperative learning strategies with mind mapping patterns. This strategy can help students to conceptualize thoughts together in their respective groups to complete a concept map. So students combine the various opinions of each group member and acknowledge ideas and respond to differences (Puasawati, 2020).

Furthermore, the demonstration method can be used so that students can actively interact with each other during learning. Syaiful (2008) stated that the demonstration method is a demonstration of the process of an event or object occurring up to the appearance of exemplified behavior so that it can be known and understood by students in real or imitation. Muhibbin Syah (2013) also states that the demonstration method is a teaching method by demonstrating items, events, rules and sequences in carrying out an activity, either directly through the use of teaching media that is relevant to the subject matter or material being presented. Of course, this demonstration will be enthusiastic if the teacher can give instructions to students when demonstrating it.

These educational models teach that differences in religion, ethnicity, race, culture and class are the uniqueness and wealth of the nation which form the basis of society's ties. By using these models, it is hoped that students can understand and practice the teachings of their respective religions and become open to existing differences. Apart from that, students are expected to realize that the real enemy is violence, corruption, blasphemy, injustice, and the like.

Reflection on Student Character Identity

Building strong and positive student character is one of the main goals in the world of education. Student character is not only formed from the family environment, but is also influenced by social interactions in the school environment (Lickona, 1991). One important aspect in forming student character is inter-ethnic relations in the school environment. Ethnic diversity in schools can be a strength, but can also be a challenge in building positive student character (Banks, 2015). A diverse school environment provides opportunities for students to learn about tolerance, empathy, and respect for differences, all of which are important components of good character.Refleksi Identitas Karakter Siswa

Research shows that students who come from different ethnic backgrounds tend to have differences in values, norms, and behavior (Nieto, 2004). These differences can be a source of conflict, but they can also be an opportunity to learn from each other and appreciate diversity. In this context, the role of schools becomes very important in facilitating positive interactions between students from various ethnic backgrounds (Gay, 2010). Teachers, as the main facilitators in schools, have a great responsibility to create an environment that is inclusive and respectful of differences, where every student feels valued and supported.

The solution to overcome this challenge, schools need to implement learning strategies that encourage positive interaction and understanding between students from various backgrounds. Methods such as group discussions, collaborative projects, and extracurricular activities can help students to interact and work together, building strong relationships and mutual respect. Multicultural education, which integrates an understanding of different cultures into the curriculum, is also critical in helping students develop broader perspectives and appreciate diversity.

The role of teachers in implementing character education should not be underestimated. Teachers need to be good role models, showing behavior that reflects positive values such as tolerance, honesty and a sense of responsibility. With an inclusive and reflective approach, teachers can help students internalize these values, not only in academic contexts, but also in everyday life. Thus, efforts to build strong and positive student character are not only through classroom learning, but also through all aspects of school life, creating an environment that supports character development.

In a school environment, even within one class, there are very diverse students, including differences in religion, race, ethnicity and ethnicity. Because Kamal (2018:26) concludes that a teacher needs to pay attention to this

diversity. There are three phases to dealing with this diversity. but.

a. Planning

Planning is carried out to achieve predetermined goals. Planning must be easy to carry out and right on target, including competency standards and basic competencies that are appropriate to the diversity of students in the class. Regarding planning, teachers need to develop learning objectives, determine materials, design learning activities, choose appropriate media, and carry out evaluations. Apart from that, teachers must also set indicators and criteria for learning. As stated by Aldiawati (2019:79), teacher training is needed for planning, implementing and evaluating learning.

b. Execution

The implementation stage is the application of the plans that have been made by the teacher. This stage includes Teaching and Learning Activities (KBM). As a follow-up to this stage, teachers must pay attention to approaches, selection of strategies and methods, as well as learning procedures that are appropriate to the diversity of students in the class. Teachers must be aware of the diversity among their students so that teaching and learning can be adapted to their needs. If KBM is adapted to diversity, the values of democracy, mutual assistance, tolerance, tolerance, harmony, justice and so on will be realized.

c. Evaluation

The evaluation stage is an important process to measure the extent of students' understanding of the material taught by the teacher. This evaluation aims to assess both the quality and quantity of achievement of learning objectives and to analyze the implementation of Teaching and Learning Activities (KBM). Widodo (2019:10) said that evaluation is also the basis for planning future KBM improvements. This process, also known as assessment, includes various types of assessments.

1) Performance assessment is a type of evaluation used to measure students' abilities through various tasks such as answering questions, writing essays, giving presentations, or conducting experiments. These tasks are designed to assess the extent to which students understand and can apply the knowledge they have learned in practical, real contexts. Performance assessments allow teachers to evaluate individual student abilities in depth, looking not only at aspects of factual knowledge but also analytical skills, communication abilities, creativity, and problem solving. By performing these tasks independently, students demonstrate independence and responsibility in their learning process. These assessments also provide more specific and constructive feedback, helping students recognize strengths and areas for improvement, and providing teachers with insight into the effectiveness of their teaching methods and students' individual needs. Through performance assessments, learning becomes more meaningful and relevant, preparing students for real-world challenges.

2) Portfolio assessment involves evaluating students' development through the collection of information and the results of their work over a certain period of time. In this process, students collect various examples of their work, such as essays, projects, presentations, and reflective notes, that show their development and achievements in various subjects or skills. The teacher then evaluates not only the end result of the portfolio report compiled by the student but also the process of gathering that information, including the effort, consistency, and improvement demonstrated over time. This assessment provides a more comprehensive picture of a student's abilities, progress and areas for improvement, and encourages self-reflection and independence in learning. Additionally, portfolio assessments help students develop skills in organizing and presenting their work effectively, which is very useful in future academic and professional contexts.

3) Learning potential assessment is used to measure the abilities that students can develop with support from teachers or

classmates. This evaluation aims to understand the extent to which students have potential that has not been fully realized and how this potential can be maximized through guidance and collaboration. This assessment covers various aspects, such as cognitive skills, creativity, problem solving abilities, and social and emotional abilities. By identifying this potential, teachers can design more effective teaching strategies, such as personalized learning, mentoring, or project-based learning, that can help students achieve optimal development. In addition, evaluation of learning potential can also identify students' special needs and provide timely interventions to help them overcome learning barriers. Thus, learning potential assessments not only help in evaluating current abilities but also provide a broader view of how students can develop in the future, preparing them to achieve greater academic and personal success.

4) Group assessment assesses the results of group work or discussions by providing individual assessments based on the contribution and activeness of each student in the group. This assessment provides important insight into a student's ability to collaborate, communicate, and participate in group activities. The teacher can evaluate the extent to which each student plays a role in completing assignments, providing ideas, and supporting other group members. Additionally, these assessments help identify students' social and interpersonal skills, such as the ability to work together, resolve conflict, and share responsibility. By evaluating individual contributions in the context of group work, teachers can provide more specific and constructive feedback, encouraging the development of collaborative skills that are critical in the real world. Group assessments also motivate students to actively participate and take initiative in group activities, creating a more dynamic and inclusive learning environment.

5) Group assessment assesses the results of group work or discussion by providing Process assessments focus on how students solve problems and demonstrate their knowledge and skills, providing in-depth insight into the approaches and strategies used by students in completing tasks and challenges. This assessment includes various methods, such as work assessment, where students are assessed based on their real and relevant work; authentic assessment, which evaluates students' abilities in real-world contexts and practical situations; and portfolios, which collect a variety of students' work to show their development and achievements over time. By using a combination of these methods, the assessment process not only assesses the final results but also understands students' thinking processes, creativity and problem solving abilities. It provides a comprehensive picture of how students learn and develop, and helps teachers design more effective interventions and teaching strategies to support students' academic and personal progress. The assessment process also encourages students to self-reflect, increasing their awareness of how to learn effectively and how they can continue to improve their skills in the future.

CONCLUSIONS AND SUGGESTIONS

This research shows that students are expected to be able to reflect diversity in terms of race, ethnicity, culture, religion, language and group. Character education is not only about teaching moral values, but also about understanding and appreciating cultural differences in the classroom. Reflection of this diversity is crucial in helping students apply the motto "Bhinneka Tunggal Ika" in their lives. Diversity in the classroom allows students to learn from multiple perspectives, enriches their understanding of the world, and builds respect and tolerance for differences. Character education that centers on diversity helps students develop critical thinking abilities, empathy, and social skills that are important for interacting in a pluralistic society.

To apply character principles in education, this research highlights the need for various learning strategies such as discussion, observation, case studies, simulations, and role playing. These strategies help create a richer and more detailed learning experience, allowing students to explore the background, culture, and social context of the subject being studied. Discussions, for example, allow students to share views and listen to the perspectives of others, while case studies and simulations give them the opportunity to apply concepts in real or simulated situations. This research concludes that the process of character education with diversity can be structured into three main stages: planning, implementation, and evaluation. By following these stages, it is hoped that character education can be more effective in creating students who have integrity and respect diversity. The planning stage involves determining learning objectives and preparing an inclusive curriculum, implementation focuses on implementing learning strategies, while evaluation ensures that character education objectives are achieved and provides feedback for continuous improvement.

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