

## Global Diversity Character Development Strategy at the Center for Indonesian Citizenship Education Klang Malaysia

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### ABSTRACT

The issue of global diversity is an interesting one and must be introduced to native Indonesian students studying in Malaysia, one of whom is the Klang Malaysia Indonesian Citizen Education Center (PPWNI). The last study showed that seventh-grade students at PPWNI Klang, Malaysia, did not yet understand the meaning of global diversity. This study aims to describe the strategies of school principals and teachers to shape the character of global diversity in citizenship education and find out what diversity values are implemented in students. The research method used is descriptive-qualitative, with data collection through observation, interviews, and documentation. The analysis of research on students at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, shows that the level of understanding of students still does not understand the meaning of global diversity. The activities carried out by school principals, teachers, and researchers in developing an attitude of global diversity in students by doing habituation at school, such as providing reading material on multicultural education, providing an understanding through Pancasila Education and Citizenship, and providing an understanding of global diversity through the media of global diversity posters. The implications of this research can make it easier for students to learn and understand individual differences and develop a tolerant attitude towards different people. Some of the results of the above activities that are most effective in providing students with an understanding of global diversity are achieved by using poster media, which can facilitate students' understanding of learning about differences and developing an attitude of empathy towards different people.

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## 1. INTRODUCTION

Character education is one of the efforts to improve the quality of education in Indonesia (Labetubun et al., 2022). The Minister of Education and Culture, Nadiem Makarim, stated that in an effort to develop educational character for students, this could be realized through policies issued by the Ministry of Education and Culture, which manifest as realizing Pancasila students starting from the basic education level to higher education. Where Pancasila students have six main characteristics, namely critical thinking, creativity, independence, faithfulness, piety toward God Almighty, nobleness, mutual cooperation, and global diversity (Ismail1 et al., 2021). Acquiring knowledge about global diversity is crucial for students as it enables them to develop into exemplary individuals who possess the ability to show respect towards one another, acknowledge cultural differences, and comprehend the various aspects of contemporary society. This involves imparting knowledge to students in Indonesia, enabling them to assimilate into their esteemed culture, hometown, and identity. Furthermore, it encourages them to maintain an open-minded attitude when engaging with other cultures, thereby fostering a sense of mutual respect towards foreign cultures that enter Indonesia.

The character of global diversity itself is one of the profiles of Pancasila students. In this case, students with global diversity have a passion for maintaining noble culture, locality, and identity and remain open-minded in interacting with other cultures so as to foster a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture (Ghozali, 2020). Important elements of global diversity are knowledge and appreciation of culture (Zhang, 2019), intercultural communication skills when dealing with other people (Melati et al., 2021), a caring attitude towards the state of society, and the ability to carry out changes in a more positive direction. well (Wittenberg et al., 2021). "Caring" is not only about how to care for the community's environment but also more in the context of global society. However, the attitude to make changes must be carried out towards good in the nation and state society, because through these changes it becomes a benchmark for the development of the nation and state (Hidayat et al., 2020).

The problem of global diversity is an interesting issue and must be introduced to native Indonesian students studying in Malaysia. One of them is the existence of the Indonesian Citizen Education Center (PPWNI) in Klang, Malaysia, which is a place to study for Indonesian children born to one of their Indonesian parents who does not have official documents. Students who study at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, come from various tribes and different regions in Indonesia. However, some of them have not demonstrated tolerance for diversity in terms of regional origin, language, and there are still some students who do not accept other students' opinions and lack an open mind when interacting with people from other cultures. Basically, the values of tolerance are not only understood as theoretical recognition but must be implemented in real life. As long as life coexists with diversity, the principle of tolerance must always be prioritized (S. The final study of this research shows that seventh-grade junior high school students at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, do not understand the meaning of global diversity, know Indonesian culture, or the culture of the tribe they come from. This is because some of them have lived in Malaysia for a long time and have never known their hometown in their country of origin. That understanding global diversity is very important to be implemented in teaching and learning activities so that they know the term diversity," which indeed implies various cultures and makes diversity a step to shaping the character of global diversity in students.

Based on previous research (Setyaningsih, 2017), obstacles in the process of implementing diversity values in students at SMP Negeri 1 Surakarta lie in the students' lack of understanding of the importance of diversity values in living the lives of the nation and state. Another obstacle is the difficulty of getting students used to indicators of diversity values. Regarding the values of diversity, there are still many students who don't care about these values, as can be seen from the simple things they do every day, for example, the attitude of tolerance in the school environment and in the community. Technical obstacles in the field, namely the lack of awareness of teachers in applying the values of diversity to students at SMP Negeri 1, Surakarta. According to previous research (Dewi1 et al., 2021), in line with this, the results

of interviews with teachers at SDN 1 Banyuasri show that: 1) students lack a culture of greeting teachers; 2) students make friends by grouping themselves; and 3) there are still some children who do not accept if their opinion is not accepted. 4) Only a few students like to learn local culture because they are influenced by foreign cultures through the gadgets they have. The results of the interview show that the global diversity of elementary school students is still low. This is consistent with the elements of global diversity, namely: 1) knowing and appreciating culture; 2) having intercultural communication skills in interacting with others; and 3) reflection and responsibility for the experience of diversity. A low sense of self-awareness or a lack of tolerance will also have negative impacts on our country, such as from various types of ethnicity, culture, race, religion, language, and culture. If no one respects one another, what will happen is that this difference will lead to the emergence of divisions, and there are also those who think that the culture they apply is the best, or what is commonly known as ethnocentrism (Sudrirman1 et al., 2021). Culture can be seen as behavior, values, attitudes, and ways of life to adapt to the environment while thinking and solving problems (Eva Maryamah, 2016). Therefore, it is necessary to find the right solution to foster the character of global diversity in students. Researchers try to open and strengthen insights about diversity tolerance at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, in learning citizenship education and multicultural education with global diversity posters that are expected to open up students' knowledge and help shape the character of global diversity in everyday life.

In light of the aforementioned issues, it is crucial to restore the significance of citizenship education subjects in shaping students' character, particularly within the framework of worldwide diversity. This endeavour can be accomplished by constructing a pedagogical framework that is deemed proficient in modifying pupils' cognitive, affective, and psychomotor aspects. An effective approach to developing a citizenship education learning model involves incorporating multicultural education and utilising educational aids, specifically poster media that showcases global diversity. This method facilitates teachers' understanding and integration of important values such as tolerance, cultural awareness, intercultural communication skills, and reflection and responsibility towards diverse experiences. This study also investigates the optimal approach for cultivating students' attitudes towards global diversity at the Indonesian Citizenship Education Centre (PPWNI) in Klang, Malaysia, along with teachers' endeavours to enhance students' comprehension of global diversity.

## 2. METHODS

The method used in this research is a qualitative one (Fadli, 2021). The researcher aims to describe the teacher's strategy in shaping the character of global diversity in junior high school students at the Indonesian Citizen Education Center (PPWNI) in Klang, Malaysia. With a focus on strategies applied by teachers and researchers in learning through interactive methods with students and using poster media in teaching and learning activities. The location chosen by the researchers was the PPWNI Klang school, which is in Sri Angkasa Apartment Blok J, Jalan Batu Unjur 10, Taman Bayu Perdana 41200 Klang, Selangor, Malaysia. Based on consideration of the topics discussed by researchers, in this case, the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, is a relevant research subject to serve as a research location. The subjects of this study were class VII students in junior high school at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia. Data was collected through interviews, observation, and documentation. In accordance with this study, researchers are also obliged to study more deeply so that researchers are present when carrying out observations and interviews. Furthermore, the analysis of data research results uses an interactive model, as proposed by Miles and Huberman; there are three levels of data analysis in observation, namely data reduction, data presentation, and drawing conclusions (Uin & Banjarmasin, 2019).

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Global Diversity at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia*

Based on the results of research conducted through observation and interviews at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, students have never had a formal education in Malaysian schools because their citizenship status is still illegal. The "illegals" referred to here are their parents, who came from Indonesia and then worked in Malaysia, settled there for a long period of time without extending documents such as passports, then got married to a Malaysian and settled in Malaysia. With the existence of the Indonesian Citizen Education Center (PPWNI) in Klang, Malaysia, students can continue their education even without documents. The students who attend PPWNI Klang Malaysia come from various tribes, cultures, and regions in Indonesia. However, some students do not know about their home country's culture, ethnicity, race, and diversity. Even students at the Indonesian Citizen Education Center (PPWNI) in Klang, Malaysia, have not shown respect for other cultures.

In an interview with a teacher at the Indonesian Citizens Education Center (PPWNI) in Klang, Malaysia, Mr. DH, said some students did not really understand the diversity in Indonesia, even though some of them were born in Indonesia. According to the results of interviews with seventh-grade junior high school students, they also said that they did not fully understand the meaning of global diversity. This is due to the origin of different tribes and cultures, which makes the students there not understand how good morals are for acting socially with many people. Therefore, it is necessary to introduce diversity and instill an attitude of tolerance so that a character with global diversity is formed. Researchers also found students who made friends by grouping themselves, and there were still some children who did not accept if their opinion was not accepted. A low sense of self-awareness or a lack of tolerance will also have negative impacts on our country, such as from various types of ethnicity, culture, race, religion, language, and culture. If no one respects one another, what will happen is that this difference will lead to the emergence of divisions, and there are also those who think that the culture they apply is the best (Sudrirman et al., 2021). Therefore, the researcher introduces various cultures in Indonesia and forms the character of global diversity so that the children understand how to respond to existing diversity so that when they return to Indonesia, they have good and positive attitudes and the character of global diversity in dealing with the diversity that exists in Indonesia. Indonesia. The global diversity indicator (Komang et al., 2022) has three key elements, namely: respecting and knowing culture; having intercultural communication skills in dealing with other people; and reflecting on and taking responsibility for the experience of diversity. With diversity-character education, Indonesian society is expected to be able to adapt to the times, namely to become a global society that is able to learn about and take advantage of the diversity of the world (Rizkyani & Wulandari, 2022).

The development of character with global diversity at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, has basically been carried out by schools. The global diversity character that has been seen in students is a culture of greeting teachers and being able to work well together when interacting in the school environment. School culture is a set of values that underlies the behavior, traditions, daily habits, and symbols of school principals, teachers, administrators, students, and the community around the school (Patimah et al., 2021). School culture is the characteristic, nature, or character of the school and its image in the wider community (Muhsin et al., 2020). However, based on some of these student attitudes, there are still attitudes from students who lack tolerance and do not respect the diversity of other cultures. This is due to students' lack of understanding of openness in interacting with other cultures, their lack of insight into global diversity, and the low tolerance for diversity in the environment where they live. The values of tolerance are not only understood as theoretical recognition; they must be implemented in real life. As long as life will always coexist with diversity, it must prioritize the principle of tolerance. Upholding the principle of tolerance must be accompanied by broadening the horizons of knowledge, openness, and freedom of thought as a form of respect for the path chosen by citizens (sihati et al., 2022).. Therefore, understanding global diversity

is very important to be implemented in teaching and learning activities so that students know the term diversity," which indeed implies various cultures, and make that diversity a step to instilling an attitude of tolerance among citizens. With this global perspective, it can also help students appreciate differences and develop empathy for others.

Strategies that are applied as material to increase understanding and implementation of global diversity activities for each student, even though different countries have a global diversity perspective, are very important to teach. Efforts to develop the global diversity of students' characters cannot be separated from cultural introduction activities, especially in forming the profile of Pancasila students. Therefore, when dealing with students who are not tolerant and love traditions and traditional culture, it is necessary to get used to learning about the local culture as a whole from the teacher in order to strengthen the diversity-loving character possessed by the students. In the activities carried out by the teacher and facilitator in developing the characters of the diverse group of students, the teacher tries to use various kinds of habits or activities at school. Among them are providing reading material on multicultural education, providing understanding through Pancasila and citizenship education, and providing an understanding of global diversity with global diversity poster media.

### ***3.2 Forming The Character of Global Diversity Through Class Activities***

The process of developing student character is a very important thing to do in starting learning so it is necessary to prepare supporting things in learning both what students need and what is needed by the teacher, because no matter how good the learning strategy is used but if it is not accompanied by a strong basis then the strategy used will have drawbacks (Muslichah et al., 2021). The diversity of Indonesian culture which has values and attitudes that are in accordance with the nation's character is one way to bridge character in schools. In terms of cultural diversity, there are many values and attitudes that need to be studied more deeply and implemented in everyday life (Alifia et al., 2021). In forming the character of the global diversity of students at the Indonesian Citizenship Education Center (PPWNI) Klang, Malaysia, teachers and researchers are trying to make habits at school by providing reading material on multicultural education, providing understanding through Pancasila and citizenship education.

The strategy teachers and researchers use to shape the character of global diversity in teaching and learning activities is to prohibit Pancasila and Citizenship Education. Civic education is an instructive project that has a broad degree and covers no less than three areas in the process of personal formation, namely contextually metro schooling plays a role in creating ideas and production, curricular training fosters various instructive projects, as well as its implementation model in preparing participants. Students become mature citizens with character through academic and social foundations (Arif & Fatonah, 2022). Through civics education, the teacher explains the understanding of multiculturalism. The main point of multiculturalism is understanding the life of cultural diversity both individually and in society (Nugraha, 2020). Multiculturalism is the science of cultural diversity which impacts mutual tolerance to create peace and distance from war (Wika Alzana et al., 2021). Multiculturalism is a belief and behavior that upholds and respects the presence of all diverse groups in social order, respects different social culture, and directs and contributes to the context of displaying culture by developing all people in the community (Sipuan et al., 2022).

The existence of multicultural education will have a very positive impact, especially on the perspectives of students in dealing with existing diversity. In accordance with the findings that researchers found in the field, that is where they lack manners in their actions and have not been able to deal with diversity. Because there are indeed different ethnic and cultural backgrounds and there is no material about multiculturalism, the students there do not understand the virtues of acting socially with many people. The next strategy given for shaping the character of global diversity is carried out by teachers and researchers by making learning media in the form of posters with global diversity. Learning media is a creative idea that can be used to provide information that can later attract students' interests, feelings, attention, and thoughts during learning so that learning goals are achieved (Ardhani

et al., 2021). Poster media is a combination of pictures, colors, and messages with the intention of attracting the attention of those who see it. Poster media has the power to attract students' attention so that it will motivate them to learn (Parmawatika et al., 2018). The advantages of this poster media are utilized in the teaching and learning process in the school environment. Many media posters are deliberately installed in the school environment (Nurfadhillah et al., 2021), which aim for students to behave positively, be well-disciplined, have positive values, and have knowledge about something (Ayu et al., 2020).

Posters are referred to as designs in which there is a message or material supplemented with pictures and colors that aim to attract or influence the people who see them. Generally, writing on a poster uses language or words that are short and easy to understand. Using poster media can increase the interest of students or viewers. Using posters is also able to provide an atmosphere for teaching and learning to be more effective and interesting (Mahardhani & Utami, 2022). At the stage of instilling global diversity values, teachers and facilitators use poster media with attention to aspects of inclusive values, values prioritizing dialogue, human values, tolerance values, mutual help values, and justice values. These six values are conveyed after students observe the posters pasted on the blackboard. The posters contain knowledge of the many cultures, ethnicities, races, languages, and religions that exist in Indonesia, as well as the necessary attitudes that need to be possessed to deal with the existing diversity. After the students had observed the poster, the teacher asked their opinion regarding it. As for the answers of the students at the Indonesian Citizenship Education Center (PPWNI) in Klang, Malaysia, namely that Indonesia has many regions and tribes, we need an attitude of tolerance so that diversity does not lead to divisions or conflicts. That was the response given by the students.

In the next stage, the teacher begins to discuss the answers from students, as is the case with the discussion method used by teachers in civics learning; spontaneously, if heard, it is very interesting to use to develop students' character in learning (Hasan et al., 2022). If tolerance is an attitude that really needs to be possessed in dealing with diversity so that social life can run safely, peacefully, and peacefully, then adding an explanation of some of the values of diversity that have been mentioned above, namely: First, there is an inclusive value that requires students to recognize the existence of diversity. Existing without discrimination; Second, there is the value of prioritizing dialogue, where the teacher asks two students to come forward and give an example of this value, namely the attitude of helping and respecting fellow friends; Third, there are human values, which explain what humanity is and provide examples of actions related to humanity, namely participating in a rallying together when a natural disaster occurs in an area, helping friends when they are in trouble, and sharing what we have with each other; Fourth, there is a tolerance value with the answers from the students. The researcher concluded that students have started to know what tolerance is but have not been able to implement it. Tolerance for diversity means being able to view differences as an asset (Nafiah et al., 2022).

Therefore, the researcher provides a story related to mutual respect through posters with global diversity. In the five values of mutual help, the teacher explains that social beings, namely humans, cannot carry out their lives alone, even though they have wealth so that at any time what they want can easily be fulfilled. But the reality is that humans cannot live alone without the help of others, and happiness may never be felt; and finally, namely the value of justice, students are required to be fair to their friends in terms of friendship. After the six values of diversity are discussed during in-class learning, students are given an independent task to make a report provided with a photo of their activities related to the six values that have been taught, and then students come forward to present the results of the assignment. From some of the implementations above, the researcher hopes that teaching staff or teachers can also include global diversity education during the learning process so that students know what diversity is and what kind of attitude they must have to deal with an existing diversity, because by forming this global diversity character, it is one way to minimize the occurrence of conflict and division over the diversity that exists in Indonesia.

Instilling several indicators that are important points through learning in the introduction of Indonesian culture and instilling these diversity values, it is necessary to do this by using a method in the form of making learning media, namely media posters with global diversity. Learning media is a creative idea that can be used to provide information that can later attract students' interests, feelings, attention, and thoughts during learning so that learning goals are achieved. Learning media are also intended to facilitate the delivery of information from teachers to students and attract their interest and attention in achieving learning goals. Students who are able to understand the information conveyed according to the learning objectives indicate that the learning media is quite effective (Budaya Negeriku & Ramadhan, 2021).

The existence of learning media that convey the values of diversity can be conveyed properly, which creates a fun and active learning atmosphere. Based on the results of the activities above, students are happy and enthusiastic about the learning media provided by researchers, namely educational aids in the form of posters that can interpret the diversity of community activities from various countries, cultures, and backgrounds. This makes it easier for students to understand individual differences and develop a tolerant attitude towards different people. Apart from that, it also attracts students' curiosity in understanding a community activity in a certain place, as well as with pictures and pictorial objects, where students are more enthusiastic about learning because they are visualized. Using posters that show the way of life of people from different cultures can help students learn about different cultures and develop an empathetic attitude towards others. Using poster media also shows differences in dress, language, food, music, art, and other cultures. Adding interactive activities to the posters, such as asking questions, encouraging students to discuss, or creating assignments related to the posters displayed, can help students learn about differences and develop empathetic attitudes towards different people.

Recommendations for future researchers include studies on the effectiveness of using poster media in Pancasila and civic education to shape global diversity characters in school students, especially in building awareness and understanding of Pancasila values and the importance of cultural diversity; analysis of the design, content, and messages contained in posters with global diversity to find out the factors that can increase the attractiveness and effectiveness of the media in communicating diversity values; Learn about the teacher's role in facilitating Pancasila and nationality learning through the media of global diversity posters, such as how teachers can use these posters to motivate students and help them understand the values of diversity, and analyze the factors that can influence the successful use of posters of global diversity in education, Pancasila, and citizenship, such as institutional support, availability of resources, and the role of parents and society in supporting efforts to shape students' global diversity characters.

#### 4. CONCLUSION

The development of global diversity attitudes among students can be based on 1) conveying the importance of global diversity attitudes through recognition and respect for other cultures, intercultural communication skills in dealing with other people, and reflection and responsibility for the experience of diversity. 2) Formation of global diversity attitudes through school culture, especially through Pancasila and multicultural-based citizenship education. 3) the formation of an attitude of global diversity through class activities, namely the utilization of the learning environment with the global diversity poster props. The formation of an attitude of global diversity is easier to realize when students are in schools where the learning environment is innovative and diverse. Some of the results of the activities carried out in forming students' global diversity attitudes that are most effective are using poster media because they can be used to learn about differences and develop empathy for other students. The students were happy and enthusiastic about using the learning method with poster media because it could interpret the diversity of community activities from various countries and their cultures. Researchers found that using this strategy was successful in creating effective learning in the classroom.

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