

# THE STUDY OF MULTICULTURAL EDUCATION AT UNIVERSITAS NEGERI YOGYAKARTA INDONESIA AND UNIVERSITI UTARA MALAYSIA

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## ABSTRACT

The multicultural education in the implementation of education, is in order to provide non-discriminatory education services. Education is for all, regardless of ethnicity, language, country of origin, ethnic origin, character, personality, and other personal characteristics. This study aims to find out: 1) comparison of multicultural education implementation at Universitas Negeri Yogyakarta, Indonesia with Universiti Utara Malaysia, 2) supporting factors of multicultural education implementation at Yogyakarta State University, Indonesia with Universiti Utara Malaysia.

The research method used a descriptive qualitative method with a comparative case study approach at UNY with Universiti Utara Malaysia. The data sources in this study were lecturers, campus leaders, and students. The technique of collecting data uses interviews, observation, and documentation. Data validity using informant feedback techniques and triangulation methods, data, and theory. Data analysis uses an interactive model to analyze qualitative and quantitative data through the steps of data collection, data reduction, data presentation, and verification or conclusion. The research target is expected to reveal various problems that have been revealed in advance, while the outcome is expected to obtain articles published in scopus indexed international journals or presented in the proceedings of international seminars indexed by Scopus or Web of Science.

The results showed that multicultural education is not a slogan or a course but a mission that is embedded in the everyday school life. Schools function as an arena where students could practice good virtues and go beyond their school life. Most important, the promotion of multicultural education should not just a leap service but has an action plan for practice. Other words, education policy should take the lead to actualize moral education in the school system. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives. The outcome of multicultural education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. Therefore, there is no fundamental difference between the implementation of multicultural education at UNY and at UUM Malaysia because basically Indonesia and Malaysia are heterogeneous, multiethnic and multicultural countries.

Kata Kunci: *model, education, and multicultural*