

Guidance with making Batik Training Strategy together with Foreigner to Develop the Student Multicultural Awareness and Global Diversity Character

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Abstract: Multicultural awareness and global diversity character is a person's ability to see, evaluate and interpret the diversity in their life internally and externally, so people able to respect, tolerant and aware of cultural values both our own cultures and foreigner cultures. This study aims to increase student's multicultural awareness and global diversity character. This training consist of three phases, namely: 1) cultural exchange interaction phase, 2) making batik training phase, 3) activity result and reflection analysis. This study is collaborating with batik teacher, school counselor and school counselor foreign colleague and using some batik tools series as media. This research subjects consist of 6 students of 12 grades in majoring creative craft, batik and textiles for the academic year 2022/2023. The results of narrative research generally show that guidance with batik training strategy with foreigner able to develop the student multicultural awareness and develop their global diversity character. This can be seen in the student excitement, impressions, unique experiences and students understanding of cultural values from batik philosophy. Interaction between local and foreign languages, cultures as well as batik training activities can develop a student's insight into multicultural awareness and expected to become students who are aware of the importance of global diversity character.

Keywords: batik training, multicultural awareness, global diversity.

INTRODUCTION

Indonesia has national motto Bhineka Tunggal Ika which means unity in diversity. This motto has meaning that even with all various different cultures, languages, races, religions, beliefs and backgrounds, wishing that Indonesian people can live happily together with harmony. But in reality there are so many social conflicts happened among society like brawl between student and local residents that happens regularly. Besides that, in this research location, the local group of people has chauvinism tendencies. Quoted from Kompas online news, it is reported that brawls between villages often occur from year to year. In 2010, clashes between residents occurred in Purnawinangun Village, Sirnabaya Village and Suranenggala Village which resulted in several houses being damaged and residents injured. This was caused by trivial things, namely starting from children's quarrels which then involved parents to bring about a period which resulted in brawls between resident (Ivansyah, 2010). The same thing happened again in the same village in 2012, and in 2020 during the Covid 19 Pandemic which was caused by road closures which sparked anger among residents which resulted in clashes between residents (Septiadi, 2020). From this incident it can be concluded that most of the people in the village are not aware of the importance of social harmony, do not respect diversity and tend to prioritize their own groups and do not care or do not respect outside community groups. Related to this, Dewpraw & Axner in Ramadhoni & Bulantika (2021); Utomo & Pahlevi, (2022)., stated that a person's sources of conflict and obstacles in interpersonal relationships can occur due to a lack of multicultural awareness and one's own cultural identity (Ramadhoni & Bulantika, 2021).

The Indonesian people's awareness of their love for their own nation's culture is increasingly becoming the concern of many parties alongside with the increasingly intense currents of globalization. The promotion of cultural creations such as angklung and batik as well as Indonesian culinary treasures like rendang Padanghas become Indonesia's mainstay jargon in promoting culture on the international stage. However, the manifestation of the existence or cultural identity of the Indonesian nation itself is still unable to compete with other nations or even most of the Indonesians younger generations tend to follow the culture of other nations. With the problems regarding the multicultural awareness crisis that is rife in society,

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the government is trying various things to alleviate this, one of which is character education. The government's efforts in implementing character education continue to innovate from time to time. The latest innovations related to character education are contained in strengthening the profile of Pancasila students which is integrated into the independence curriculum. To increase multicultural awareness in students can refer to strengthening the profile of Pancasila students with dimensions of global diversity (Kemendiknas, 2022)

To foster multicultural awareness and students' global diversity character, it is necessary to have a cultural approach that is local wisdom in order to grow a sense of pride in their own culture. In research conducted by (Triastutik et al., 2019; Utomo et al., 2022) entitled Group Guidance Using the Mega Overcast Technique to Develop Adolescent Emotional Intelligence in the Industrial Revolution Era 4.0, stated that one of the things that can be developed by counselors today is to maintain Indonesian culture by providing guidance and counseling services which contains local wisdom such as batik activities is an alternative that can be used by counselors to develop adolescent development tasks by increasing emotional intelligence.

The use of batik as a medium for building multicultural education is also examined by Iga Ayu Intan Chandra (2021) entitled Analysis of Moluccan batik motifs in multicultural education, which states that the values that support the development of multicultural education through Maluku batik are the values of awareness of self-identity, respect and respect for people. others, uphold diversity and maintain solidarity. Batik cannot be separated from its natural condition as an embodiment of the motives it produces and its role in developing multicultural education (Candra, 2021; Pahlevi & Utomo, 2022).

From the two previous studies it can be concluded that batik techniques are effectively used in efforts to build multicultural awareness in the world of education. Rossi Iskandar and Anita Marini (2020) added several approaches to their research entitled Batik Nusantara exploration through the application of multicultural education based on local wisdom in elementary school including: 1) the contribution approach, 2) the additive approach, 3) the transformation approach, 4) and social action approach. The social action approach can be carried out in various ways, one of which involves foreigners taking part in batik training as a medium to create intercultural interaction and provide experiences of exchange of cultures, languages and other new insights.

According to (ASCA, 2010) mentioned that The role of the guidance and counseling teacher in the implementation of improving multicultural awareness and global diversity character education for students can be carried out by facilitating students in gaining experience and understanding to be able to explore their personal knowledge, belief, attitudes about working with other cultural diverse population. Enhancing the student own cultural competencies, facilitating the student multicultural awareness training regarding to students knowledge and skill.

in this research, the researcher using making batik training strategy together with foreigner to develop the student multicultural awareness and global diversity character. The research expects students can gain some experiences and gain new insights about our culture which is very attractive in the eyes of the world and we should be proud and preserve our own culture.

METHOD

The research method that used in this study is qualitative approach with the type of narrative method. This method is giving a field study to be analyzed regarding to problem elements, the participant backgrounds, characters, actions and some changes that experienced by participants. There are seven strategy in this narrative research: 1) identify the research phenomenon that would like to explore, 2) determine the research subject purposively, 3) collecting a research subject field text, 4) Retell the research subject story, 5) collaborating along the research process, 6) note and report the participant experiences and 7) evaluate the research narratively. The subject research of this study is the students of XI grade of SMK Negeri 1 Gunung Jati in the major of Creative Craft Batik and Textile by the 2022/2023 academic year. There are six students that participating on this making Batik training strategy collaborating with the researcher colleague, a foreigner from Serbia and Germany that living in Cirebon.

RESULT AND DISCUSSION

The low awareness of multiculturalism in students can be seen from the existence of student disharmony at school such as bullying, fight and arguing among students. The bullying actions that often occur include offending to problems of family origins, offending to problems of skin color or appearance, offending caused by differences in regional languages. Disputes that occurred between peers regarding this problem made researchers interested in conducting this research. In addition, students' interest in their own culture is low and the tendency to follow foreign cultures that are trending. There is a need for multicultural education to be implemented in schools, according to (Rosyad, 2017) mentioning Multicultural education commonly interpreted as cultural diversity education in society and sometimes also interpreted as an education that offers a variety of models for cultural diversity and education to foster student attitudes to appreciate a cultural diversity in society.

By the easy access to information and communication technology, the tendency of students to relating a foreign cultures is only to be concern on their idol artists, but are reluctant to learn international languages or the treasures of the culture they are fond of and the habit of following peers with their idol artists, in addition to the lack of habits students in using Indonesian as the national language. It shows that the global diversity character of students is still low, because attitudes related to understanding global diversity are only related to idol artists, not related to an understanding of good foreign cultural values that can be applied in their daily lives. The local culture, which tends to be homogeneous makes most of student are less accustomed to speaking Indonesian as national language and uses many local languages which tend to be rough. This is feared for their future related to living or having career outside the region.

In this regard, researchers are trying to solve this problem through fun strategies to attract the students interests and understanding regarding multicultural awareness and foster students' global diversity characters through a batik training guidance strategy, which is one of the efforts that guidance and counseling teachers can make. Gorski in (Puspita, 2018) states that multicultural education aims to facilitate learning experiences that enable students to reach his maximum potential as a student and as an active person who has high social sensitivity in his environment local (Utomo & Alawiyah, 2022, national and global as well as creating a strong, advanced, just, prosperous and prosperous nation without differences in ethnicity, race, religion and culture. The school counselor can participates to implements the multicultural education by various method, strategies, approaches and services to improve the student potential as social human being to interacts, active and could living and working in the harmony for facing this globalization and ready for global diversity in this industry revolution era. There are some issue in global diversity counseling such as religious diversity, ethnic diversity, gender issue, sexual orientation issue, social economic status, educational and vocational issue (Nassar-Mcmillan, 2015). Those issues might be applied to give some insight to student related to global diversity issue. Those issues are something that needs to be understands by people for facing global diversity in globalization challenge revolution to avoid of cultural offensive among people.

The result of this study found that the student enthusiasm and excitement was great for having some experiences with unusual learning strategy. The collaboration with the guest teacher which has a foreigner background was such an extraordinary thing. Talking or meeting with a foreigner was something that most of student thought it would only happened if they having vacation in a famous tourism place like in Bali or Yogyakarta. But they could even meet, interact and learning together with them. This multicultural interaction between local and international people in learning thing at school would being such a memorable thing for the students. The evaluation after this strategy done is how this strategy impacts the student insight to multicultural awareness and global diversity characters. The researchers made some interview to every single student that participated in this making batik training strategy regarding how was their feeling, their think and what their planning in the future regarding to this guidance and counseling strategy to enhance their multicultural awareness and global diversity character.

This guidance and counseling strategy to enhance the student multicultural awareness and global diversity character might not perfect as the researcher expectation. The lack of student ability to speak English was the big obstacle to execute this training strategy. The lack of guest teacher limit ability to speak Bahasa was the obstacle as well of the training strategy. But generally speaking, the obstacle which occurs wasn't decrease the student enthusiasm to study and learning about multicultural awareness and global diversity characters through making batik training strategy together with foreigner.

CONCLUSION

The diversity in differences in Indonesia is a challenge for Indonesians in every aspect of life. As social beings we will always be faced with various differences in culture, religion, beliefs, education, differences in social status and language. These differences have been attempted by our ancestors such as establishing Indonesian as the national language, making the national motto *Bhinneka Tunggal Ika* and character education based on the noble values of Pancasila. Along with the times, character education is increasingly adapting to the challenges of globalization. Character education efforts are implemented in the independent curriculum through strengthening the Pancasila student profile. In the strengthening profile of Pancasila students there are six dimensions including: 1) faith, fear of God Almighty, and have noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning and 6) creative. (Kemendiknas, 2022)

The role of the guidance and counseling teacher regarding various problems that arise from a low understanding of multicultural awareness is to facilitate students to gain experience in learning at school to gain an understanding regarding the importance of multicultural understanding in everyday life. Guidance and counseling teacher efforts related to giving an understanding of multicultural awareness can be provided with various approaches, strategies, services, and techniques. One of the efforts made is to use a multicultural approach through local wisdom, namely batik. Batik is a form of cultural acculturation that has high artistic value, philosophical values, beauty and is a very close part of our daily lives as Indonesians. Batik was chosen as a medium to provide multicultural understanding not only because of its artistic value and beauty but batik has become an Indonesian cultural identity that has been recognized worldwide, especially after UNESCO designated batik as a humanitarian heritage for non-material oral culture (masterpiece of the oral and intangible heritage of humanity) since October 2, 2009 (Pashby, 2018)

Therefore, researchers use batik as a medium that connects multicultural understanding, which of course is understood by many students, especially at the school where this research was conducted, there is a batik and textile creative craft department. In addition, the name batik which is already worldwide is certainly well known by many other nations, which then forms a unique and fun learning related to multicultural understanding by providing experiences for students to interact directly and learn together with foreigners.

Guidance and counseling service strategies through batik guidance training programs with foreigners are carried out to develop multicultural awareness and students' global diversity character. The results of this study found that this service strategy was quite effective in increasing multicultural awareness, shown by the high enthusiasm of students when the service was provided, participants felt different experiences from various learning activities and other guidance and counseling service activities. Besides that, with the experience of interacting with foreigners, students have the courage to interact, learn foreign cultures and languages, do not hesitate to have careers outside the region or even abroad and gain understanding regarding how to deal with global diversity while remaining proud of their own culture but still think globally in accordance with the program to strengthen the profile of Pancasila students in the dimension of global diversity, namely act local and think global.

The obstacles of this study were the language barriers of the two groups that were brought together, namely the English language barriers of students who were not fluent, as well as the limitations of guest teachers in Indonesian. For further research, it is hoped that this research can be refined with much better innovation.

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