Developing Multicultural Education by Distance Education in Indonesia

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ABSTRACT

The multicultural society of Indonesia has to cope as maximum maintain association and unity which have been built long ago. This matter can be started with recognition early possibly to society concerning multicultural education. Multicultural education is striving to manage various the social prejudice in society with a purpose to create the society more lenient, open and also will confess and respect that every faction has the right to express their self according to way each.

Multicultural education can be given passing education of long distance by using information technology being like radio, television and computer. This kind of education is able to be given formally and nonformal and able to reach the geographical region which very wide without of old age field and work. Education items can be adapted for requirement of consumer so that have the character of flexibility and also can be exploited by them cannot follow the formal education. By giving of multicultural education through education of long distance it is expected that collision of multicultural in society can decrease so that Indonesia integrity fixed awake.

Keywords: multicultural, multicultural education, distance education.

Indonesia, from demographical aspect point of view, is one of the biggest multi cultural nations in the world that has about 13,000 big small islands, its population is more than 200 millions people, consists of about 300 tribes using about 200 different languages and there are various religious like Islam, Catholic, Protestant, Hindu, Buddhism, Confucianism and many more belief sects. Indonesia as a multicultural country is also influenced by globalization. As stated by Tilaar (2004), globalization radically changes the life of the society, transforms traditional society into the modern one. The radical change results in culture shock that not only ruins the economy but also social structure, the values of life and the cultures of tribes especially (mainly) in the developing countries. Mahfud (2007) further explained, diversity or pluralism

itself can create potential conflict such as separatism, natural resources dispute, economic disparity, crime caused by unemployment, civil war, rebellion, political conflict and losing the sense of humanity. The diversity is a conducive factor for the emerging of conflict in various aspects of life and Indonesian has various languages, social structure, religious, cultures and so on.

Besides globalization influenced, internet has had an impact on moral education of Indonesian people. This is challenge for our educational world in which we have to keep up with the advancement of science and technology on one hand and there is a clash between cultural values from abroad and our own moral values on the other hand. In anticipating global development and the advancement of communication technology, it is necessary to incorporate distance learning into national education system as a new educational paradigm. Distance learning can be carried out at all levels kinds of education that function to provide educational services for social groups that cannot get regular education (face to face).

Conducting multicultural education through distance learning is meant to increase social awareness, tolerance and decrease prejudice among groups. To maximilize the process and result, various strategies are developed to make use of technology development. One of the strategies chosen is to make use of information and communication technology (ICT) as learning facilities in distance learning especially in higher institutions, formal and informal education (Khaerudin, 2008). ICT such a radio, TV and computer as distance learning media can be made use optimally so that in can reach vast areas and big number of students without limitation of them and space. According to Suryadi (2007), there are two important aspects of learning process which are progressiveness of learning approach that includes the essence, content and learning as well as the use of ICT to support learning success.

Multiculturalism in Indonesia

Multiculturalism is an idea of equality of local cultures without ignoring the right and existence of other culture. This is very important for all of us together to understand in the context of multicultural life of society like what we have here in Indonesian. Since in reality Indonesians have various languages, social structures, religions and so on. This variety is very conducive for conflict to erupt in various aspects of life (Mahfud, 2007).

The character of multicultural society tends to cause a conflict. Pierre L. Van de Berghe in Purwasito (2003) states that the characteristic is as follows:

1. Society segmented into groups with different culture or subculture background.
2. Social structures are divided into non-complementary institutions.
3. Lack of determination to make consensus among society members on fundamental social values.
4. Lack of awareness to make consensus so that it can create conflicts among those sub-culture groups.
5. Conflict can be avoided and social integration can be realized by coercion and creation of interdependency in economic life.
6. Political domination by a group on the others.

Referring to the multicultural characteristics Pierre L. Van de Berghe points out, conflicts in Indonesian can be said as an effect of cultural diversity and this shows that this nation has diversity that could not be uniformed. Multiculturalism that exists in Indonesian society conforming furthermore the existence of ethnic groups or

communities within the society. Besides, a lot of people see themselves as a particular cultural community that has their own language, religion, brotherhood, physical characteristics (skin colour). Therefore, we have to appreciate and enjoy the diversity Indonesia owns.

To incorporate multicultural reality, this requires understanding of cultural aspects. This understanding is needed so that the ethnic groups can relate to each other harmoniously and this can lead to the unity of the nation. This can start with early introduction to multicultural concepts. By introducing this, Indonesian society is hoped to be more tolerant, open, care, self-confident, have respect, and be patient enough when faced by injustice, abuse, un-civilization and cultural brutality.

Globalization Influence

Indonesia nation as part of global society now live in the third millennium, marked by the fast advancement of information communication technology (ICT) as well as transportation. Society in this millennium has high mobility in interaction with each other by making use of ICT and Transportation, Revolution in ICT transportation has changed the world so fast that appears a self conscious process that people are not only part of their region out also part of bigger life which is world society. This means that we will gradually live in one world where individuals, groups and nations are interdependent (Giddens, 2000).

Awareness as part of world society is marked by human awareness as part of globalization as Steger in Mas'oed (2003) points out: ... a social condition characterized by the existence of global economic, political, cultural, and environmental interconnections and flows that make many of the currently existing borders and boundaries irrelevant." Or like Holton (1997) says, "a single interdependent world in which capital, technology, people, ideas, and cultural influences flow across borders". Globalization we experience is not just an economic phenomenon but a symptom formed by influences of political, social, cultural and economic factors (Giddens, 2001).

For Indonesian society who are multicultural, globalization has significant impact as it is felt by many social groups as some force that steps on everything on their way" (juggernaut). This force brings big social change that brings world economic and cultural insecurity. In Indonesia this uncertainty is already felt against "economic sovereignty from social groups against "foreign ownership" and "foreign culture". Globalization is also considered to be able to damage nation –state concept through globalization economic power (unstoppable economic juggernaut) and destroy the legitimating of the state nation concept marked by the development of international terrorism (Vail, 2005) and "global (organized) crime".

Beside the impact of globalization stated above, the other impacts on Indonesia as multicultural nation are first, stronger ethnic sentiment. Ethnic has strong primordial bond such as blood relation and brotherhood, the same language and culture. This ethnic bond can result of the availability of facilities such as communication and transportation. Second, religion. In Indonesia nationalism cannot only be seen from political and ethnic points of views. Ethnicity is the substance of politics and even it becomes a spirit for living together in certain community. However, plurality in ethnicity in Indonesia is also united by religion. The elements of various religions are the formulated in the first pillar of Pancasila (Five Basics of Indonesian Principles) so that religion becomes the inspiration for brotherhood regardless of his/her religion. However, when religion is segmented again into its own clement, separation in society is unavoidable. This happens in Poso, Sampit, or Ambon. Third, welfare.

Welfare is a form of strong nationalism to grow loyalty to the nation and country. Nationalism does not equal destiny but create justice, social, economic and political welfare. When the welfare as the bond of nationalism is ignored, it could be a time bomb that one day can explode to destroy the unity of the country. The demand for separator from the Republic of Indonesia by Aceh, Papua, Ambon and Riau Province is caused by unfairness in having an access into welfare.

Based on future prediction faced by Indonesia this is the impact of globalization, the Indonesia nation should predict its step in the future. The danger of disintegration as a result of Indonesia diversity can be avoided by raising their awareness to respect diversity. This starts with introducing to the concept of multicultural education through applying educational strategies and concepts on the basis of social diversity such as ethnics, cultures, religions, social status, gender, ability, age and races. Although the multicultural education is relatively new in the educational world in Indonesia, it is time to start it in order to meet the goal of the unity of Indonesia.

Multicultural Education in Indonesia

Multicultural education as a concept does not come out of the blue, but there are political, social, economic and intellectual interests behind it. According to Tilaar (2004), multicultural education starts from the idea and awareness of "interculturalism" related to the development of international politics that includes human rights, independence from colonialism, race discrimination, and also the escalation of plurality in the western countries as a result of migration from new independent countries to America and Europe. The awareness of interculturalism finds its place in multicultural education, as stated by R. Stavenhagen in Delors (1996) : religious, linguistic, and national minorities, as well as indigenous and tribal peoples were often subordinated, sometimes forcefully and against their will, to the interest of the state and the dominant society. While many people had to discard their own cultures, languages, religions and traditions, and adapt to the alien norms and customs that were consolidated and reproduced through national institutions, including the educational and legal system.

In simple way, multicultural education can be defined as "education in diversity of cultures in response to demographic and cultural change of particular social milleu or even the whole world. This is the same as Paulo Freire in El Ma'hady (2004) that education is not "an ivory tower" that tries to stay away from social and cultural reality. According to him, education should be able to create an educated social order not a society that is only concerned with social prestige as a result of the wealth and welfare they have. For this reason, in multicultural education there are aspects such as:

1. Its aim is to form 'culture human' and 'civilized society'.
2. Its content contains human values, national values and ethnic group values.
3. Its method is democratic, that respects aspects of differences and diversity of national culture and ethnic groups.
4. Its evaluation is determined by evaluation on student's behavior that includes perception, appreciation, and action towards other cultures.

Therefore, the main objective of multicultural education is to internalize sympathy, respect, appreciation, empathy towards followers of different religions and cultures. To meet the objective there are several approaches in multicultural education process. First, multicultural education is not denoted to equalize education and schooling or multicultural education and formal education. The main responsibility to develop cultural competence among students is not in the hand of the government but in the

hand of many parties because school programs should relate to informal learning outside the school. Second, to avoid the perception of equalizing cultures with ethnic groups. It is not necessary to associate culture only with ethnic groups as happened so far. In the context of multicultural education, this approach can ommit the tendency of perceiving students as stereotype according to their ethnic identity and on the contrary. This will increase understanding of similarities and differences among students from various ethnic groups. Third, the effort to support schools that are ethnically separated is contradictory to the objectives of multicultural education. Maintaining group solidarity can inhibit socialization into a new culture. Four, multicultural education can increase the understanding of cultural diversity, which culture that can be adopted is determined by situation. Five, education may play role in increasing the awareness of cultural diversity. This kind of awareness will then stay us away from cultural dichotomy between natives and non natives. Dichotomy as such limits individuals to express cultural diversity wholly.

In the context of Indonesia and diversity, the five approaches should fit the situation of Indonesia society. Because conducting multicultural education in the social order like Indonesia that is full of intergroup conflicts is very challenging. Multicultural education does not mean of 'celebrate diversity' but an advocacy to create a tolerant society. Multicultural education such as 'to care' and to understood, or 'politics of recognition' towards minority groups. In this context, multicultural education perceives society more deeply. Based on basic views that indifference an non recognition are not only rooted from racial structure, but from multicultural education paradigm that includes injustice, poverty, suppression and disadvantage of minority groups in social, cultural, economic and educational domains. This finally find its place in educational curriculum from elementary school to higher education. The main objective of this subject is to empower minority and disadvantage groups.

The Roles of Distance Education in the Development of Multicultural Education in Indonesia

Multiculturalism, as pointed out by Goodenough in Muqtafa (2004), is human's normal experiences. It exists and presents in real or empiric realities. Therefore, the management of Indonesia's multicultural society cannot be taken for granted or based on a trial and error. This, on the other hand, should be done in systematic, pragmatic and sustainable ways. This is where the strategic functions of multicultural education lies, that is, as a process of developing one's competence through a standard system in order to have a perception, to evaluate, to believe and to perform actions. Through multicultural education, one is able to respect plurality and diversity as a consequence of heterogeneous culture, ethnics, tribes and religious sects (Ainurrafiq Dawam, in Naim and Sauqi, 2008).

As far as the meaning of distance education is concerned, experts have defined distance education on the basis of their own views. According to More (1973), distance education system is a learning method in which both teaching and learning process take place seperately. Hence, communication between teachers and students are facilitated through printed material, electronic media and other kinds of media. However, Holmberg (1977) pointed out that distance education system was a form of education comprising a variety of learning activities at different levels of education without having the tutor's direct and/or continuous instruction for the students in the same location. It, however, needs planning process, organizing, and observing from an educational institution, as well as providing councelling process and tutorial, either

in the form of direct mode (real conversation) or simulation (simulated conversation). Keegan (1980) further explained that distance education system has two components: distance learning system and distance teaching system. Distance learning system gives emphasis on the students and the process of learning (learner-centered); while distance teaching system is focused more on the proses of teaching, organization system and teachers (teacher and system centered). On the other hand, distance education system has been more emphasized on both sides – the students and learning process and on the process of teaching organization system and also the teachers. Based on different definitions and descriptions of distance education system, it can be seen that distance education system seems to be highly potential not only for the sake of fulfilling the needs of self-study (individual and independent learning), but also for equal distribution of educational opportunties in the form of mass education, particulalry in developing countries like Indonesia which greately needs for the excelaration of improved quality of human resource required for development (Panen, 1999).

The capacity of face-to-face higher education is far much less than the society's needs. On the contrary, the needs of society to get access to education are enormous. Thus, distance education can give promising solutions to the needs of educational and training programs. Therefore, institutions of distance education should make use of the available infrastructure and public services, as well as technology, or a combination of the three aspects in order to deliver learning materials and also for the provision of learning services (Hardhono, 1999; Anggoro, 1999). The use of technology can improve the mastery of learning material. If carefully designed, correctly implemented and fulfil the student's needs, then technologi can contribute to high quality of education in a very short time which is designed for the majority of learners (Sayidiman, 1999). Moreover, as regards the characteristic of distance education, most learning material can be delivered through various media, either printed media like books, or nonprinted media such as audio-visual material and computer-based ones (Padmo&Pribadi, 1999). In general, developing countries use printed media mostly as the main media; whereas electronic media is considered as support (Suparman &Zuhairi, 2004).

Distance education can be used both in formal and informal education. Informal education can be characterized as study programs which generally speaking do not aim to achieve certain academic qualifications, but have to do with obtaining knowledge and practical skills in the efforts to fulfil the needs of daily life and work. Multiculural education can be taught formally and informally both through distance education. Nonetheless, developing multicultural education, either formal or informal in nature, faces many challenges. The big population of Indonesia is often regarded as an obstacle in the efforts to improve the quality of life standard. The number of people who do not have a chance to receive education are getting bigger; whereas not all of their expectation have been fulfilled. In general, developing countries possess limited number of educational resources to be distributed. As a result, one of the strategies to deal with those constraints is through distance education (Suparman &Zuhairi, 2004).

With reference to heterogenity of the Indonesian society and also in association with various vertical and horizontal conflicts that have taken place have impact on weakening the harmonious unity of some Indonesian citizens, it is therefore necessary to implement multicultural education through distance education. Below are some supporting factors which consider that distance education needs to be applied:

1) It is necessary to seriously develop human resource and cover all aspects of national development and also all levels of the community.

2) The efforts made in association with human resource development are not always successful due to limited funds, facilities and time.
3) It is important to have an educational system that can reach the have-not and unfortunate groups. For example, those who live in rural areas.
4) A conventional method involving teacher's instruction is not the only party who provides knowledge and build social attitude as expected.
5) The use of telecommuncation, especially satellite technology, along with the development of learning systems based on information and communication technology, can provide educational services up to remote areas.
6) The demand of age development and rapid global changes in various aspects of social life, economics, politics and technology require high level of human resource competencies (Suparman &Zuhairi, 2004).

Due to the fact that face-to-face education has some limitation, distance education can be an alternative to sort out the educational needs of the huge number of Indonesian people. The use of information and communication technology in distance education system is exatremely helpful for comprehensive development of human resource and can also reach wider areas of Indonesia. Distance education can also solve financial burden of education which many people consider as being very high. Since multicultural education is greately needed by the society in solving multicultural conflicts, it is therefore possible to do this through distance education since some practical aspects and also advantages it has.

The Roles of Indonesia Open University in the Development of Multicultural Education in Indonesia.

Indonesia Open University or *Universitas Terbuka* (UT), as an institution which employs distance education system, has its own characteristics reflected in its organization structure. As a consequence, UT has its organization system which is different from other face-to-face institutions.

There are basic differences in terms of facilities between what UT should have and what other face-to-face institutions should have. If face-to-face institutions are required to have adequate number of classrooms that are equivalent to the volume of their own students, than UT does not have to. In its operation, the head office of UT in Jakarta is assisted by 36 Regional Offices for Student Services (UPBJJ-UT) spreading across Indonesia. It is these regional offices who have a direct contact with the students.

Having such characteristics, UT, as an institution of distance education, has an important role within the context of multicultural education in Indonesia, as follows (Ratnawati, 2004):

1) By using communication and information technology, UT is able to reach a wide range of students, even those who live remote areas and do not have access to transportation.
2) As part of the national education systems, UT provides greater opportunities for the society in preparing reliable human resource and is able to compete globally.
3) UT collaborates with other partners in order to increase the quality of education.

The most important thing that UT should take into account in helping the government in the area of multicultural education is by designing a system and

learning material in accordance with the state priorities and by maximizing teaching facilities effectively and allocating cost efficiently and by using the available sources. The roles of UT can be optimum by using information and communication technology it owns bearing in mind that Indonesia has specific geographical conditions and limited transport facilities. The development of multicultural education can be implemented by a collaboration with other relevant institutions. The roles of UT to develop multicultural education through distance learning can be maximized as distance education has become an important part of the national education systems.

Some Constraints and Challenges in the Implementation of Multicultural Education Through Distance Education in Indonesia.

There is no doubt that the application of distance education in Indonesia is extremely important as regards the characteristics that Indonesia has. However, the implementation of distance education also has some weaknesses (Suparman & Zuhairi, 2004):

1) The community considers that distance education system is still below the level of standard. Such worry and doubt toward distance education is mainly caused by the belief that distance education graduates are mediocre, compared to those graduates from face-to-face education.
2) For some people, learning through distance education is very difficult because of time limitation to learn at home or daily life disturbance.
3) The number of drop-out students from distance education institution is always higher, as opposed to those taking education through face-to-face mode.
4) Developing efficient instructional package is not always easy since it requires specific skills to do so.
5) There are many other factors such as student's age, knowledge, work experience and media preference that can have influence on the success of learning through distance education.

Although the discourse of multicultural education have not yet comprehensively investigated by various parties concerned, including those experts and educational observers, multicultural education seems to be of an urgent need and also suitable for the Indonesian society which is heterogeneous. This is even relevant during the era of autonomy that has have effect since 1999. It is necessary for the government to pay more attention to multicultural education, particularly within pluralistic and heterogeneous society.

The weaknesses of distance education mentioned above closely relate to the development of multicultural education. Some Indonesian people are still illiterate and not familiar with distance education. The state budget to implement national education is still limited. This in turn has impact on improving the quality of human resource. With such limited amount of budget, distance education which relies heavily on information and communication technology will also experience the same impact.

Although there is limitation of budget, technology and human resource, it does not mean that multicultural education can be ignored. The government together with the society, especially those who are closely linked to multicultural education and distance education, need to continuously make attempt so that multicultural education can be implemented through distance education since it has some advantages.

Conclusion

As a country with a big population and also as a pluralistic society, Indonesia is facing some problems associated with heterogeneity. Since the early Indonesian Independence Day, such diversity has been forced by the government to be a false equality. As a result, under these conditions, conflicts among different communities, groups or ethnics are often unavoidable. Those unsolved conflicts will certainly lead to community's separation which in the end creates national disintegration. A conflict taken place in one region caused by wealth-related issues might lead to separatism that puts the national unity at risk.

Although multicultural education is still regarded as a relatively new kind of discourse, there is still a possibility to implement multicultural education here in Indonesia. In addition, multicultural education goes hand in hand with the principles recognized in the national education systems which strongly support the education implemented democratically, fairly and not discriminatively while upholding human rights, religious values, cultural values, national diversity at the same time.

Multicultural education can be carried out through distance education because of the advantages it has. Distance education can reach wider area of operation giving equal opportunity of education for the society, as well as easy access to distance education. Although it is realized that distance education has some weaknesses, it can play a crucial role in developing multicultural education while taking the characteristics of Indonesia as a nation into account.

UT as an institution of distance education should play an important role in helping the government to develop multicultural education. In doing so, UT should collaborate with other related institutions. UT can also develop multicultural education based on information and communication technology that allows the students to get access to education through distance mode. UT can also play a role in maintaining national integrity and unity which is multicultural via a large number of programs of distance education it offers.

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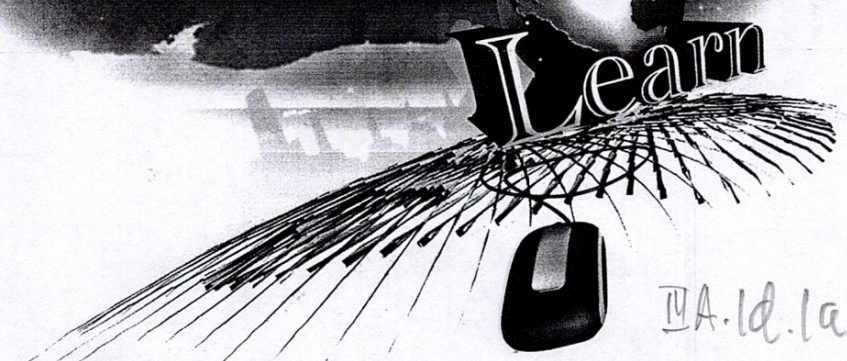

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WELCOME MESSAGE

Welcome to Yogyakarta, City of Gudeg! Gudeg is a traditional food from Yogyakarta and Central Java. It is made from young jack fruit, boiled for several hours with palm sugar, and coconut milk. Additional spices include garlic, shallot, candlenut, coriander seed, galangal, bay leaves, and teak leaves, the latter gives a brown color to the dish. Gudeg is usually served with white rice, chicken, hard-boiled egg, tofu and/or tempe, and a stew made of crispy beef skins (sambal goreng krecek).

We are pleased to announce that we are organizing this International Symposium on Open, Distance and E-Learning 2009 (ISODEL 2009) at Sheraton Mustika Yogyakarta Resort & Spa, Yogyakarta-Indonesia, on December 8-11, 2009. The main theme of this symposium is "Education in Digital Era: Continuous Professional Development for ICT-based Learning." The sub themes are (1) the emerging ICT for education, (2) international experiences in open, distance, and e-learning, (3) ICT-based learning, and (4) continuous professional development for teachers. This theme was chosen since we believe that the continuous professional development for teachers, lecturers, instructors, researchers, resource persons and other education personnel is pivotal to them particularly those who are implementing the open, distance and e-learning in their businesses.

The symposium aims at acquiring ideas, thoughts, concepts, sharing knowledge and experiences, disseminating best practices and innovation, and finding out a recommendation for future development of implementation of information and also communication technology (ICT) for open, distance and e-learning. The International Symposium on Open, Distance and E-Learning 2009 (ISODEL 2009) will provide a unique forum for engagement and interaction between policy makers, practitioners, scientists, academician from across the globe to acknowledge and share ideas, inputs and recommendation in solving multinational problems with current strategy and tactics from experts within a mutual synergy and collaboration.

It is our great expectation that this symposium will provide a positive impact for education and for any nations as a whole which is necessary for their continuous human resources development known as Education for Sustainable Development. Hopefully that this symposium will be attended by 500 participants from all over the globe. Speakers from many countries and institutions will share their views and expertise, knowledge and experiences with speakers and participants from all around the world. As such, this symposium is definitely a good place to promote and market products and services.

We are proud to choose Yogyakarta as the venue of ISODEL 2009 because Yogyakarta is famous as a student, cultural, and historical city. In addition, we have a very strong support from the Governor of Yogyakarta as well as from the Provincial Office of the Education, Youth and Sports.

We are looking forward to a successful ISODEL! Thank you very much for all speakers, participants and the committee who are making ISODEL 2009 successful!

With the warmest regards,

Lilik Gani HA
President of Symposium
Director of ICT Center for Education
Ministry of National Education
Republic of Indonesia

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SCHEDULE

LIST OF ABSTRACTS

ABOUT ISODEL 2009

OBJECTIVES

- Acquiring ideas, thoughts, and concepts on implementation of information and communication technology for open, distance, and e-learning
- Sharing knowledge, experiences and thoughts on implementation of information and communication technology for open, distance, and e-learning
- Disseminating best practices and innovation of implementation of information and communication technology for open, distance, and e-learning
- Conveying recommendation for future development of implementation of information and communication technology for open, distance, and e-learning.

THEME

" Education in Digital Era: Continuous Professional Development for ICT-based Learning"

SUB-THEMES

1. The Emerging ICT for Education:
   - Cutting-edge technologies and infrastructure
   - International experience in managing ICT for education
   - Pro's and Con's in ICT implementation
   - The role of technology in education: e-Learning, open source, open resource
2. International Experiences in ODEL:
   - Teachers training institutes and universities experiences in ODEL
   - Teachers experiences in ODEL
   - The role of open and virtual university in teachers qualification upgrading
   - Indonesian experiences in ODEL
3. ICT-based Learning:
   - The use of ICT in enhancing student-centered learning
   - Cultural issues in developing countries in using ICT
   - Learning model innovation (blended learning)
4. Continuous Professional Development for Teachers:
   - Continuous Professional Development: Student-centered Teaching
   - A continuous effort to improve the teachers teaching quality
   - Improving the Teachers Training Colleges
   - International experiences in preserving teacher professionalism

VENUE

Sheraton Mustika Yogyakarta Resort & Spa
Jl. Laksda Adisucipto Km 8.7
Yogyakarta 55282, Indonesia
Phone : (62)(274) 488588
Website : http://sheraton.com/yogyakarta

PARTNER AGENCIES

1. Secretariat General, Ministry of National Education.
2. Directorate General of the Management of Primary and Secondary Education.
3. Directorate General of Higher Education.
4. Directorate General of Quality Improvement for Teachers and Educational Personnel.
5. Office of Research and Development, Ministry of National Education.
6. SEAMEO Regional Open Learning Center (SEAMOLEC).
7. World Bank.
8. Indonesia Open University (Universitas Terbuka).
9. Office of Education, Youth And Sports of Yogyakarta Province.

OFFICIAL LANGUAGE

The official language of this Symposium is English, and to a certain extent, a translator is provided to facilitate some sessions.

WEBSITE

Website : http://isodel.depdiknas.go.id

COMMITTEE

ADVISOR

Advisor I : Minister of National Education of The Republic of Indonesia
Advisor II : Minister of Information and Communication of The Republic of Indonesia
Advisor III : Coordinating Minister of People Welfare of The republic of Indonesia

STEERING COMMITTEE

Chairman : Prof. Dr. Ir. Dodi Nandika, MS
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Aizirman Djusan, M.Econ
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Prof. Suyanto, Ph.D
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Prof. Dr. Tian Belawati

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Finance : Drs. Sarjani

Scientific Program:

1. Prof. Dr. Mukhlas Samani
2. Ir. Hendarman, M.Sc., Ph.D
3. Dr. Gatot Hari Priowirjanto
4. Prof. Dr. Paulina Pannen
5. Didik Suhardi, SH., M.Si
6. Dr. Sungkowo Mudjimano, M.Si
7. Dr. Joko Sutrisno
8. Prof. Suwarsih Madya, Ph.D
9. Drs. Rusjdy Sj. Arifin, M.Sc
10. Dr. Purwanto
11. Gogot Suharwoto, Ph.D
12. Zaenal Hasibuan, Ph.D
13. Drs. Bambang Nurcahyo Prastowo, M.Sc.
14. Dr. Adie E. Yusuf
15. Drs. Abubakar, M.Sc.
16. Dra. Dewi Prawiradilaga, M.Sc
17. drh. Ida Malati Sadjati, M.Ed
18. Dr. Erry Utomo, M.Ed., Ph.D
19. Dr. Retno Wahyuningsih Wibowo
20. Nanik Suwaryani, Ph.D
21. Tunggul Priyowo, SH., M. Hum.
22. Dra. Rini Susanti, M.Pd
23. Drs. Karnadi, MRDM
24. Drs. Waldopo, M.Pd
25. Drs. Jaka Warsihna, M.Si

SCHEDULE

DAY 1, Tuesday, 8 DECEMBER 2009

TIME	AGENDA	SPEAKER	VENUE-REMARKS
09.00 - 22.00	Arrival and Registration of participants		• Venue: Lobby Hotel Sheraton • Front Desk: EO, Sri Widayati, Timbul Pardede, Rica Yanuarti • Symposium Kit: EO, Diah Wulan
16.00 - 17.00	Press Conference	Secretary General of MONE RI	• Venue: Ulam Sari Restaurant (Hotel Sheraton) • Press Release : Rusjdy Sj. Arifin • Coordinator : - Bagja Mulya, - Suheriyanto. • Doc: Aji and TVE Crew
18.30	**Depart to Keraton Yogyakarta**		• Trans : Bachtiar, EO • Coordinator : EO
19.00 - 21.30	Welcome Dinner and " e-Pendidikan Award" Inaugurations	Hosted by Sri Sultan Hamengku Buwono X, The Governor of Yogyakarta	MC& Translator: 1. Dorothee, 2. MC Kraton Venue: Bangsal Srimanganti (Kraton Yogyakarta) Program section: EO, Sinthya, ISI, Tohari • Invitation: Sitti Lestari Martika • Doc: Aji and TVE Crew

DAY 2, Wednesday , 9 DECEMBER 2009

TIME	AGENDA	SPEAKER	VENUE-REMARKS
08.00 -09.00	**Registration**		• Venue: Terrace Convention Area • Front Desk: EO, Sri Widayati, Timbul P., Rica Yanuarti • Symposium Kit: EO, Diah Wulan
09.00 -10.00	Opening Ceremony:		• Venue: Mataram 1,2,3 • MC: Ninda Kariza • Translator: Doorothea • Rapporteur: Waldopo, Abubakar, Karnadi • PIC Audio & Soundsystem: Eka Kristiata (BPMR) • PIC Komputer/LCD: Dwi S. • Room Attendant: Marudin • Documentation: Adjie, Agung Nawa, TVE Crew • Program section: Sinthya, Sardi (P4TK SB), Hermin (ISI)
	• Cultural Performance	SMKN 1 Kasihan Bantul, Yogyakarta	
	• Report	Symposium President	
	• Welcome Address	H.E. Governor of Yogyakarta	
	• Opening Remark & Keynote Speech 1	H.E. Minister of National Education, Republic of Indonesia	
10.00 -10.30	• Coffee Break and Poster Session 1 • Press Conference with H.E. Minister of National Education, Republic of Indonesia		• Venue: - Parking Area with Tent - Parallel Room • Coordinator: P. Muhajir, P. Bagja
10.30 -12.00	**Plenary 1: The Emerging ICT for Education**	1. Dodi Nandika (Secretary General of MONE, Indonesia)	• Venue: Mataram 1,2,3 • Translator: Doorothea • Moderator: Maximus Gorky S • Rapporteur: Sitti L. Martika, Herman (SEAMOLEC), Lestyani • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Dwi S. • Room Attendant: Marudin • Documentation: Adjie, Agung Nawa, TVE Crew
		2. Tsuyoshi Usagawa (JICA-PREDICT-ITS, Kumamoto University, Japan)	
		3. Tinsiri Siribodhi (Deputy Director Adm and Communication, SEAMEO Secretariat, Thailand)	
		4. The Regent of Gorontalo	
12.00-13.00	Lunch		• Venue: Parking Area with Tent • Entertainment: Sinthya, Sri Widayati (Disdikpora), EO.

TIME	AGENDA	SPEAKER	VENUE-REMARKS
13.00 -14.30	Parallel 1	A. Sub Theme: The Emerging of ICT for Education 1. Zainal Hasibuan (DeTIKNas) 2. Man-Gon Park (Pu-Kyong University of Technology, Korea) 3. Achmad Affandi (Institute of Technology Sepuluh Nopember, Indonesia) 4. Wurry Yulianto (Lintas Artha)	• Venue: West Wing 1 • Moderator: Jaslin Ikhsan (SEAMOLEC) • Rapporteur: Nanik S., Waldopo • PIC Audio & Soundsystem: Eka Kristiata (BPMR) • PIC Komputer/LCD: Dwi S. • Room Attendant: Lestyani • Doc.: Adjie, TVE Crew
		B. Sub Theme: International & National experiences in ODEL 1. Asmara binti Alias Harnani Mat Zin (UPSI, Malaysia) 2. Durri Andriani (Open University, Indonesia) 3. Mpine Makoe (University of South Africa, South Africa) 4. Santa, Supriyadi (VEDCA-Cianjur, Indonesia)	• Venue: West Wing 2 • Moderator: Hendarman • Rapporteur: Rica Y., Erry Utomo (Balitbang) • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Gatot Pramono • Room Attendant: Rini S. • Documentation: Adjie, TVE Crew
		C. Sub Theme: ICT-based Learning 1. Herman D. Sujono (State University of Yogyakarta) 2. Teriska Setiawan R. (P4TK TK & PLB, Bandung, Indonesia) 3. Richard Ng (Open University of Malaysia) 4. Hadi Soetopo (Sek.Tinggi Teknik Multimedia Cendekia Abditama)	• Venue: West Wing 1 • Moderator: Tinsiri Siribodhi • Rapporteur: Sitti Lestari Martika, Pratiwi • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Agung Nawa • Room Attendant: Hardjito • Documentation: Ari Widodo, TVE Crew
		D. Sub Theme: Continuous Professional Development for Teachers 1. Dina Mustafa, Kwok Wai, Tam (SEAMOLEC, Indonesia) 2. Rusjdy Sj. Arifin (Pustekkom, MONE, Indonesia) 3. FA. Triatmoko (Center for Learning Resources University of Indonesia, Indonesia) 4. Y. G. Harto Pramono (Widya Mandala Catholic University Surabaya, Indonesia)	• Venue: West Wing 2 • Moderator: Supatra Kukaham • Rapporteur: Tunggul P., Dewi S. (SEAMOLEC) • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Timbul • Room Attendant: Sinthya • Documentation: Arie Widodo, TVE Crew.
14.30 - 15.00	COFFEE BREAK & Poster Sessien II		• Venue: Parking Area with Tent

TIME	AGENDA	SPEAKER	VENUE-REMARKS
15.00 -16.30	Parallel 2	A. Sub Theme : Emerging ICT for Education 1. Jaslin, Herman, Adie Yusuf (SEAMOLEC, Indonesia) 2. Supattra Kuhakam, Somporn Puttapithakporn (Sukhothai Tammathirat Open University, Thailand) 3. Irya Wisnubhadra (Atmajaya Yogyakarta, Indonesia) 4. Puay San Ng (Academic programs Manager, Microsoft Asia Pasific)	• Venue: **West Wing 1** • Moderator: Nanik S. • Rapporteur: Tunggul, Rini S. • PIC Audio & Soundsystem: Eka Kristiata (BPMR) • PIC Komputer/LCD: Dwi S. • Room Attendant: Prani Pramudita • Documentation: Adjie, TVE Crew
		B. Sub Theme : International Experience in ODEL 1. Gabriel Kabanda (Zimbabwe Open University, Zimbabwe) 2. Raviwan Srikramkran (Ramkhamhaeng, Thailand) 3. Darmanto & Meita Istianda (Open University of Indonesia) 4. Tuan Fatima Binti Tuan Sulaiman, Ling Bee Fong, Moh. Jamaludin Bin H. Muhammad (OUM, Malaysia)	• Venue: West Wing 2 • Moderator: Dewi SP (UNJ) • Rapporteur: Rica Y, Erry (Balitbang) • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Gatot P. • Room Attendant: Rini S. • Documentation: Adjie, TVE Crew
		C. Sub Theme : ICT-based Learning 1. Tai Tanh Son (Vietnam) 2. Paulina Pannen (Open University, Indonesia) 3. Dr. Qidam (British Council) 4. Irfana Steviano (Pustekkom - MONE, Indonesia)	• Venue: East Wing 1 • Moderator: Arnold van Zander (Deutch Embassy) • Rapporteur: Retno W. Nanik S. (Balitbang) • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Hardjito • Room Attendant: Rini S. • Documentation: Agung N. TVE Crew.
		D. Sub Theme : Continuous Professional Development for Teachers 1. Mansoor Fadzil (Open University Malaysia) 2. Indra Charismiadji (Higher Learning, Indonesia) 3. Balakrishnan Muniandy (USM, Malaysia) 4. Erika Oktarini (Land of Learning, Yogyakarta - Indonesia)	• Venue: East Wing 2 • Moderator: Rusjdy Sj. Arifin • Rapporteur: Ade Yusuf, Dewi S. (SEAMOLEC) • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Hardjito • Room Attendant: Rini S. • Documentation: Agung N. TVE Crew.

TIME	AGENDA	SPEAKER	VENUE-REMARKS
16.30 -17.30	Keynote Speech 2	Derector General of ICT Application, Ministry of Information and Communication, Republic of Indonesia	• Venue: Mataram Room • MC : Doorothea • Translator: Pratiwi • Rapporteur : Abubakar, Pratiwi, Retno W. • PIC Audio & Soundsystem: Arie Widodo (BPMR) • PIC Komputer/LCD: Darma Setiawan • Room Attendant: Marudin • Documentation: Adjie, Ari W., TVE Crew
17.30 - 22.00	F R E E		

DAY 3, Thursday, 10 DECEMBER 2009

TIME	AGENDA	SPEAKER	VENUE-REMARKS
08.00 - 09.00	Keynote Speech 3	H.E. Coordinating Minister of People Welfare of The Republic of Indonesia	• Venue: Mataram Room • MC: Sukanti • Translator : Doorothea • Rapporteur: Karnadi, Rinta S., Waldopo • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Gatot • Room Attendant: Hidayat M • Documentation: Adjie, Ari W., TVE Crew
09.00 - 10.30	Plenary 2: International Experiences in ODEL	1. Fasli Djalal (Director General of Higher Education, MONE, Indonesia) 2. Anuwar Ali (President of Open University Malaysia) 3. Tian Belawati (President of AAOU) 4. Ronald Perkinson (Sampoerna School of Education)	• Venue: Mataram Room • Moderator: Paulina Pannen • Translator : Pratiwi • Rapporteur: Abubakar, Adie E Yusuf, Retno W. • PIC Audio & Soundsystem: Agung Nawa (BPMR) • PIC Komputer/LCD: Gatot • Room Attendant: Marudin • Documentation: Adjie, Ari W., TVE Crew
10.30 - 10.45	COFFEE BREAK III		Venue: Parking Area with tent
10.45 -12.15	Parallel 3	A. Sub Theme : The Emerging ICT for Education 1. Widyo Nugroho, Tri Wahyu, Ida Astuti, (Gunadarma University, Indonesia) 2. Abu Khaer (BPMTV Surabaya) 3. Ahmad Moghni, Nur Qurratulain (University Sains Malaysia, Malaysia) 4. Mampuono (KGI Semarang, Indonesia)	• Venue: West Wing 1 • Moderator: Adie E. Yusuf • Rapporteur: Nanik S., Tunggul P. • PIC Audio & Soundsystem: Eka Kristiata (BPMR) • PIC Komputer/LCD: Dwi S. • Room Attendant: Lestyani • Documentation: Adjie, TVE Crew

TIME	AGENDA	SPEAKER	VENUE-REMARKS
10.45 -12.15	Parallel 3	B. Sub Theme : International Experience in ODEL 1. Gatot Hari Priowirjanto (Director of SEAMOLEC, Indonesia) 2. Zhang Kangting (Shanghai TV University, China) 3. Yusufhadi Miarso (State University of Jakarta, Indonesia) 4. Suparti (BPMR Yogyakarta, Indonesia)	• Venue: West Wing 2 • Moderator: Zainal Hasibuan • Rapporteur: Rica Y., Erry • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Gatot Pramono • Room Attendant: Rini S. • Documentation: Adjie, TVE Crew
		C. Sub Theme : ICT-based Learning 1. Dewi S. Prawiradilaga (State University of Jakarta, Indonesia) 2. Carol Rodriguez, et. Al SEAMEO (INNOTECH, Philippines) 3. Linawati (Udayana University, Indonesia) 4. Harina Yuhetty (Expert Staff of MONE, Indonesia)	• Venue: East Wing 1 • Moderator: Karnadi • Rapporteur: Retno W., Waldopo • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Hardjito • Room Attendant: Ardhi S. • Documentation: Ari Widodo, TVE Crew
		D.Sub Theme : Continuous Professional Development for Teachers 1. Obert Oseanto (STKIP Kebangkitan Nasional) and Myint Swe Khine (Emirates College for Advanced Education, Abu Dhabi)-INDONESIA AND UNI ARAB EMIRAT 2. Jose Santos, Portugal 3. Rozeman bin Abu Hassan & Mohd. Jamaludin bin Muhammad (OUM, Malaysia) 4. Purwanto, Kusnandar, Waldopo, M. Lukman, Afidah, Pratiwi (PUSTEKKOM, MONE, Indonesia)	• Venue: West & East Wing • Moderator: Rusjdy Sj. Arifin • Rapporteur: Bambang P. (UGM), Dewi (SEAMOLEC)* • PIC Audio & Soundsystem: Arie Widodo (BPMR) • PIC Komputer/LCD: Hardjito • Room Attendant: Inotentius • Documentation: Ari W., TVE Crew

TIME	AGENDA	SPEAKER	VENUE-REMARKS
10.45 -12.15	Parallel 3	E. Sub-Theme: The Emerging ICT for Education II On Practical Appoaches to ICT in Education in Indonesia: An Integrayed Framework (Research Result WB Pustekkom) 1. Cher Ping Lim 2. Jan Van Rees 3. Edmond Gaible	• Venue: Mataram • Moderator: Arnold van der Zander • Rapporteur: Uwes, Pratiwi (UGM), Dewi (SEAMOLEC)* • PIC Audio & Soundsystem: Agus Supriyanto (BPMR) • PIC Komputer/LCD: Hardjito • Room Attendant: Inotentius • Documentation: Ari W., TVE Crew
12.15 - 13.15	L U N C H		• Venue: Parking Area with Tent • Entertainment: EO, Sinthya, Baskara Aji.
13.15 -17.00	Visit program to 1. Schools: - SD Muh - Condongcatur, - SMPN 5 Yogyakarta, - SMAN 8 Yogyakarta. 2. Leisure: Keraton Yogyakarta, Taman Pintar		• PIC : EO • Program Section : Hardjito, EO • Transportation: EO, Bachtiar • Documentation: Eka Kristianta, Arie Widodo, Adjie, Agung Nawa, TVE Crew • Security : EO, Bachtiar • Entertainment : EO, Sinthya, Baskara Aji • Venue Dinner : Indoor Trimurti Theate, Prambanan Complex
17.00 -18.00	Travel to Prambanan temple		
18.00 -21.00	Dinner at Prambanan Temple:		
	• Courtesy Speech	Symposium President	
	• Dinner		
	• Traditional dance show		

DAY 4, Friday , 11 DECEMBER 2009

TIME	AGENDA	SPEAKER	VENUE-REMARKS
08.00 - 10.00	Plenary 3 : ICT-based Learning & Continuous Profesional Development for Teachers	1. Frits Pannekoek, President of International Council for Open and Distance Education (ICDE), in Admonton, Canada (Video Conference) 2. Alexander J. Romiszowski (ICT Expert for Education, Syracuse University, USA) 3. Barnabas Suebu (Governor of Papua) 4. Gwang Jo Kim (Director of UNESCO Bangkok, Thailand)	• Venue: Mataram Room • Moderator: Suwarsih Madya & Mae Chu Chang • Rapporteur: Dewi S.P., Erry Utomo, Pratiwi • PIC Audio & Soundsystem: Agung Nawa (BPMR) • PIC Komputer/LCD: Aryo GS • Room Attendant: Marudin • Documentation: Adjie, Agung Nawa, TVE Crew
10.00 - 10.30	• Coffee Break and Poster Session IV		• Venue: Parking Area with Tent
10.30-11.30	**Closing Ceremony:**		• MC : Ninda Kariza • Venue : Mataram Room • Documentation : Adjie, Agung Nawa, TVE Crew • Program Section : EO, Hidayat • PIC of recomendation : Paulina Pannen • PIC Video Presentation : Rusjdy S. Arifin
	• Presentation of the wrap-up and recommendation	Paulina Pannen, Coordinator scientific team	
	• Video presentation (the event process)		
	• Closing speech	Symposium President	
11.30-14.00	Lunch and Pray Time		• Venue: Parking area with tent • Meals Coordinator: EO, Helen • Entertaiment: EO, Sinthya, Baskara Aji
	Certificate Distribution		• Venue: Terrace Convention Center
End of the Symposium			

SYMPOSIUM SECRETARIAT & MAILING ADDRESS

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ABSTRACT

1. Dodi Nandika
2. Tsuyoshi Usagawa
3. Tinsiri Siribodhi
4. David Bobihoe Akib
5. Zainal Hasibuan
6. Man-Gon Park
7. Achmad Affandi
8. Wurry Yulianto
9. Asmara binti alias, Harnani Mat Zin
10. Durri Andriani
11. Mpine Makoe
12. Santa, Supriyadi
13. Herman D. Sujono
14. Teriska Setiawan R.
15. Richard Ng
16. Hadi Sutopo
17. Dina Mustafa, Kwok Wai, Tam
18. Rusjdy Sj. Arifin
19. FA Triatmoko
20. Y. G. Harto Pramono
21. Jaslin, Herman, Adie E Yusuf
22. Supattra Kuhakarn and Somporn Puttapithakporn
23. Irya Wisnubhadra
24. Puay San Ng
25. M. Husni Syam
26. Sri Dadi Pudjo Suparto
27. Meita Istianda, Darmanto
28. Tuan Fatima Binti Tuan Sulaiman, Ling Bee Fong, Moh. Jamaludin Bin H. Muhammad (OUM, Malaysia)
29. Thai Thanh Son
30. Paulina Pannen
31. Kidam
32. Irfana Steviano
33. Mansor Fadzil
34. Indra Charismiadji
35. Balakrishnan Muniandy
36. Erika Oktarini
37. Fasli Jalal
38. Anuawar Ali
39. Tian Belawati
40. Ronald Perkinson
41. Widyo Nugroho, Tri Wahyu, Ida Astuti
42. Abu Khaer
43. Ahmad Moghni. S, Nur Qurratulain. T.
44. Mampuono
45. Gatot Hari Priowirjanto
46. Zhang Kangting
47. Raviwan Srikramkan
48. Suparti
49. Dewi Salma Prawiradilaga
50. Carol Rodriguez, et. Al SEAMEO
51. Linawati
52. Harina Yuhetty and Laksmi Nurharini
53. Obert HoseantoMyint Swe Khine
54. Jose Santos
55. Rozeman bin Abu HassanMohd Jamaludin bin Muhammad
56. Purwanto, Ade Koesnandar, Afidah Indranurwati, Moh. Lukman, Pratiwi Wini Artati
57. Alexander J Romiszowski
58. Barnabas Suebu
59. Gwang Jo-Kim

DEVELOPING MULTICULTURAL EDUCATION BY DISTANCE EDUCATION IN INDONESIA

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Abstract

In a pluralistic state, there has always been social prejudice which can affect social interaction among social groups. As pluralistic state which consist of various ethnics groups, cultures, and religions conflict and cultural clash are potentially prevalent in Indonesia. The conflict occurred in Sambas, Sampit, Poso, Ambon, Aceh as well as Banyuwangi among others are caused by not being understood the plurality of Indonesian society. Conflict can occur as a result of cultural influence of other cultures trough the use of information technology.

Indonesians as multicultural society should make big effort to maintain unity which has been established for so long. Multicultural education is an effort to curb social prejudice which aiming at creating more tolerant and open society that is willing to recognize and respect that every group has right to express themselves in their own way.

Multicultural education can be delivered formally or informally by using information technology such as radio, tv, and computer that can cover vast geographical are regardless of age and occupation. The content can be made suitable for the consumers' need so it is flexible and those who cannot follow formal education can make use of it.

The use of telecommunication especially satellite technology, with the development of ICT based learning system, can provide educational service in remote areas. Although the use of ICT is still expensive in Indonesia, the ICT based learning system will be hopefully cheaper in the future. With the plan and application of communication technology that are efficient and effective, the extent to which education can reach most people can be realized. For that reason it requires the combination of concepts and programs from relevant parties especially the managers in the fields of education, communication, and information. By giving multicultural education through distance learning, cultural clash can be minimized so that the integrity of Indonesia can be maintained.

Keywords: *multicultural education in Indonesia, distance education, open university*