Introduction Of Indonesian Traditional Clothes in The Multicultural-Based Pancasila Student Profile Strengthening Project In SMKN 2 Tangerang City

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ABSTRACT

Multicultural education in Indonesia should be a means to promote the values of tolerance and respect for ethnic, cultural, racial, religious and linguistic differences. The application of the introduction of traditional clothing by means of contests or parades between classes makes not only students gain insight between cultural diversity and traditional clothing, but teachers and other staff will also gain insight and also increase interest in cultural diversity in Indonesia. This research aims to introduce diversity and diversity about traditional clothing in Indonesia as a wealth of Indonesian culture which is implemented in the subject of Pancasila and Citizenship Education. This research was conducted using descriptive qualitative methods, with data collection techniques through observation, interviews and documentation. The results showed that a positive impact occurred after the introduction of traditional clothing contest, namely an increased sense of tolerance, increased insight, the learning and teaching process was more interactive and not boring for students and teachers. The quality of multiculturalism education indirectly increases with the existence of learning media to strengthen the profile of Pancasila students by introducing traditional clothing to SMKN 2 Tangerang for multiculturalism education in accordance with the vision of Pancasila education in Indonesia.

KEYWORDS : *multiculturalism; bhinneka tunggal ika; P5 project; indonesian traditional clothes*

PENDAHULUAN

Multicultural education is an educational approach that seeks to integrate cultural diversity into the curriculum and promote understanding and respect for different cultures so that all students can experience educational equality. The fact that multicultural societies are still difficult to realize is a serious problem, not only for one or two countries, but also for all countries around the world (Cathrin & Wikandaru, 2023). According to Ferdig, 2007 "The challenge is that multicultural education consists of those with broad interdisciplinary interests.". The problem lies in the underlying philosophical argument, basically humans are born with a wide range of diversity, including not only culture but also skin color and personality (Khasinah, 2013). Unfortunately, this difference and diversity is often seen as a problem rather than an enrichment. One human group may seek to dominate another, demanding uniformity and overriding differences. Within this diversity, multicultural education in Indonesia should be a means to promote the values of tolerance and respect for ethnic, cultural, racial, religious and linguistic differences (Anzar Abdulah., et al, 2023).

In the Pancasila student profile, the abilities and personalities to be explored fall into six main dimensions: (1) faith, devotion to God Almighty and noble character, (2) global spirit, (3) cooperation, (4) independence, (5) critical reasoning ability, and (6) creativity (Lieung & Rahayu, 2022). The Pancasila Learner Profile Improvement Project (P5) will be implemented in schools that implement a standalone curriculum. According to the Ministry of Research and Technology No. 56/M/2022, the Pancasila Learner Profile Improvement Project will be implemented through the Pancasila Learner Profile developed based on the Graduate Competen-cy Standards (SKL) to achieve competence and personality (Ministry of Research and Technology, 2022). The study by Rondli (2022) on the implementation of the Pancasila Learner Profile Improvement Project (P5) at the primary school level also focuses on the development of entrepreneurial values among learners in the planning, implementation, and evaluation processes. In other words, the previous research was conducted in schools that focused on developing students' character.

Culture and customs are one aspect in the development of the Pancasila learner profile, in this case the use of learning media for the introduction of traditional clothing to students of SMK Negeri 2 Tangerang City in the teaching and learning process to strengthen the Pancasila learner profile is expected to provide increased learning motivation in implementing bhinneka tunggal ika in the student education process. Thus, in this study using the introduction of traditional clothing to the process of improving the profile of students with the aim of introducing the diversity and diversity of traditional clothing in Indonesia as a cultural wealth of Indonesia which is implemented in the subjects of Pancasila Education and Citizenship.

The P5 project is part of the Indonesian education system's efforts to educate students in character development and citizenship, which are considered essential for nation building and the formation of responsible

citizens (Yanuarsari, et.al., 2023). The project is designed to be flexible and inter-active, allowing students to learn through hands-on activities and thematic projects (Nurdin Encep, 2015).

The competencies outlined in the Pancasila Student Profile are practiced by considering internal factors related to the identity, ideology, and ideals of the Indonesian nation as well as external factors related to the times and challenges of the Indonesian nation (Cannon, James, 2023). Without proper implementation of character education, it is difficult to determine what is good and what is bad. Not only is it difficult to determine what is good and what is bad, but it can also instill notions that are not in accordance with the nation's character. Therefore, character education must be implemented properly. This is in accordance with the function of education that has been established by the Ministry of National Education as stated in Article 2 of Law No. 20 of 2003. "National education functions to educate the nation's life, develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and become democratic and responsible citizens.

RESEARCH METHODS

This research uses a qualitative approach with a case study type of research. This approach was chosen to understand in depth how the introduction of Indonesian traditional clothing can strengthen the profile of multicultural-based Pancasila students at SMKN 2 Tangerang City. Case studies allow researchers to observe phenomena in real and complex contexts.

The data in this research was carried out through, 1) Observation, the researcher was directly involved in project activities to observe interactions, student participation, and the ongoing learning process. This observation aims to obtain contextual and descriptive data. 2) Interviews, Interviews were conducted with students, teachers, and staff to obtain their views regarding project implementation, perceived impacts, and challenges faced. 2) Documentation, namely the collection of relevant documents such as project reports, photos of activities and learning materials used in the project. Documentary data helps strengthen findings from interviews and observations.

After the data is collected, it will then be analyzed using descriptive statistical techniques, namely by describing and interpreting the data in a detailed and systematic narrative form.

RESULTS AND DISCUSSION

In this study, in the interview results after the contest or parade conducted between classes at SMK N 2 Tangerang City showed that the existence of a contest or parade of traditional Indonesian traditional clothes resulted in the impact of learning activities regarding multiculturalism for the Pancasila student profile strengthening project can make the learning process more fun and interactive for both parties (teachers and students). In another result, the introduction of traditional clothing in Indonesia can

provide new insights into the diversity of cultures in Indonesia for other students and teachers.

Other results showed that the positive impact on tolerance increased because of the increased knowledge and insight into the differences and diversity of customs and cultures shown during the contest. For students, the parade or contest to introduce traditional traditional clothes in Indonesia provides a sense of love and interactive learning activities so that it is not boring in the learning process. For teachers, the intro- duction of traditional clothing contest has a positive impact by increasing new insights into the diversity of cultures and customs of various regions in Indonesia.

The introduction of traditional clothing as a process of strengthening the profile of Pancasila students is one of the innovative learning media in increasing learning motivation and to increase tolerance in understanding the diversity that exists in Indonesia. Contests or parades carried out in preserving multiculturalism in Indonesia to introduce traditional clothing at SMK Negeri 2 Tangerang City are in accordance with the vision of Indonesian Education which is sovereign, independent, and has a personality through the formation of Pancasila people.

CONCLUSIONS

A study was conducted at SMK N 2 Tangerang City to investigate the impact of a traditional clothing contest on learning activities and multiculturalism. The results showed that the contest increased student engagement and made the learning process more interactive. It also provided new insights into Indonesian culture for both

students and teachers. Moreover, the contest enhanced tolerance and understanding of diverse customs and cultures. The introduction of traditional clothing as a means of strengthening the profile of Pancasila students was found to be an effective learning strategy to motivate students and promote cultural diversity.

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