

The Role of Music Arts in Multicultural Education

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ABSTRACT

Indonesia is a multicultural country, has a variety of regional cultures that spread from Sabang to Merauke, spread over thousands of islands with various cultures. This order has changed with globalization and the development of science, technology and art (IPTEKS). This has an impact on inequality and injustice in the world of education. Education in general is the provision of knowledge, experience and skills to students so that they can form positive behavior and can build noble character in an effort to shape national civilization by taking into account the values of cultural diversity. Music arts education provides knowledge, experience, and competence through 5 basic components, namely: expression, appreciation, creation, harmony, and beauty which are integrated with multicultural education. This article describes the role of music in multicultural education which can raise awareness and concern in building a multicultural learning community in schools.

Keywords: *globalization, art of music, multicultural, education transformation*

INTRODUCTION

The Unitary State of the Republic of Indonesia (NKRI) is known for its diversity and is a country with ethnic, cultural and religious diversity. Indonesia's population consists of various ethnic groups with their own unique cultural identity. From a geographical point of view, Indonesia is an archipelagic country with a population spread across mountainous areas, coastal areas with environmental characteristics that are different from one another and marked by different social strata and uneven economic growth. In accordance with the state philosophy of Pancasila, especially the fifth precept which aspires to justice for all Indonesian people and the motto *Bhinneka Tunggal Ika* indicates that Indonesia is a country with a multicultural population.

Responding to multicultural conditions that exist in all lines of national and state life, efforts are needed to continue to raise awareness and maintain and preserve this diversity. In order to create social justice in human life, educational activities are needed that accommodate all this diversity. This is in line with the view of M. Nuh (2012) who argues that education and culture function to build national character. It is hoped that in the future every citizen will have a noble civilizational value that is rooted and entrenched in everyday

life. This view requires follow-up to synergize education and cultural pluralism. Education has an important role to instill the values of cultural diversity, so that these diversity values can build the nation's civilization. Ki Hadjar Dewantara's view (Ki Suratman, 1987) says that education is a cultural effort that intends to provide guidance in the life of the growth of the child's body and soul, so that in their personal nature and the influence of their environment, they gain physical and spiritual progress towards humanity. Education is a cultural product that contains various fields of study, including the field of arts studies, especially music. Music arts education provides knowledge, understanding, and competence to students about beauty (aesthetica) which is reflected through elements of expression, appreciation, and harmony. So that with the art of music they can develop soul expression, appreciation, and can provide experience in forming harmony with other people and nature. In other words, in essence the art of music can foster students' awareness to maintain balance both interpersonally, socially, society, as a nation, and to maintain balance with the universe. This condition illustrates that the art of music also pays attention to the diversity and differences in individual, social, community and state characteristics. One of the characteristics of the art of music is that it has a multicultural dimension. Multicultural nature implies that music art education fosters awareness and ability to appreciate the various cultures of the Archipelago and International. This is a form of forming a democratic attitude that enables a person to live in a civilized and tolerant manner in a pluralistic society and culture.

Along with the globalization that occurred in the twenty-first century which was marked by the rapid development of science, technology, and art, on the one hand, it can provide advantages and convenience to humans in obtaining information and knowledge without limits. On the other hand globalization is a terrible scourge that threatens and endangers, as well as changes in social and human culture. Globalization can result in cultural shocks that drag the younger generation to find their own way of life. In the arena of globalization, it can be seen that the positive and negative influences are not running in a balanced way. This can be explained, that the negative impact of globalization dominates the socio-cultural changes in society. The development of science, technology, and art progressed quickly without being followed by rapid socio-cultural changes, so that the impact that emerged could be seen that the process of education and cultural diversity no longer played an important role in building the nation's civilization. Especially regarding the important role of education, cultural diversity in growing awareness to maintain harmony both in individual, social, community and national life in a multicultural life is being neglected.

The reality and problems that occur in the field show that the art of music both in schools and tertiary institutions still show a gap, discriminate, academic injustice and domination of certain cultures. As well as the existence of prejudice behavior which shows that students who come from the middle to lower socio-economic circles seem to have no right to achieve learning achievements and results. In terms of all students have the same opportunity.

Other problems are marked by the emergence of problems of inequality, inequality, and disharmony, the existence of disparities, genderism, and treatments that hinder the development of students' competencies in learning. In other words, the lack of awareness, appreciative behavior, and harmonization both from the aspects of educators, students, schools and in the cultural environment of society.

Based on the facts and problems stated above which are related to problems and neglect of culture in education, it requires a breakthrough and movement in the field of education that can at least provide a solution to raise awareness and understanding of changing patterns and human cultured life. so that the implementation of education that embodies aspects of the characteristics of human culture. In the following, an analysis and assessment of the art of music is carried out which is integrated with multicultural education which is believed to be able to provide problem solving for educational problems related to injustice and cultural inequality, thus giving rise to critical thinking and the implementation of very meaningful education. meaningful).

METHOD

This research is a qualitative research, the method that will be used is descriptive analytic method, it means that collecting basic data descriptively is solely not needed to find or explain interrelationships, not to test hypotheses, and not to make predictions.

This research is a multicultural education research in art. The focus of the study in this research is to find out how the art of music can become a lesson in multicultural education. This research is a library research. The data in this study uses literature related to research problems.

FINDING AND DISCUSSION

Education Concept

According to Brown (1970) put forward the philosophy of education as follows:
For education, when it is genuinely educational, brings about not only acquisition of knowledge and skills, but it form also attitudes and dispositions that direct the uses to which acquired information and skill are put. While not as yet the most powerful existing agency in the formation of the disposition of individuals in its active relation to social needs and values, it tis the one agency that deals deliberately and intentionally with the practical solution of the basic relation of the individual and the social. Moreover, it has to do with perpertuaton of the positive values of inherited culture by embodying them in the disposition of individual who are to transmit culture into the future, and also whit the creation of attitudes, understanding, and desire that will produce a better future culture.

Real education is not only acquiring knowledge and skills, but also shaping attitudes and character from individual and social relationships that lead to the inheritance of positive cultural values and the formation of attitudes, understanding and desires for a

better cultural future. This educational philosophy is closely related to the study of education, music arts, and multi-cultural education, all three of which are related to culture. Judging from the function of education according to the law on the National Education System (Sisdiknas) No. 20 of 2003 Chap. II, Article 3 states that: "National education functions to develop the ability to form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen." The two views above explain that education in general is the provision of knowledge, experience and skills to students so that they can form positive behavior and can build noble character in an effort to shape national civilization by taking into account the values in the cultural diversity of the Indonesian nation.

Music of Art Concept

Plato argues about music in Seymour & Harriet Ayer (1920) who says that, "Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything". This opinion illustrates that the art of music is the language of human emotions towards the universe, both nature itself and the humans who inhabit that nature who have reason and thoughts and imagination to continue living everyday life with expressions, attitudes and behaviors that respect each other (appreciation). and trying to establish harmonization or balance.

Furthermore, Plato's opinion was further developed by Friedmann (1980) who said that:

Music is the language of emotion. Emotion is connected with thought. Thought is connected with action, action deals with conduct, and the sphere of conduct is connected with morals. Therefore, ladies and gentlemen, if music is connected with emotion, and emotion is connected with thought, and thought is connected with action, and action is connected with the sphere of conduct, or with morals, things which are connected by the same must be connected with one another, and therefore music must be connected with morals.

Music is the language of emotions and emotions are always connected to the human mind. Thought is connected with action (action), action is related to behavior, and the field of behavior is related to morals. In line with Djohan (2009) also argued that music is also a tool to enhance and help develop personal abilities. Personal development includes aspects of cognitive competence, reasoning, intelligence, creativity, reading, language, social, behavior, and social interaction. Both of these views illustrate that conceptually music art education can provide experience for students to be able to shape interaction, communication, justice, equality, harmony, and beauty in the diversity of individual characteristics (players). and the diversity of forms of musical instruments involved in a musical performance. This clearly describes a blend of cultures that blend into one by considering the principles of harmony and beauty. So that with the form of manipulation of multicultural society in music performance it should be able to provide an overview of

multicultural human life. In other words, music arts education accommodates differences and cultural pluralism both owned by individuals, socially, and culturally.

Multicultural Education Concept

Unity and diversity are the goals and ideology of the nation which is known as Pancasila, as well as the meaning contained in the motto *Bhinneka Tunggal Ika*, as well as the meaning contained in the contents of the Youth Pledge in 1928 and at the same time is a challenge and can also cause problems. that hit the Indonesian nation that continues and seems to have no end. According to James A. Banks (2006) raging about the need for a balance between unity and diversity:

Balancing unity and diversity is a continuing challenge for multicultural nation-states. Unity without diversity results in hegemony and oppression; diversity without unity leads to Balkanization and the fracturing of the nation-state. A major problem facing nation-states throughout the world is how to recognize and legitimize difference and yet construct an overarching national identity that incorporates the voices, experiences, and hopes of the diverse groups that compose it. Many ethnic, language, and religious groups have weak identifications with their nation-state because of their marginalized status and because they do not see their hopes, dreams, visions, and possibilities reflected within the nation-state or within the schools, colleges, and universities (Ladson-Billings, 2004).

This opinion illustrates the need for diversity in order to achieve a unity within a state or nation. If this is not done, it will have an impact on the oppression of culture, ethnicity, language and religion which at the same time makes them have no hope of living in a country or nation.

Another thought was also expressed by James A. Banks (2006) stating that:

Diversity also provides schools, colleges, and universities with an opportunity to educate students in an environment that reflects the reality of the nation and the world and to teach students from diverse groups how to get along and how to make decisions and take actions that promote social justice. A diverse school environment enables students from many different groups to engage in discussions to solve complex problems related to living in a multicultural nation and world.

Diversity also dictates that schools, colleges and universities educate students in an environment that reflects the realities of the nation and the world of diverse groups, how to get along and how to make decisions and activities that promote social justice. A diverse school environment allows students from different groups to engage in discussions to solve complex problems related to living in a multicultural country and world.

Historically multicultural education was born in the United States related to there are differences and problems regarding race, gender, ethnicity, economic and political disparities, social status, and religious plurality and others. This fostered James A. Banks' critical thinking in addressing the problems that hit America. From several problems in

America, several problems can be drawn which are also related to and occur in Indonesia, such as injustice, inequality, pluralism, religious plurality, and equality. More specifically, the disparity in the field of education which equally consists of multi-ethnic, multi-religious and multicultural societies. So that the concept and implementation of Multicultural Education is appropriate and can be applied in Indonesia. For this reason, efforts are needed to change education that is carried out monoculturally into education that accommodates all the diversity and differences in the characteristics of students.

According to John Drummond (2005) that:

The new sociologists pointed out that educating all children in the dominant culture privileged those who came from that culture; children from a different class or ethnicity tended to perform poorly. Following Bourdieu, they argued that schools are locales in which the dominant culture engages in symbolic violence against social groups disadvantaged by the monocultural curriculum. The answer, it was suggested, was to introduce more multicultural elements.

New sociologists show that educating all students who are in a privileged dominant culture can master that culture. And people belonging to a different class or ethnicity tend to underperform. They argue that schools where the dominant culture engages in symbolic violence against social groups are disadvantaged by monocultural curricula, and suggest introducing more multicultural elements.

Zamroni (2011) states that multicultural education is a form of educational reform that aims to provide equal opportunities for all students regardless of background, so that all students can improve their abilities optimally according to their interests, interests and talents. Multicultural education provides awareness as well as direction for the creation of a learning process that upholds the characteristics and comfort of students which will have an impact on increasing their competence and learning outcomes. In addition, multicultural education can be used as a tool to make citizens more tolerant, inclusive, and have an awareness of social life, and always stand for a society as a whole that will be better, if anyone in society contribute in accordance with the capabilities and opportunities they have for society as a whole. In other words, education is needed that can raise awareness of the importance of diversity, both individually, socially, in society, and in the life of the nation.

Multicultural education has characteristics as explained by James A. Bank (2010) states that:

Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students—regardless of their gender, social class, and ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics.

Multicultural education has at least three things, namely: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students regardless of their gender, social class, and ethnic, racial, or cultural characteristics should have equal opportunities to learn in school. Another notion that is important in multicultural education is that students, have a better chance of learning in schools as they are currently structured than students who come from other groups or who have different cultural characteristics.

James A. Banks (2006) suggests that the goals of multicultural education are:

An important goal of multicultural education is to improve race relations and to help all students acquire the knowledge, attitudes, and skills needed to participate in cross-cultural interactions and in personal, social, and civic action that will help make our nation and world more democratic and just. The goal of multicultural education is to teach students to know, to care, and to act to promote democracy and social justice.

The aim of multicultural education is to help increase the awareness and concern behavior of educational elements, be it educators, students, the community, or educational institutions towards cultural issues and cross-cultural interactions in the context of realizing democracy and justice.

James A. Banks (2006) also states that multicultural education has 5 dimensions, viz: (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure.

The same opinion about the dimensions of multicultural education was also expressed by Phi Delta Kappan 1993 in James A Banks (2006) saying that multicultural education uses the following five dimensions to describe the main components of the field and to highlight important developments in the last two decades: (1) integration content, (2) construction of knowledge processes, (3) reduction of prejudice, (4) pedagogical equality, and (5) empowerment of school culture and social structure.

a. Integration Content; concerned with the degree to which teachers use examples, data, and information from various cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. Integration content describes an integrated learning pattern that provides knowledge and experience to students by using examples, facts, and information that illustrates the existing cultural diversity, both in the school, regional, national and international.

b. Knowledge Construction; encompasses the procedures by which social behavior, scientists, and nature create knowledge in their disciplines. A multicultural focuses on the construction of knowledge which includes discussion of the ways in which culture is implicitly assumed, frames of reference, perspectives, and biases within disciplines that affect the process of knowledge construction. Assessment of knowledge in the construction process is an important part of multicultural education. Teachers help students to understand how knowledge is created and how it is influenced by factors of race, ethnic gender, and social class.

c. Prejudice reduction; focuses on the characteristics of students' racial attitudes and on strategies that can be used to help students develop more positive racial and ethnic attitudes. Since the 1960s, social scientists have learned a great deal about how racial attitudes develop in children and about the ways in which educators can design interventions to help students acquire more positive feelings toward other racial groups.

d. Participants can help develop more positive racial attitudes if realistic depictions of ethnic and racial groups included in a content/ teaching materials, consistently natural, and integrated. Engaging learners in representative experiences and cooperative learning activities with students of other races, groups will also help them to develop more positive racial attitudes and behaviors. 2. This gives an illustration that the provision of knowledge and experience in order to give To know students about cultural diversity, a strategy is needed to give experience, quantity and the quality of interaction, helping each other both in socialization and in learning groups. So that various intercultural collaborations can be formed and have an impact on reducing prejudice that is negative towards each student.

e. Pedagogical Equality; can be realized when teachers use teaching techniques and methods that facilitate the academic achievement of students of diverse races and ethnicities within groups and from all social classes. Use teaching techniques that cater to the learning and cultural styles of diverse groups and use cooperative learning techniques in a variety of ways. This illustrates that teachers have been proven to effectively provide and bring up knowledge, experience, awareness and a caring attitude to each student consisting of various races, ethnic languages, and groups.

f. Empowerment of School Culture and Social Structure; requires a restructuring of school culture and organization so that students who consist of diverse races, ethnic groups, and social classes will experience educational equality and a sense of empowerment. The multicultural education dimension involves conceptualizing the school as a unit of change and making structural changes in the school environment. Adopting assessment techniques that are fair to all groups, track, and create trust among teachers and all students that all students can learn which is also an important goal for schools that want to build a school culture and social structure that empowers and enhances the role for well-being variety of students.

Zamroni (2011) states that multicultural education has three goals. First, the development of cultural identity is a competency possessed by students to identify themselves with a particular ethnicity. This competency includes knowledge, understanding, and awareness of ethnic groups and creates pride and confidence as members of a particular ethnic group. Second, interpersonal relationships. Competence to have relations with other ethnic groups, by always basing it on equality and equity, and avoiding prejudice and stereotypes. Third, empower yourself. That is an ability to continuously develop what is owned related to multicultural life. These three goals are cultural competencies.

In more detail, cultural competence includes various things, including: (a) the ability of individuals to accept, respect and build cooperation with anyone who has differences from themselves; (b) cultural competence is the result of awareness of knowledge and its

"cultural bias" as a factor influencing cultural differences; (c) the process of developing cultural competence requires the development of knowledge, skills, attitudes and behaviors that enable a person to understand and interact efficiently with people who have different cultures.

The Role of Music Arts in Education Multicultural

Based on the description of the concept of education, the art of music and multicultural education which has been explained previously becomes a reference for the role of the arts of music in multicultural education which will be presented below. Conceptually, the art of music is closely connected with multicultural education, this is because conceptually musical works of art are born through thoughts and ideas about the culture of the creator or the culture of various people. From the processing of these thoughts a work of art is born which also describes the manifestations of nature, individuals, society, and even a nation, all of which are inseparable from the description of cultural characteristics and students can interact and communicate interculturally.

According to Marsh (2005) in the proceedings of Cultural Diversity in Music Education stated that:

Music occupies a significant place in world cultures and the recorded history of all civilisations. ... Music has the capacity to cross cultural and societal boundaries. It plays a variety of important roles in the cultural and spiritual lives of people. ... The study of music ... allows for the expression of the intellect, imagination and emotion, the exploration of values, and fosters an understanding of continuity and change, as well as connections between different times and cultures (Board of Studies NSW, 1999).

Music occupies a significant place in world culture and recorded history of all civilizations. Music has the capacity to cross social and cultural boundaries. It plays various important roles in the cultural and spiritual life of the people. Music research allows for imaginative, intellectual and emotional expression, exploration of values, and promotes understanding of continuity and change, as well as connections between different times and cultures.

Music arts education can play a significant role in the implementation of multicultural education in Indonesia.

This role refers to the five dimensions proposed by James A. Banks, namely;

(1) content integration; (2) the knowledge construction process; (3) prejudice reduction; (4) an equity pedagogy; and (5) an empowering school culture and social structure associated with the five main elements of music arts education content that are integrated with multicultural education, namely; (1) expression; (2) appreciation; (3) creations; (4) harmony; and (5) aesthetics in the learning process in schools. Conceptually, they have the same goal of assisting educators in the development of ethnic identity, interpersonal relations, and self-empowerment. These three dimensions must be operationalized as support for the five dimensions of multicultural education to develop social and cognitive learners (Zamroni, 2001).

The framework for the role of music in integrated multicultural education can be illustrated by an artistic content of music provided by facilitating and accommodating the diversity of each individual learner as well as the cultural diversity of each region, as well as Indonesia's national culture in order to respond to globalization.

The concept of learning is the integration of the concept of the art of music with five dimensions and is accompanied by three dimensions of supporting multicultural education. So that the concept of learning can describe the role of the art of music in multicultural education. The knowledge construction process includes scientific procedures that include discussion of the ways in which culture is implicitly assumed, frames of reference, perspectives, and biases within disciplines that influence the knowledge construction process. The teacher facilitates students to carry out simple research that starts with assumptions about folk songs and carries out procedures scientifically, so that students can understand how the folk songs were created and how the factors of race, gender, ethnicity, and social class are affected. The environment around the folk song was created. The knowledge construction process can also be carried out with scientific discussions about folk songs, for example formulating definitions, analyzing folk song content, and the educational values contained in these folk songs and at the end of the lesson it is closed with a review of reflections on the learning carried out and educator-guided inference.

Prejudice reduction focuses on the characteristics of students' racial attitudes and on strategies that can be used to help students develop more positive racial and ethnic attitudes. Educators can form groups in the performance of folk songs, so that it will help students to interact, communicate, and develop an attitude of tolerance among themselves. This strategy can provide experience and awareness, as well as students' concern for cultural diversity, and will ultimately reduce prejudice against fellow ethnic students or other ethnic groups. So that by reducing prejudice it will actually foster an open attitude and the establishment of cooperation, as well as a positive cultural climate.

Pedagogical equality can be realized by using techniques and methods teaching that facilitates the academic achievement of learners from diverse races and ethnicities within groups and from all social classes. Educators facilitate participants students to foster a conducive academic climate by providing equality and not ignoring cultural diversity both about folk songs and about the cultural diversity that students have in learning. So that it can foster knowledge, experience, awareness and caring attitude for each student who consists of various races, ethnic languages, and groups.

After the four dimensions of multicultural education can be applied, the next process is to develop empowering school culture and social structures that are more complex and require restructuring of school culture and organizations so that students consisting of diverse races, ethnic groups and social classes will experience equality. education and a sense of empowerment.

Adopting fair assessment techniques for all groups, tracking, and creating trust among teachers and all students that all students can learn and at the same time are important goals for schools to build a school culture and social structure that empowers

and enhances the role of the diversity of students. This dimension is the final stage of multicultural education that is formed and begins with the process of self/individual transformation, school, and community transformation which involves conceptualizing the school as a unit of change and making structural changes in the school environment. And in the end it emphasizes carrying out the main goals of multi-cultural education, namely to restructure school culture and social structures so that all students will acquire the knowledge, understanding, attitudes, and skills needed to function in a nation and world that is diverse in ethnicity and race. , as well as guaranteeing that all students with different backgrounds feel that they are getting the same experience and treatment.

After carrying out the process of learning the art of music with regional song content archipelago which is integrated with the five dimensions of multicultural education and based on the perspective of learning outcomes, has three goals that are developed in each student. First, the development of cultural identity. Students have the competence to identify themselves with another ethnicity so as to foster a sense of pride and confidence as members of a particular ethnic group. Second, interpersonal relationships. Students can establish relationships with other ethnic groups, always based on equality and equality, and stay away from prejudice and stereotypes. Third, empower yourself. Students have the ability to continuously develop what they have related to multicultural life.

Based on the explanation above, we identified several roles of the art of music in multicultural education from the standpoint of students as well as being able to play a role and provide problem-solving solutions for educators, schools, the social environment of the community, and the Indonesian nation which refers to the concept of music arts education related to song content. regions of the archipelago that are integrated with multicultural education. First, providing students with opportunities and experiences of expression in order to accommodate their sense of art as well as growing and instilling awareness of the cultural diversity of the Indonesian people. Second, providing opportunities and cultivating an appreciation for the richness and cultural diversity of the archipelago as the basis of national culture in the era of globalization. And contribute to the preservation of regional cultural heritage. Third, students can be creative and create their own cultural identity while still paying attention to the cultures of the archipelago or the existing national culture. Fourth, students can reduce prejudice and stereotypes, and form relationships and communication, and maintain harmony or balance with existing cultures, and fully realize that each culture has its own uniqueness. Fifth, students can see the beauty and elegance of each culture, and try to continue to preserve it, and can make cultural diversity a force in building the culture and character of the Indonesian nation for the future.

In the following, an example of integrated music arts education with multicultural education will be given, namely by appreciating and expressing Indonesian regional music and songs which have the characteristics and diversity of musical instruments as well as the diversity of rhythms/rhythms that are unique to each region. These songs can be expressed either solo or together (choir/ensemble). So that a learning community atmosphere can be created that can create a multicultural atmosphere, both in material/curriculum and in the

use of learning methods that can help students to understand the diversity and individual characteristics as well as the diversity and uniqueness of each culture.

Exploration of learning content with the five main elements of music art assisted by the provision of facilities/musical instruments in learning about folk music and songs can provide knowledge, understanding, experience, performance can foster awareness and awareness to participate directly in regional cultures in Indonesia as a basis Indonesian national culture. In addition to their own regional culture, students can also be introduced to other regional cultures which will enrich their knowledge and experience which can raise their awareness and concern for a sense of brotherhood as one nation and one country, namely the Unitary State of the Republic of Indonesia.

CONCLUSION

Indonesia as a multicultural country consisting of various cultures is not seen as a weakness or obstacle, but diversity should be empowered as a strength to achieve goals, especially education. Globalization and the development of science and technology which result in changes in life and cultural patterns, can be overcome by increasing the role of the arts of music in assisting the progressive movement of multi-cultural education which has an impact on increasing awareness and understanding of the recognition of privileges.) students in cultural diversity, so that cross-cultural recognition and understanding will have an impact on the comfort of the learning atmosphere and will ultimately increase student achievement and learning outcomes.

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