Social Engineering in Extracurricular-Based Multicultural Education at SMA Negeri 1 Purwokerto

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ABSTRACT

Indonesia's social diversity is a blessing, but it also holds a great risk in the life of the nation and state, namely the threat of disintegration and social conflicts that can arise at any time. One idea that can be taken is the participation of education in addressing these problems. Education has a conception of multicultural education. From various implementation models of multicultural education, at SMA Negeri 1 Purwokerto multicultural education is implemented based on extracurricular organizations as social engineering to strengthen the nationalism of students. This research is a case study type, with the object of extracurricular activities. Data were obtained by interviews, non-participatory observations, and analysis of activity documents. The results of this study show that social engineering in multicultural education at SMA Negeri 1 Purwokerto targets three dimensions, namely individual, social, and moral dimensions. The elements of change in multicultural education are social interaction, orientation direction, ideological maturity, change actors, big ideas and momentum space.

Keywords: social engineering, multicultural education, extracurricular.

INTRODUCTION

Indonesia is the most culturally rich country in the world, where Indonesia has more than 300 ethnic tribes who speak more than 200 languages typical of their respective tribes. Indonesia is also listed as the largest religious country, where the five main religions live and are part of Indonesia's 278.3 million population. This wealth is a wealth that is only owned by Indonesia, so that the Indonesian nation is a country with the largest cultural diversity in the world(Peter &Simatupang, 2022).

This capital is a very large capital to advance the Indonesian nation in order to compete with major nations in the world. With a lot of diversity, it contains many potentials that can be developed, such as socio-cultural, intellectual, language, tourism, economy, politics, and so on. But on the other hand, this is a challenge for the Indonesian nation in organizing and uniting into a unified whole that has a common vision to advance in the frame of diversity. The challenge that arises is disintegration and emerging views of tribal primordialism, or even chauvinism. These problems can arise if triggered by causes such as economic inequality, uneven development, unfair government attention, horizontal conflicts, political conflicts and so on.

The condition of the Indonesian nation which is rich in culture is also stated in the motto "*Bhineka Tunggal Ika*" which reflects the condition of the Indonesian nation which has diversity in ethnicity, religion, ethnicity, language, work, social background, but can live in a harmonious social climate, and

uphold peace, justice, live in harmony, work together, without any attitude that discriminates against a certain group and favours others(Alif, 2022).

Indonesia's unity in diversity does not mean without disturbances and tests, it is noted that religious harmony which used to be a pride for the Indonesian nation was surprised and at the same time tested by the many riots that occurred since 1996 until now. For example, the case of Ambon and Poso (a conflict involving Muslims and Christians that not only resulted in casualties, but also the destruction of 400 churches and 30 mosques), the case of Sambas and Sampit (a conflict between Dayak and Madurese ethnicities which resulted in approximately 2000 human lives died in vain)(PU, 2018), cases of attacks on the Ahmadiyya Community in various places, the Sampang Madura case (conflict between Sunny and Shi'a), and various other cases of nuanced violence still occur frequently (Nisa, 2016).

SETARA Institute melaporkan kondisi kebebasan beragama/berkeyakinan (KKB) di Indonesia sepanjang tahun 2020 mencatat 180 peristiwa pelanggaran KKB dengan 424 bentuk tindakan yang tersebar di 29 provinsi . Sementara itu, The Wahid Institute memberikan laporan sementaranya terkait pelanggaran KKB sepanjang tahun 2015 berjumlah 147 peristiwa. Data yang berhasil dihimpun ini bisa menjadi tolok ukur minimal terjadinya pelanggaran KKB yang ada di Indonesia, karena sangat dimungkinkan di luar itu terdapat kasus-kasus lainnya yang tidak terekspos ke permukaan (Sundawa, 2017).

Education should play a role in solving conflict problems that occur in society. At a minimum, education must be able to provide awareness to the community that conflict is not something good to cultivate. Because only by way of education do we depend on hope for the future (Azra, 2001). The ideal education is one that can answer the nation's problems. That is when he can provide his awareness solution. Education as delivered by Paulo Freire(Azhari M, 2021)is a process of consistency or a process of self-realization from static to dynamic, from slump to progress and so on (Arief, 2012).

To realize education as a problem solving in resolving conflicts that occur in society, all efforts and efforts should be made by policy makers, especially those related to the world of education. The most appropriate educational program in overcoming these problems is multicultural education. Multicultural insight should be the spirit and behaviours in our educational world. This is very important, especially in fostering a sense of unity and unity of the nation in accordance with the values contained in Pancasila as the ideology and basis of the state (Azra, 2001).

One conception of education that can answer social problems in the form of horizontal conflicts is multicultural education. Multicultural education is education about cultural diversity in responding to demographic and cultural changes in the environment of a particular community or even the world as a whole (global) (Tarmizi, 2020). Multicultural education is also defined as an educational model that facilitates the teaching-learning process that transforms an essential, prejudiced, and discriminatory monocultural perspective to a multiculturalist perspective that values diversity, difference, tolerance, and openness (Ibrahim, 2013).

Multicultural education according to James A. Bank (Ford et al., 1996)It can be seen from 3 (three) aspects, namely: concept, movement, and process. From the aspect of its concept, multicultural education is understood as an idea that views all students regardless of their gender and social class, their ethnicity, their race, and or other cultural characteristics, as having equal opportunities to learn in the classroom. From the aspect of the movement, multicultural education is an attempt to transform schools and educational institutions so that students of all social classes, genders, races, and cultural groups have equal opportunities to learn. The

changes made are not only limited to the curriculum, but also other aspects such as methods, strategies, learning management, and the school environment(Banks, 2006).

It should be noted that in Indonesia, multicultural education is relatively new to be recognized as an approach that is considered more suitable for heterogeneous and plural Indonesian society (Sipuan et al., 2022). This kind of education is hoped that students from elementary school to college levels can grow in a world free from prejudice, bias, and discrimination in any name, whether in the form of religion, gender, race, colour, culture, social class, and so on. In the end, to achieve a goal, they can feel that whatever they want to do in this life is possible, feel loved, and never suffer from exclusion(Nugraha, 2020).

Formal educational institutions that apply from the level of Elementary School (SD) to Senior High School (SMA) are very likely to create students with diverse backgrounds, both in terms of ethnicity, religion, race, and between groups. The values of multicultural education should be realized in a formal educational institution. The hope is that a unity that is mutually tolerant, produces harmony, and of course as a form of effort in the field of education to prevent or minimize conflicts caused by the multicultural Indonesian nation. The multicultural education curriculum is very important in the world of education, especially to foster the values of diversity, tolerance, and strengthen a sense of social solidarity (Jamilah & Lukman, 2021).

Banyumas Regency is one of the regencies in Central Java that has high multiculturality and is very good to maintain and establish harmony between religions and cultures. Banyumas Regency itself has several formal high school educational institutions that have diverse backgrounds of students. One of them is SMA Negeri 1 Purwokerto, a school with a very good reputation that has many diverse students, be it from ethnicity, religion, race, ethnicity, and so on. There are 1191 total students at SMA Negeri 1 Purwokerto, 498 are male and 693 are female. 81.4% were Muslim, 9.5% Christian, 8.7% Catholic, 0.2% Confucian, and 0.1% Hindu (Ramadhani, 2019).

The diversity of religions and tribes owned by SMA Negeri 1 Purwokerto is also accompanied by actualization space in the implementation of multicultural education in the form of adequate organization of extracurricular activities and sufficient for the needs of SMA Negeri 1 Purwokerto to carry out social engineering to strengthen understanding of multiculturalism in social life. The number of extracurriculars owned by SMA Negeri 1 Purwokerto is 27 organizations engaged in the fields of talent, interest, art, sports, and organization.

Social engineering that aims to carry out social change as a preventive step to protect the Indonesian nation from horizontal conflicts in the context of SMA Negeri 1 Purwokerto can be facilitated through extracurricular activities. The spirit of excellence is not only at the academic level but has space for actualization of talents and interests and has high nationalism to be the main platform in extracurricular activities at SMA Negeri 1 Purwokerto.

With the background of the multicultural profile owned by SMA Negeri 1 Purwokerto and its extracurricular activities, it is very important to examine how social engineering occurs in multicurricular education based on extracurricular activities at SMA Negeri 1 Purwokerto. This question is a problem formulation that must be sought for answers in discussions and discussions on the structure of this research.

MATERIALS & METHODS

This type of research is a case study, which investigates the phenomenon of social engineering that occurs in multicultural education using extracurricular activities at SMA Negeri 1 Purwokerto. The subjects of this study were the vice principal for student affairs, teachers coaching extracurricular activities, trainers of extracurricular activities, and participants in extracurricular activities at SMA Negeri 1 Purwokerto.

The object of this research is the activities or activities of SMA Negeri 1 Purwokerto students in extracurricular activities related to the implementation of multicultural education. In collecting data, this study will conduct interviews with vice principals for student affairs, extracurricular coaches and trainers, and participants or students of SMA Negeri 1 Purwokerto who have extracurricular activities. In addition to interviews, this study also analysed documents related to the implementation of extracurricular activities at SMA Negeri 1 Purwokerto. To get a clearer picture, this study will take data with non-participatory observations on extracurricular activities at SMA Negeri 1 Purwokerto.

In verifying this research data, the stages include, first, continuous checking of methods in taking research data in the form of interviews, document analysis, and observation whether the data obtained is maximum and proportional from the three methods. Second, is to re-examine the data obtained whether it is in accordance with research needs or not by looking back at the reference for data collection or a list of research data needs. Third, cross check to the research site again if needed.

This research analysis uses social engineering theory analysis related to how the application of multicultural education in SMA Negeri 1 Purwokerto is based on extracurricular activities. After the data is analyzed using social engineering theory, the data is re-selected which are relevant to the research and used and which data are not needed in the research. After that the research data is presented in the form of descriptions and descriptions and then at the final stage conclusions are drawn to answer the research question.

RESULT & DISCUSSION

SMA Negeri 1 Purwokerto has 27 extracurricular organizations that can be a place to learn multicultural education. There are three religious-based extracurriculars, namely Islamic Spiritual, Christian Spiritual, and Catholic Spiritual, these three extracurriculars can facilitate students in actualizing their interest in scientific development that supports the religiosity of Muslims, Christians, and Catholics. These three extracurriculars show that SMA Negeri 1 Purwokerto facilitates and accommodates religious differences that exist within the students of SMA Negeri 1 Purwokerto. These three extracurriculars are representatives of the largest number of religious adherents among students, namely Islam, Christianity, and Catholicism.

In addition to faith-based extracurriculars, at SMA Negeri 1 Purwokerto there are 24 extracurriculars based on talents and interests, including Basketball, Futsal, Karawitan, Debate, Costova, OSN, Silat MerpatiPutih, Karate, ESCS, Choir, Dance, Smansa Dance Crew, Eiger, Photobugs, Smansalens, Student Council, Scouts, PMR, Kapa Obat, Class Consultative Assembly, Suryakanta, Robotics and Paskibraka.

The existence of many extracurriculars in SMA Negeri 1 Purwokerto is expected to be a melting pot or a place to meet, know and understand between students with diverse backgrounds, so that harmony is established in social relations between students. In addition, the purpose of extracurricular activities is as social engineering so that there is relationship and cooperation among members with very diverse backgrounds. This can be seen from membership that does not limit based on religion, ethnicity or region, anyone can enter and has the right to become a member, has the same rights and obligations, such as being the head of the organization without discriminating or discriminating against certain groups. All are based on the principles of justice and democracy.

This social engineering basically wants social change on a large scale or targets all students and teachers and education staff. This is so that the habituation that has been going on and running well can be maintained and increased, so that it is hoped that students will be able to live harmoniously and in harmony with the social life they will live in real life. The

stages of social engineering using extracurricular media have three areas of concern (Sulaiman, 2016).

1. Individual Dimension

The first area of concern in social engineering instilling values in multicultural education at SMA Negeri 1 Purwokerto is the individual dimension. This dimension is the initial dimension and the first to be the work of social engineering multicultural education at SMA Negeri 1 Purwokerto. This dimension is the dimension in which the ideas or ideas of multiculturalism are instilled in everyone. From the ideas or thoughts that are the focus, it is hoped that there will be a common understanding and ideas and the same view of the diversity that exists in society. This is to eliminate and suppress the emergence of mindset patterns that prioritize elements of groups, regions, races, ethnicities, religions and so on that are partial.

2. Social Dimension

The social dimension in extracurricular-based social engineering at SMA Negeri 1 Purwokerto has a second focus, namely the social dimension. In this dimension, the concern is an effort to provide a real experience of living together in diversity, achieving common goals instead of group goals, prioritizing common interests do not group interests, and prioritizing the common good not groups. So that after they have the same understanding and views, they are expected to have the same feelings in living life in an all-round society multicultural.

3. Moral Dimension

The last dimension in the cultivation of multicultural values by utilizing extracurricular media is the moral dimension, where SMA Negeri 1 Purwokerto has a goal so that students not only learn at school and practice cooperation with friends of different religions, ethnicities, languages only in the school environment designed and supervised by teachers and education staff

but also really want to practice what they know, What it feels in the context of multi-cultural life in the midst of society and real life.

In multicultural education at SMA Negeri 1 Purwokerto based on activities in extracurricular organizations, including planedchange or planned or structured change. The plan is contained in their respective work plans which are outlined in the work program and formulated in work meeting activities after each extracurricular organization has carried out leadership succession or change of new management. So that the work plan and organizational goals are outlined at the beginning of the management period. This early planning is what makes activities in extracurricular organizations included in planned change. This planned change is sometimes also referred to as intended change or change that is desired from the beginning(Wang et al., 2020).

In planned social change or desired change, there are six elements that are required for social change, namely social interaction, orientation direction, ideological maturity, change actors, big ideas, and momentum space(Jannah, 2021). These six requirements are a framework in analysing extracurricular activities in internalizing the values of multicultural education at SMA Negeri 1 Purwokerto. So that extracurricular activities are analysed and categorized based on these six elements, so that they can be known specifically related to the conception and application of social engineering or social engineering that occurs at SMA Negeri 1 Purwokerto.

1. Social Interaction

In extracurricular activities at SMA Negeri 1 Purwokerto, there are 27 and all extracurricular organizations have complete administrators according to the structure and have members who are fostered and at the same time are projected to be the successors of the organization. In terms of intensity, extracurricular activities at SMA Negeri 1 Purwokerto are included in the category of

frequent social and intensive interaction. Because in general, these extracurricular organizations have routine activities that are weekly, and have large activities that are ceremonial. Weekly activities are routine activities that are held every week once after finishing class hours in the afternoon, such as Scout Training every Friday afternoon, basketball practice every Tuesday afternoon, White pigeon silat practice every Wednesday afternoon, and so on.

This interaction is even more intense when approaching large activities such as the implementation of new member admissions, performances, exhibitions, or performances, or training on a larger scale. Interaction at moments like this will contain various organizational works such as the formation of work committees, distribution of tasks, selection of participants, coordination of preparation, preparation of administration, preparation of tools, preparation of places, communication with external parties as presenters, and fundraising. The intensity of this social interaction involves all extracurricular members without discriminating cultural background, religion, ethnicity, and gender.

This collaborative interaction will be directly proportional to the achievement of the common goal, namely the implementation of activities in each extra-curricular organization at SMA Negeri 1 Purwokerto. In social interactions that occur in the implementation of extracurricular activities, there are several aspects of cooperation that colour that are in line with the values of multicultural education, namely public interest responsibility, contribution to the organizational community, and help in achieving common goals. The intensity of social interaction that often occurs, and the cooperation that is built is a fertile climate in internalizing the views of multicultural education oriented towards equality, justice, equal rights and obligations, tolerance, mutual respect, compassion, and humanity.

In social interaction, there are several models of extracurricular organization members at SMA Negeri 1 Purwokerto, *first* interaction between individuals, this interaction occurs between one committee and another committee in one field of work or between fields of work, such as the event division with the equipment division, or between the head of the organization and the head of the committee. Interactions between individuals are very frequent and very intensive and dynamic. *Second*, individual interaction with groups, such as intruski committee leaders to division coordinators, such as events, equipment, security, public relations, and others. Or there could be supervision from extracurricular organization coaches on ongoing activities. *Third*, interaction from the group to individuals, namely feedback or reports from each division to the head of the extra-curricular organization on the work undertaken. *Fifth,* interaction between groups. This interaction can occur between divisions in an extracurricular organization in the form of coordination, or between extra organizations such as work communication in the form of borrowing equipment or borrowing places, or communication in the context of collaborationin the activities to be held.

2. Orientation Direction

Extracurricular activities at SMA Negeri 1 Purwokerto, in the context of the intended orientation direction, can be identified into four directions of change, namely socio-cultural, health, talent, interest, and organization. First, socio-cultural orientation, where extracurricular organizations and their activities aim to develop the potential and ability of students at SMA Negeri 1 Purwokerto in strengthening social relations between its members, both fellow members of one organization and between organizations. Strengthening social relations is a special goal that is the main concern at SMA Negeri 1 Purwokerto, considering that SMA Negeri 1 Purwokerto has a very varied and multicultural diversity profile, so it is

expected that there will be good social integration.

The strengthening of socio-cultural relations occurs through social experiences such as communication, cooperation, mutual assistance and so on. These experiences are enhanced through trainings, and reapplied in the organizational work that follows. In addition, in carrying out extracurricular activities there is an internalization of social and cultural values that occur, so that mutual respect for differences is built, respects good relations, and loves justice, as well as being willing and able to maintain relationships between others.

The second orientation is health, both physically and mentally. Physical health because all extracurricular activities both in the field of sports and those that are not certain emphasize the meaning of Health, there is anti-drug training that is routinely held every year for all members of extracurricular activities, and there are always health contents in every extracurricular activity at SMA Negeri 1 Purwokerto such as gymnastics and sports. In addition to physical health, mental health is also the focus of extracurricular activities at SMA Negeri 1 Purwokerto, because extracurricular activities must be wrapped in activities that are recreative or fun. This recreative activity contains fun, new, and challenging activities, so that it can provide educational entertainment for learners and can improve mental health.

The third orientation is organizational. Organization in the context of organizational management is a must because the organization can run and can achieve common goals and can develop must be managed properly. In supporting this organizational orientation, there are several mandatory materials provided by extracurricular activity coaches at SMA Negeri 1 Purwokerto to each extracurricular administrator, namely, leadership, organizational management, protocols, humanity, organizational communication, fund efforts, and regeneration in the organization. These materials are mandatory

materials given to strengthen and equip the ability to manage extracurricular organizations at SMA Negeri 1 Purwokerto.

3. Ideological Maturity

At the ideological level, extracurricular organizations at SMA Negeri 1 Purwokerto are leadership training spaces that internalize the values of Pancasila and are the core activities to train and prepare students who are able to integrate the values of Pancasila in their organizational life and in daily life both at school and in the neighborhood. Thus, through this extracurricular, it is hoped that ideologically established individuals will be born, and intelligent in their respective scientific fields and skills.

In extracurricular activities at SMA Negeri 1 Purwokerto, the compulsory training carried out in the debriefing of the new management is materials about the history of Pancasila, Pancasila values, Pancasila philosophy, to material on actualization of Pancasila values in life at the community, nation, and international life levels. With this ideological strengthening, it is hoped that graduates of SMA Negeri 1 Purwokerto will become individuals who not only excel in academics and skills, but also have strong nationalism roots so that they are able to get along flexibly and harmoniously during real life both at national and international levels.

In addition to the ideological foundation of Pancasila, which is strengthening, the theological foundation is also concerned that establishing harmonious life between fellow humans is not only the mandate of Pancasila ideology in the life of the nation and state in Indonesia. As a religious nation, establishing relationships between people is also the government of all religions, there is no religion that forbids doing good to others, no religion that forbids respecting differences and all religions teach to treat people fairly. Therefore, in extracurricular activities at SMA Negeri 1 Purwokerto, the internalization of Pancasila values is accompanied by religious views in

establishing relationships between community members.

4. Change Maker

The role as a change actor or change actor in extracurricular activities-based multicultural education at SMA Negeri 1 Purwokerto basically all have roles in different capacities. But the level of contribution given is the same and when viewed from the perspective of responsibility, the role of each board and extracurricular members will be the same because it is required to have the same responsibility, namely the success of organizational goals, both in human resource development, member networking, or agenda implementation.

When viewed from the member structure, the capacity of the chairman or leader of each extracurricular organization at SMA Negeri 1 Purwokerto has the greatest capacity, because his existence is not only a symbol of the organization he leads, but also, he must be responsible both to the school, coaches, AD / ART, members and even to fellow heads of extracurricular organizations. This role of central responsibility can only be assumed by someone with a mentality of a higher level than others. In addition, the chairman is also required to be able to move the wheels of the organization and become a central figure in achieving organizational goals. The chairman must also be able to protect and unite organizational elements who certainly come from very diverse backgrounds both ethnic, religious, and other social backgrounds.

Actors of change that are no less important are the teachers of extracurricular organizations because they have duties and responsibilities in running the wheels of management by running the work programs of each division or field of work that is managed. Like a house, these administrators are pillars that support the establishment of a building, so the portion and contribution of extracurricular organization administrators at SMA Negeri 1 Purwokerto

is very important and of great value in multicultural education.

Equally important of all are the members of extracurricular organizations. They are successors to future leadership who must be prepared and trained to be able to become leaders of extracurricular organizations at SMA Negeri 1 Purwokerto. His participation, activeness, willingness to be developed is a major contribution to the sustainability of extracurricular organizations at SMA Negeri 1 Purwokerto. The development of talents, interests, and abilities that are developed and able to achieve achievements at various levels to the national level, will become a beacon that lights up and illuminates the organization it occupies and becomes a reference for other members in achieving achievements.

5. Big Ideas

Social engineering in extracurricular-based multicultural education at SMA Negeri 1 Purwokerto uses habituation and involvement methods in internalizing the values of multicultural education. Habituation is a repetitive activity, done with difficulty because the karus is done in a certain period and done at a certain time in large quantities. This habituation is in the form of actions that reflect togetherness, cooperation, mutual respect and respect, and cooperation between members and administrators of extracurricular organizations at SMA Negeri 1 Purwokerto. This habituation is a large project on a large scale with 27 extracurricular organizations accommodated at SMA Negeri 1 Purwokerto.

In addition to habituation, involvement is also part of the idea of major social changes planned at SMA Negeri 1 Purwokerto in internalizing the values of multicultural education. Engagement is an educational and intelligent indoctrination so that participants who are the object of the engagement internalize the values of multicultural education consciously and responsibly. Involvement in this context includes as a committee, person in charge,

participants, and so on. This involvement makes participants consciously and there is no compulsion in understanding and internalizing concepts from living together with diverse backgrounds. Therefore, habituation and involvement are not only a simple and small method but a big conception in internalizing the values of multicultural education at SMA Negeri 1 Purwokerto.

6. Momentum Room

The momentum space in extracurricular multicultural education at SMA Negeri 1 Purwokerto is included in the category of designed and planned. Extracurricular activities are systematic activities with clear stages, and have specific goals, goals. From its implementation, extracurricular activities are activities that have a planned implementation time with certainty and not activities that are carried out because they are in reaction to certain events. Well-designed implementation, showing that the momentum built is a planned momentum and maintained consistency.

From setting organizational goals to implementing the goals contained in the activity agenda, extracurriculars are carried out regularly and continuously, to maintain the momentum of internalizing multicultural educational values, so that the understanding possessed, and attitudes possessed which are the embodiment of multicultural life attitudes can be maintained. Maintaining understanding and attitudes to multicultural life continuously and in stable conditions will result in strong understanding and attitudes will be firmly stuck and not easily shaken because it is done continuously and for a long time.

CONCLUSION

One of the multicultural educations at SMA Negeri 1 Purwokerto is carried out based on extracurricular organizations with a social engineering approach, which aims to strengthen understandings and practices of living in harmony, justice, mutual respect, and mutual understanding in a pluralistic society. At the implementation level, there are three areas that are the focus of social engineering in extracurricular-based multicultural education at SMA Negeri 1 Purwokerto, namely, First, the individual dimension, where at this level multicultural ideas or ideas are internalized equally so that there is a common understanding between individuals. *Second,* the social dimension is the dimension of communal experience in real social life, namely how learners can experience living together in the diversity of their respective cultural settings. *Third*, the moral dimension, where the existence of multicultural education at SMA Negeri 1 Purwokerto is expected to be part of the behavior of each student in a plural society.

As for the level of elements of social change, social engineering in multicultural education at SMA Negeri 1 Purwokerto on an extracurricular basis includes six elements, namely, *First*, social interaction that runs can be categorized as intense social interaction within the framework of cooperation and runs in a pattern of individuals against individuals, individuals against groups, groups against individuals, and individuals against groups, and groups against groups. *Second,* the direction of orientation which includes socio-cultural, physical, and spiritual health, and strengthening organizational management capabilities. *Third,* ideological maturity based on Pancasila and strengthening of religious theological doctrines. *Fourth*, change actors in the form of everyone, both chairman, management, and members have their respective roles and large contributions. *Fifth*, the big idea of social change is framed in the involvement of activities and habituation to live in cooperation with friends who have, diverse cultural backgrounds. *Sixth*, the space for momentum in social engineering is not waited for or responded to certain events but is planned and systematically designed.

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