

## **MAINTAINING ETHNICS OF A NATION IN INDONESIA THROUGH EDUCATION**

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### **ABSTRACT**

One of the most prominent dimensions of the diversity of the Indonesian people is ethnic or ethnic diversity. An ethnic group or ethnic group is a group of people whose members identify themselves with each other, usually based on lineages that are considered equal. Ethnic identity is characterized by recognition from others of the group's characteristics such as cultural similarity, language, religion, behavior, and biological characteristics. The many ethnic or ethnic groups in Indonesia, where the ethnic groups embrace their respective regions, some are still intact authenticity and some are already extinct authenticity or character of these ethnic groups. However, how about the existence of ethnic or ethnic groups which are the wealth of the Indonesian people so that they do not disappear and later only the name remains, that is still a question for us, so in this paper the author discusses the sustainability of the ethnic groups in Indonesia. educational point of view. Ethnicity or ethnicity which is the wealth of the Indonesian people will be even stronger because it has been regulated in Law 20 of 2003 concerning the National Education System in its implementation as outlined in the culture and character-based curriculum and in clarification again with the enactment of the curriculum in 2013. Ethnic recognition has already been began to be formed through the path of basic education, secondary education to higher education. Therefore schools as formal education agents must be able to design a curriculum that implements the above objectives, one of which is through a curriculum based on national character education

Keywords: Ethnic and Education

### **INTRODUCTION.**

Indonesia is a nation-state (nation-state) that is very diverse seen from various dimensions. One of the prominent dimensions of pluralism is ethnic or ethnic diversity. An ethnic group or ethnic group is a group of people whose members identify themselves with each other, usually based on lineages that are considered equal. Ethnic identity is characterized by recognition from others of the group's characteristics such as cultural similarity, language, religion, behavior, and biological characteristics.

Based on data from the Culture Directorate of the Ministry of Education and Culture, noted that in Indonesia there are currently 525 ethnic groups. In history, certain ethnic groups usually inhabit or live on an island, so an island in the archipelago is often synonymous with certain ethnicities. The island of Bali, for example, is identical with Balinese ethnicity (although there are so many sub-ethnicities, and therefore the concept of Bali is actually just a kind of general designation for native Balinese). Even so, the relationship between one ethnic group and another ethnic group has been going on for a long time along with the inter-island population mobility, even though it is still limited between certain islands which are strategically located for commercial affairs.

The many ethnic or ethnic groups in Indonesia, where the ethnic groups embrace their respective regions, some are still intact in authenticity and some are extinct authenticity or the character of these ethnic groups, is a glimpse of the meaning of ethnic groups.



Photo 1. Ethnic Diversity in Indonesia

But how about the existence of ethnicity or ethnicity which is the wealth of the Indonesian Nation so as not to disappear and later only the name remains, that is still a question for us, so in this paper the author discusses the continuity of ethnicity in Indonesia from educational point of view.

## **THEORY AND DISCUSSION**

### **1. Ethnic Theory (Ethnicity)**

An ethnic or ethnic group is a group of people whose members identify themselves with each other, usually based on lineages that are considered equal. Ethnic identity is characterized by recognition from others of the group's characteristics such as cultural similarity, language, religion, behavior, and biological features.

According to an international meeting on the challenges of measuring the ethnic world in 1992, "Ethnicity is a fundamental factor in human life. This is a symptom contained in human experience" although this definition is often easily changed. Others, such as the anthropologist Fredrik Barth (1998), considers ethnicity as the result of interaction, and not the intrinsic nature of a group. The processes that give rise to such identification are called ethnogenesis. Overall, members of an ethnic group claim cultural continuity across time, although historians and anthropologists have documented that many of the values, practices, and norms that are considered to show continuity with the past are basically findings which is relatively new. In other words, ethnicity is a group of people who are bound by awareness and identity, which is often strengthened by the unity of language (Koentjaraningrat, 2007). From the above opinion it can be seen that ethnicity is determined by the existence of group awareness, recognition of cultural unity and also equality of origins. Ethnicity may range from skin color to the origin of religious references, status of minority groups, class stratification, political membership and even learning programs.

Simple understanding of ethnicity is a specific group that has a common background. It was further explained that the notion of ethnicity, or ethnic group is an association of people who have the same cultural, linguistic, routine, lifestyle, and physical characteristics. Each of them identifies themselves with one another. The existence of a tribe will be recognized if it has received recognition from people who are outside the tribe itself. The process of creating a tribe is called ethnogenesis. The regulatory system adopted by most ethnic groups in Indonesia is a system according to the lineage of the father, mother, or moreover both.



Photo 2. Lineage (patrilineal), such as Batak tribe

The main concern of an ethnographic description is cultures with such features, the term ethnography for a culture with a distinctive pattern is "ethnicity" (in English it is called ethnic group and when translated literally "ethnic group"). But here the term "ethnic" is used only because the unity of the ethnic group is not "group", but "group". Ethnic groups according to Barth (1998) is a social organization of ascriptive identity in which members of a tribe claim to be members of a tribe because they were born by parents of certain ethnic groups or born from certain regions. According to Koentjaraningrat, ethnic groups are groups of people who are bound by the awareness and identity of cultural unity, while the awareness and identity are often strengthened by the awareness and identity of cultural unity while the awareness and identity are often reinforced by language unity.

## 2. Educational Theory

Education comes from the Greek paedagogiek (pais = children, gogos = guiding / guiding, iek = knowledge) is the science that talks about how to provide guidance to children. In English, education is translated as education '(Greek, educare) which means to bring out what is stored in a child's soul, to be led to grow and develop.

In Indonesian, education means the process of educating or carrying out an activity that contains an educational communication process between educators and educators. Through input to students who consciously will be digested by the soul, mind and body so that knowledge (cognitive), skills (psychomotor), and attitude (affective) in accordance with the objectives of the education.



Photo 3. One of the Educational Processes

With the development of the times in the world of education that continues to change significantly so that many change the mindset of educators, from a common and rigid mindset to become more modern. This is very influential in the progress of education in Indonesia. In response to this the education experts criticized by expressing and actual educational theories to achieve the true educational goals.

The purpose of education is to create a person of high quality and character so that he has a broad view of the future to achieve the ideals that are expected and able to adapt quickly and precisely in various environments. Because education itself motivates us to be better in all aspects of life.

Basically the notion of education refers to Law No. SISDIKNAS No.20 of 2003 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills which is needed by himself, society, nation and state.

According to the Big Indonesian Dictionary the word education comes from the word 'educate' and gets the affix 'pe' and the suffix 'an', then this word has the meaning of the process or the way or the act of educating. In language the definition of education is the process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts.

According to Ki Hajar Dewantara (Father of Indonesian National Education) explains about education, namely, the demands in the life of growing children, while the intention, education is to guide all natural forces that exist in these children, so that they as humans and as members of society can be attain the highest safety and happiness.

Langeveld is a Dutch education expert. This expert formulated the notion of education as follows: "Education is guidance or assistance given by adults to the development of children to reach maturity with the aim that children are sufficiently capable of carrying out their own life tasks not with the help of others". Herbert Spencer, a British philosopher who lived in 1820-1903 AD said that education was to prepare someone to enjoy a happy life. While according to the French philosopher Rousseau, 1712-1778 AD said that education is equipping ourselves with something that was not available to us during childhood, but we need it in adulthood. John Dewey the philosopher of Chicago, 1859 AD - 1952 AD also said that education is forming new people through the mediation of character and nature, and by following the old cultural relics of human society.

One of the tools used to achieve educational goals is the curriculum. basically the curriculum has a principal component and supporting components that are interrelated and interact with each other in order to achieve these goals. Component is a system of various interrelated components and cannot be separated from each other, because if only one component does not exist or does not work as it should.

Regarding the understanding of the curriculum, a lot of opinions expressed by experts, including the curriculum is a set of plans & an arrangement relating to the objectives, content, teaching materials & ways used as a guide in the implementation of learning activities to achieve a national education goal H. Nana Sudjana Tahun (2005) The curriculum is the intention & hope set forth in the form of plans and educational programs implemented by educators in schools. The curriculum is the intention & plan, while the implementation is the teaching and learning process. Involved in the process are educators and students. Cece Wijaya, et al. Interpret the curriculum in a broad sense which covers the whole program and life in school, according to Bara, Ch (2008) Conceptualizing the curriculum into 4 meanings, namely: (1) Curriculum as a product; (2) As a program; (3) As a desired or achieved result; and (4) As a learning experience.

The function of the curriculum in education is nothing but a tool to achieve educational goals. In this case, a tool to forge expected humans in accordance with expected goals. Education of a nation with other nations will not be the same because every nation and country has a certain philosophy and educational goals that are influenced by various aspects, both in terms of religion, ideology, culture, and the needs of the country itself. Thus in our country it is not the same as other countries. For this reason, the curriculum is a tool for

achieving national education goals, the curriculum is a program that must be implemented by teachers and students in the teaching and learning process, in order to achieve these goals, and the curriculum is a guide for teachers and students to carry out the teaching and learning process well in order to achieve educational goals.

### 2.3 Discussion

So that the concern and anxiety of the Indonesian people will not continue, to the continuity of the existence of ethnicity and / or ethnicity from each region, well maintained, because ethnicity or ethnicity is the wealth of the Indonesian people which must be guarded and preserved by the Indonesian people, then the Indonesian government guarded one through education. Education is actually a cultural transformation, so that the problem of culture and character of the nation that is not good will be a sharp spotlight on the implementation of education in every education unit.



Photo 4. Introduction of Ethnic Diversity to children

Education is considered as a preventive alternative because education builds a new generation of a better nation. As a preventive alternative, education is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various cultural problems and national character, why not because education is actually a cultural transformation. It is recognized that the results of education will have an impact in the not-so-distant future, but have the resilience and strong impact on society in a relatively long time so building education is actually a long-term investment.

Through education the learning tools include developing curriculum based on national and cultural character. The term character refers to characteristics, specific behavior of a person or group, moral strength, or reputation. Thus, character is an evaluation of an individual's moral quality or various attributes including the existence of a lack of virtue such as integrity, courage, fortitude, honesty and loyalty, or good behavior or habits. When someone has a moral character, this is what distinguishes one individual's quality compared to another (Wood, 2009).

Character is also understood as a set of behavioral characteristics that are inherent in a person who describes his existence to others. The depiction is reflected in behavior when carrying out various activities whether effectively carrying out honestly or vice versa, whether it can comply with applicable law or not (Kurtus, 2009). Although behavior is often associated with personality, but these two words contain different meanings. Personality is basically an innate trait, while the character consists of behaviors obtained from learning outcomes. Referring to the opinion of Wood and Kurtus that the concept of character education is an educational process aimed at creating students with character, which means creating an intelligent generation, virtuous, religious, and always upholding national cultural values in daily life.

The concept is a challenge for educators to be implemented in each subject matter so that it becomes an integral concept and shared responsibility in accordance with the mandate of Law No. 20 of 2003 concerning the national education system. In accordance with the Law on the National Education System, national education functions to develop and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of learners to become human beings who believe and be devoted to an almighty, noble God, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible (Article 3 of the National Education System Law). While culture is the values, morals, norms and beliefs (beliefs), thoughts embraced by a society / nation and underlie a person's behavior as himself, members of the community, and citizens. Culture regulates one's behavior regarding something that is considered right, good, and beautiful. Furthermore, character is a character that is formed from values, morals, and norms that underlie a person's perspective, thinking, attitude, and way of acting and which distinguishes himself from others. The nation's character is manifested from the character of someone who is a member of the nation's community.

The culture-based curriculum is a curriculum that is oriented towards preparing civilized graduates. Cultured means that every individual is able to display behavior that is in accordance with the human values that develop in the community. Human values that apply and are recognized by society are used as a reference to determine the material, process and evaluation system. Characteristics of a culture-based curriculum are, First, oriented to the formation of a human being with a civilized, civilized and dignified character; Second, the learning material is developed from various sources, Third, emphasizing the acculturation of all learner potentials and Fourth, the assessment system emphasizes the process and outcome dimensions.

Culture-based curriculum can also be understood as a form of curriculum innovation that wants to prioritize the development of all potential learners on the basis of character, civilization, and dignity. The curriculum needs to be linked to the order of human values that prevails in the community. The large amount of subject matter is no longer a top priority for its development, but, more important is "How to develop curriculum dimensions that are able to open restraints that inhibit the development of potential learners" (Tilaar, 1999). Based on the description above, actually the culture-based curriculum is considered relevant to be applied in our National Education System. In terms of philosophy, a culture-based curriculum is in accordance with the nature of the educational process that humanizes students.

Furthermore, efforts made by the Indonesian government to keep ethnic or ethnic groups from outside influences, modern influences and the influence of the development of science and technology, the Indonesian government through the Ministry of Education and Culture of the Republic of Indonesia has established the 2013 curriculum. The characteristics and characteristics of the 2013 Curriculum are characteristics characteristics inherent in the realization and implementation of the 2013 curriculum, namely:

1) Realizing character education

Character education is actually the main character and characteristic of the previous education curriculum. Where in the curriculum are demanded how to print students who have good character, moral and have good character. However, in the implementation of this curriculum there are still a number of deficiencies so that there are various criticisms. so that this competency-based curriculum is revised to create a sustainable education system that can educate the nation's life.

2) Creating Local In sighted Education

Local insight is very important. But in the fact that happened so far, the potential and local culture seemed neglected and eroded by the high influence of modern culture. Culture that tends to bring people to forget the noble ideals of their ancestors and the potential they have from the soul. That is what drives how inculcation of local culture in education can be applied. This system will be applied in the concept of the 2013 curriculum education sistem. The system can thicken the local culture which has been forgotten and seemed to be ignored. Therefore, with the 2013 curriculum education system it is hoped that the pillars of local culture can again be an inspiration and implementation in social life. Expected local

culture can be an important feature and become a king in their own country and not extinct swallowed by time.

3) Creating a cheerful and friendly education

Education is not only a learning medium. But basically education is a place to explore all the potential within oneself. Therefore, the education system implemented in the 2013 curriculum will be expected to explore the full potential of students, both academic and non-academic restoration. Then in 2013 curriculum will be applied to education that is more fun, friendly, interesting and competent. So in this way it is hoped that all the potential and creativity and innovation of students can be exploited quickly and accurately.



Photo 5. Character Education based on local wisdom

Based on the implementation of the curriculum in 2013, there was a lot of criticism from the community both from the education community and from the general public, due to the understanding and lack of socialization carried out by the government about the curriculum, where they considered that subjects related to local wisdom related to local wisdom ethnicity or ethnicity is eliminated, this will not be true, but can increase graduate competence: There is an increase and balance of soft skills and hard skills that include aspects of competency attitudes, skills, and knowledge. The analysis shows that in the 2013 curriculum, it is clear that from the three existing education domains, it is clearly seen that there is an emphasis on increasing the proportion of 2 domains that have been underdeveloped in students, namely the affective and psychomotor domains. This analysis is at the same time strengthened by the way of typing the cognitive domain in the 2013 curriculum, which is deliberately placed behind these two domains. This means that the 2013 curriculum seriously strives to change the balance of the proportion of the development of the three domains in learning.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Ethnicity or ethnicity which is the wealth of the Indonesian people will be even stronger because it has been regulated in Law 20 of 2003 concerning the National Education System in its implementation as outlined in the culture and character-based curriculum and in clarification again with the enactment of the curriculum in 2013. Ethnic recognition has already been began to be formed through the path of basic education, secondary education to higher education. Therefore schools as formal education agents must be able to design a curriculum that implements the above objectives, one of which is through a curriculum based on national character education.

### Suggestion

The curriculum is the heart of an education, so that education progresses, the curriculum must also be developed with the curriculum of national and cultural character so that the goals in education are achieved, for example with Character Education expected to be a discussion, simulation, and appearance of various school activities for that teacher expected to be more active in their learning. In building good character comes from a positive school environment, so the school environment must be the center of attention of the teacher. Then in

addition to that, the curriculum must be integrated with the cultural values that exist in the community to create the character of a good child.

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