

Multicultural Education Management Based on the Life Character of Siblings

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ABSTRACT

The background of this research begins with social life in Ambon City which has various ethnicities, religions, and cultures. This diversity often becomes a challenge as well as an opportunity in the world of education. SMA Negeri 3 Ambon is one of the schools that stands out because it prioritizes the local value of "sibling life" in the management of multicultural education. The purpose of this study is to describe the implementation of multicultural education management based on the character of sibling life at SMA Negeri 3 Ambon. The research method used is a qualitative approach with case studies. Data collection was carried out through in-depth interviews, participatory observation, and documentation. The results of the study show that education management at SMA Negeri 3 Ambon integrates the values of sibling life into school policies, student behavioral habits, and also curriculum development and extracurricular activities. Values such as mutual respect, tolerance, and solidarity are part of the school culture and help strengthen relationships between school residents. In conclusion, multicultural education management based on local character at SMA Negeri 3 Ambon has succeeded in creating a harmonious, inclusive, and character-based learning atmosphere and is an example of appropriate education in a diverse society.

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1. INTRODUCTION

Indonesia is famous for being a country with a lot of ethnic, cultural, and religious diversity (Nugraha, Ruswandi, & Erihadiana, 2020). (Nurhayati, 2023) (Ilham, 2024) and (Ridwan Effendi, Dwi Alfauzan, & Hafizh Nurinda, 2021) states that in Indonesia multiculturalism encompasses more than just ethnic diversity; It also includes variations in language, rituals, and beliefs. Thanks to its abundant diversity, Indonesia is recognized as one of the countries with the highest level of multiculturalism in the world (Hikmat, Kustoro, M. Jamali, & Siti, 2023) (Thohiroh, 2024) (Saripudin, Ernawati, & Sovania, 2023).

This diversity is a valuable resource, but it is also a challenge in education, especially in forming students who have a character that respects differences and is tolerant (Thohiroh, 2024) (Radeisyah, Nirmala, Putri, & Nurhasanah, 2024) (Khilmi, Findy, Isviana, & Radianto, 2024) (Idi, 2021) (Arikarani, Suradi, Ngimadudin, & Wulandari, 2025). According to (Anton, Alfauziyyah, Aulia, & Hikmah, 2024) (Tsalisa, 2024) and (Handayani, Zakiah, Pasha, Zahra, & Jaya, 2024) An education that includes different cultures is essential in this situation, as it can accept differences and instill the value of tolerance from the start.

In Maluku, especially in Ambon City, local values such as "life of brotherhood" have long been the basis for building harmony among the community. (Wakano, 2019) It reveals that local values such as *pela*, *gandong*, and *masohi* have an important meaning regarding respect and cooperation in the context of brotherhood, which is in accordance with the fundamentals of multicultural education. Further (Rizqya, 2025) (Wahyudi, 2024) stating that using these values in learning can strengthen students' personalities in the face of social complexity. According to (Kudadiri, Siregar, Juliandi, Simanjuntak, & Pratiwi, 2023) and (Barokah, Nurlaela, Ardana, Vega, & Kirana, 2024) Education that respects various cultures requires good management so that these values can be applied effectively. Management in multicultural education involves planning learning programs, developing ways of teaching, and creating a welcoming learning environment for everyone (Sibaweh, Setiawan, Mahmud, & Erihadiana, 2024) (Sakti, 2023) (Kusnaeni, Kamila, Sa'diyah, Anam, & Rahmawati, 2022) (Suharnianto, 2020) (Scott, 2025)

Diverse educational management based on the character of "life of brothers" (respect, tolerance, and cooperation) aims to create a welcoming and inclusive learning atmosphere. In this sense, education is more than just the transmission of information, but it also forms a character that values differences and can coexist with others. This value shows a high spirit of brotherhood and solidarity in the midst of a diverse community. SMA Negeri 3 Ambon is a school that strives to incorporate the value of "life as one family" in the management of its education. The institution is a good example of how local values can be applied in educational policies and practices to build a more inclusive and tolerant student character. A study by (Kristyowidi, 2020) revealed that the application of multicultural values in history learning at SMA Negeri Siwalima Ambon succeeded in increasing students' awareness of the importance of respecting differences. More research results (Harun & Lasriani, 2024) that multicultural education management must be tried as much as possible by utilizing human resources, facilities and facilities in the school, and it must be done in terms of planning, organizing, implementation and supervision management prepared by the school. Research from (Humaisi, 2020) that the impact of the implementation of multicultural education management is (a) The life and interpersonal relationships of the entire academic community and the environment around their educational institutions become more harmonious, full of the values of openness (inclusiveness), a sense of empathy and high concern in the midst of the ethnic plurality of the community; (b) The values of the student learning process increase and (c) The learning process in the classroom becomes more enjoyable, and effective because it is supported by the growth of mutual belonging, respect and love between teachers and students.

However, there has been no research that specifically examines the application of multicultural education management based on local values at SMA Negeri 3 Ambon. Therefore, the purpose of this study is to describe and analyze how multicultural education management based on the character of "life of brothers" is applied in SMA Negeri 3 Ambon. By using a qualitative approach and case study methods, it is hoped that this research can contribute to the development of educational models that are in accordance with the local context and can build the character of students who have a multicultural understanding.

2. METHOD

The study takes a qualitative approach with a focus on case studies (Assyakurrohim, Ikhrum, Sirodj, & Afgani, 2023). The reason for choosing this approach is to gain a better understanding of the multicultural education management method shown by the character of sibling life at SMA Negeri 3 Ambon. With a qualitative approach, researchers can investigate meanings, values, and social practices that develop naturally and in context. The subjects in this study include school principals, vice

principals in charge of student affairs, teachers of Pancasila Education and Religious Education subjects, homeroom teachers, and representatives of students. Subjects were chosen in a purposive way, which is based on the consideration that the informants have relevant knowledge and experience regarding the application of multicultural values in schools.

The first step in the study begins with preparing for the pre-field stage through documentation studies and initial observations. Furthermore, data collection was carried out through in-depth interviews, observations, and document studies. The researchers are trying to establish good relationships with schools to ensure that data can be collected smoothly. The final stage involves data analysis and writing a research report. The researcher himself acts as the main instrument in this research, functioning to design, collect, and analyze the data. In addition, semi-structured interview guides, observation sheets, and document checklists are also used to assist in the systematization of data collection.

Data were collected using three main methods: (1) In-depth interviews, conducted with key informants to understand views, practices, and strategies in managing multicultural education; (2) Participatory observation, applied to see firsthand the interaction between school members, learning activities, and the atmosphere in the school environment; and (3) Documentation study, including analysis of school policy documents, work plans, meeting notes, and teaching materials that contain multicultural values. Data analysis is done in an interactive way through data reduction steps, data presentation, and conclusion making (Haryoko, Bahartiar, & Arwadi, 2020). The validity of the data is maintained by using triangulation of sources and methods, member examination, and peer discussion. The researcher also recorded reflections to maintain objectivity during the data interpretation process.

3. FINDINGS AND DISCUSSION

Multicultural Education Management Based on the Basudara People at SMA Negeri 3 Ambon

R. Terry in (Widodo & Nurhayati, 2020) Explains that management means a unique process, including planning, organizing, mobilizing, and controlling activities, which aims to achieve predetermined goals by utilizing human resources and other available resources. Based on interviews about multicultural education management that focuses on the life character of basudara people at SMA Negeri 3 Ambon, and which is connected to R. Terry's Theory as the basis of this research, it can be described as follows:

Planning

Planning is a process related to efforts to prepare for future trends and establish appropriate strategies and tactics to achieve organizational goals and objectives. Regarding the implementation of multicultural education planning based on people based on basudara people at SMA Negeri 3 Ambon, it was carried out through discussions with all parties in the school during the School Work Meeting (Raker). During the Raker, various programs were prepared for the mental and character development of both teachers and students, with the aim of building common awareness about the importance of maintaining tolerance of the Basudara people as a reflection of the life of the Maluku people. SMA Negeri 3 Ambon, which has many ethnic, religious, cultural, and racial backgrounds, requires good planning in implementing multicultural education to unite existing differences. The decisions taken in the joint meeting are always a guide that must be followed by all school parties without coercion.

Multicultural education planning will have a positive impact on all members of the institution, if it is outlined in a mutual agreement and implemented collectively. At SMA Negeri 3 Ambon, with its unique characteristics, the multicultural education system prioritizes the life philosophy of the Basudara people as a representation of the life of the Moluccans. Therefore, the multicultural education planning that has been implemented at SMA Negeri 3 Ambon is a solid foundation for implementation when all decisions have been approved together in a meeting. The efforts of all school components are very important to ensure that the plan that has been determined can be implemented properly.

Implementation

Implementation is a step to run a program so that it can be operated by all individuals in the organization. In addition, it also includes efforts to motivate everyone to participate with full awareness and high productivity. Referring to the definition of implementation and by considering the basic theory of this study, the results of the interview revealed that the implementation of multicultural education management that prioritizes the life character of the Basudara people at SMA Negeri 3 Ambon is carried out by integrating the values of multicultural education into all lessons. It covers three aspects of learning: cognitive, affective, and psychomotor. Each value included is based on these three aspects, and in its implementation, the spirit of *pela gandong* and *gotong royong* is instilled, which is then applied in real life in the daily lives of students. In addition, learning about the importance of mutual help between religions is taught, trying to foster the spirit of friendship between faiths. For example, the celebration of religious holidays, such as Christmas and *halal bi halal*, we consider as an event for the entire big family of SMA Negeri 3 Ambon, not just for one religious community. The committee for the event consisted of all elements of the school, not just one religion. This is important because the event should be a joint activity, not just an event for a specific group. Based on experience, these events always run smoothly and have a great positive impact on the formation of a multicultural character among students, which is reflected in their daily interactions at school.

Further, in the event of an incident of students fighting, all involved will be called and given guidance. In this process, we inculcate strong cultural and religious values. We will also call their religion teacher; for example, if the students involved are Christians, they will pray with a Christian religion teacher. Meanwhile, if the student is Muslim, the Muslim religious teacher will lead the prayer. This is a form of guidance to all students at SMA Negeri 3 Ambon, and its influence is very significant. Therefore, character formation through multicultural habitus in this school can be carried out well.

Evaluation

The evaluation of multicultural education at SMA Negeri 3 Ambon is carried out with an active approach applied by the principal, who leads the institution. At the end of the semester, in the teachers' meeting, the principal always asks the teachers about how well multicultural education has been implemented in learning and school activities. With the information obtained from the teachers, the principal then took steps to improve aspects related to the development of multicultural education at SMA Negeri 3 Ambon, one of which was by changing the curriculum to include important elements of multicultural education based on the values of the Basudara people. This evaluation focuses more on the achievements that have been achieved during one semester in the learning process and others. From the evaluation, it can also be recognized that various obstacles have been hindering the implementation of multicultural education based on the Basudara people at SMA Negeri 3 Ambon. This shows that school principals have a strategic role in maintaining that the values of multicultural education taught to all school involvement can continue to be implemented in their daily lives in schools and communities. Teachers also play an important role in supporting the development of every student at SMA Negeri 3 Ambon, ensuring that what has been taught is maintained and developed in their every process.

Supporting and Inhibiting Factors

At SMA Negeri 3 Ambon, there are several elements that support multicultural education that focuses on the Basudara people. The following are some of these factors: Smooth communication between students; Mutual respect between teachers and students; High level of tolerance, and mutual appreciation; The absence of discriminatory actions; Acceptance of differences and diversity.

Meanwhile, there are no inhibiting factors, because the togetherness that exists among all parties at SMA Negeri 3 Ambon shows that multicultural values have been well integrated into daily life. Peaceful life at SMA Negeri 3 Ambon is an important part of uniting everyone despite their differences.

Contained Values

At SMA Negeri 3 Ambon, the values involved in the implementation of multicultural education management based on the Basudara people include: Values of Association; Value of Harmony; *Bydan Gandong*.

The value of unity is built by accepting differences in religion, ethnicity, race, and culture. The value of harmony is formed by all elements in the school in order to always maintain a harmonious relationship with each other. In addition, Maluku is known for its *pela gandong* relationship, which is a principle of life for the Basudara people, especially in Ambon. *Pela gandong* functions as a solid foundation, so that the values of multicultural education can be implemented well at SMA Negeri 3 Ambon.

Meaning Contained

For SMA Negeri 3 Ambon, the implementation of multicultural education management based on the Basudara people means respecting differences, accepting diversity, and avoiding discrimination. This shows that SMA Negeri 3 Ambon has realized the national motto, namely *Bhineka Tunggal Ika*. This is the important meaning of the implementation of multicultural education at SMA Negeri 3 Ambon. All the elements in this school want to affirm that even though we are different, we are still one. Divisive actions do not exist here, so SMA Negeri 3 Ambon will always live in harmony and apply it in their daily activities.

4. CONCLUSION

The management of education based on the Basudara people in a multicultural context is explained through three important steps, namely: On the planning side; The planning process is carried out through a meeting of teachers, where it is decided which programs will be implemented during the multicultural education at SMA Negeri 3 Ambon. The implementation of multicultural education management is carried out with all activities that have been approved by the school. The school has the responsibility to ensure that every element in it does not take actions that can damage the unity and unity that has been built at SMA Negeri 3 Ambon. The evaluation of multicultural education management is coordinated by the principal who assesses all teachers, related to how to integrate multicultural values into each learning process and all activities that have been carried out to unite all students at SMA Negeri 3 Ambon.

Elements that support the management of multicultural education based on people based on people in SMA Negeri 3 Ambon include: (a) Open communication among students; (b) Mutual respect between students and teachers; (c) High tolerance and mutual respect; (d) Absence of discrimination; and (e) An attitude of mutual acceptance of various differences and diversity. The inhibiting factors are not present at all. Through the implementation of the above elements, the life of tolerance in diversity can develop well at SMA Negeri 3 Ambon without any obstacles.

The lessons learned from the implementation of multicultural education management based on people based on basudara people at SMA Negeri 3 Ambon are the value of togetherness, the value of harmony, and the concept of *pela gandong*. The meaning that can be taken from the implementation of multicultural education management based on people based on people in SMA Negeri 3 Ambon is the appreciation of differences, acceptance of differences, and the loss of discrimination.

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