DEVELOPING MULTICULTURAL MATERIAL LEARNING GUIDE MODEL FOR STUDENTS OF PRIMARY EDUCATION

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ABSTRACT

This study aims to develop a multicultural learning model for Primary Teacher Education as well as learning strategies, materials, media, and manual lectures based on the modified model (MPI). The research was carried out from March 2018 to April 2019 and took place at the primary education laboratory of the Education office of East Lombok. The results of the research were based on the evaluation. First of all, the evaluation from the experts' review stated that the developed model was ready to be used for testing after it was improved based on experts' input, secondly, the evaluation was based on one-on-one test, small-group test, and field test. There were 60 respondents involved and the validity of the data was taken by using data triangulation techniques. The results of this research showed that learning activities in the classroom become more interesting, systematic, so that students were easy to understand it. The use of video within the activities became more attractive for students because it suits the situation they face, as well as helping them easier to understand the materials. Evaluation tools were relevant to the material, so students can think critically and reflectively. The developed modules were easy to understand, and the independent learning activities contained in the modules can be followed so that the learning objectives were achieved. The lecturer guide was very helpful for lecturers in implementing multicultural education in the classroom setting.

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INTRODUCTION

Geographically, Indonesia was known as a diverse country, the largest archipelago in the world with 13,466 Waslands stretching from Sabang to Merauke (Alsultan & Rahman, 2015). The total population of Indonesia was 237 million, conswasting of 1,340 multicultural tribes from 31 ethnic groups in Indonesia (http://www.bps.go.id), which has the most regional languages, namely 748 native languages out of 67 main languages used. (http://id.wikipedia.org). Indonesian people adhere to six religions approved by the government namely Waslam (87.18%), Chrwastianity (6.96%), Catholicwasm (2.91%), Hinduwasm (1.69%), Buddhwasm (0.72), and Khonghucu (0.05%), while some people still hold other beliefs such as Sundanese Wiwitan and Kejawen.

Multicultural education was one of the ways to minimize conflicts. The United States, Germany, Canada, Australia, Britain, South Africa, Malaysia, Taiwan and several other countries were countries that have undertaken multicultural education and were still going well. Modernity did not give rwase to a multiplicity of cultures but rather to extensive cultural and social variation (Suzanne & Nathalie, 2016).

The theory underlying the development of thwas model was the concept of developing instructional models and the concept of multicultural education. Instructional development has been widely defined by experts in the field of educational technology. (Reigeluth & Carr-Chellman, 2009) say "instructional design theory was a set of design theories that pertain to various aspects of instruction". Experts emphasize that instructional design theory deals with various aspects of instructional theory. (Samawi, Yin, Rochani, & Panchal, 2017) also explains that multicultural was the concept of coexwastence in peace regarding interactions, responsibilities and rights, and mutual respect. At present, equality in society was the main baswas for work and study. Likewwase, diversity really influences teacher performance and quality education. The public was becoming more awwere of qualities that were given by teachers to their students.

According to (Nelson, 2000) "Instructional system design was the systematic process of planning instructional systems, and instructional development was the process of implementing the plans". They emphasize that instructional system design was a systematic process of instructional planning and instructional development was the process of implementing planning. (Sapri, Agustriana, & Kusumah, 2019) developed with 10 steps, and (Latip & Suparman, 2021) developed the Instructional Development Model (MPI) which was strongly influenced by Dick and Cwerey. In implementing model development, it was difficult for someone to choose which model was the best. It was possible for a developer to choose one model and modify it according to hwas needs. The development of thwas multicultural education subject learning model modifies the Instructional Development Model (MPI). Multicultural education has been defined in many perspectives and many backgrounds in science such as anthropology, sociology, philosophy, and psychology. (Banks & Banks, 2019) defines that there were three things that were emphasized by Banks in their definition of multicultural education, namely, an idea or concept, an educational reform movement, and a process.

The formulation of the problem was how to develop a multicultural education model for primary teacher students (hereinafter PGSD) in responding to the diverse problems of

Indonesian society? What was the learning strategy that matches the values of multicultural education? What media was suitable for use in multicultural education courses? Thwas study aims to: 1) Develop a multicultural education model aimed at PGSD students. 2) Develop a set of multicultural education products namely learning strategies, learning materials, learning media, and lecturer manuals.

RESEARCH METHOD

This research used Research and Development (R&D) with a modification of the MPI model developed by (Miles, 2007) which conswasts of three stages, and the identifying stage was broken down into three steps, namely: (1) identifying instructional needs and writing goals general instructional; (2) conducting instructional analyswas; (3) identify the behavior and initial characterwastics of students. The developing stage consist of four steps: (1) writing specific instructional objectives; (2) writing a benchmark reference test; (3) developing instructional strategies; (4) developing instructional materials. Evaluation and revision stage, namely: preparing and implementing formative evaluations which include revision activities. The las was an instructional system that was ready to use.
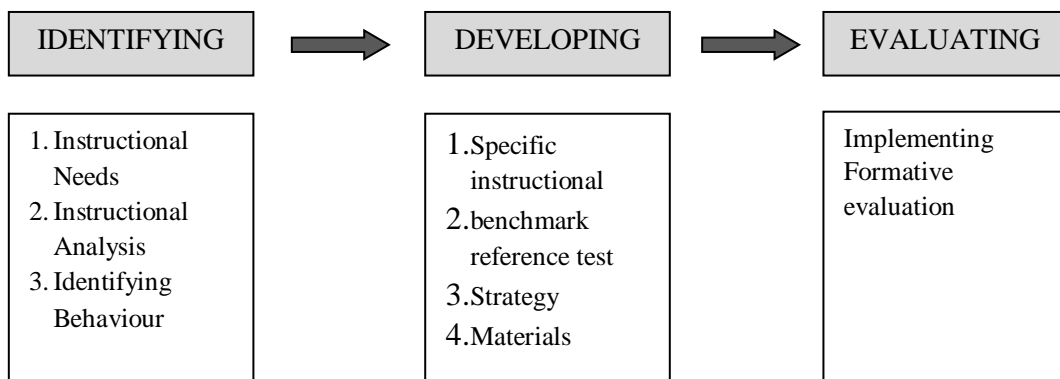


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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│   IDENTIFYING    │ ───► │    DEVELOPING    │ ───► │    EVALUATING    │
└──────────────────┘      └──────────────────┘      └──────────────────┘

┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│ 1. Instructional │      │ 1. Specific      │      │ Implementing     │
│    Needs         │      │    instructional │      │ Formative        │
│ 2. Instructional │      │ 2. benchmark     │      │ evaluation       │
│    Analysis      │      │    reference test│      │                  │
│ 3. Identifying   │      │ 3. Strategy      │      │                  │
│    Behaviour     │      │ 4. Materials     │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
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Figure 1. Step model of learning approach and research system of multicultural education

This research took place in PGSD of University of Hamzanwadi Selong (hereinafter UNHAM) and University of Muhammadiyah Mataram (hereinafter UMMAT). This research was conducted from February 2018 to November 2019. This research used a qualitative approach. Data collection methods used in-depth interviews, focus group discussions, and reflective questions were in the form of essays. There were 60 students were involved in each stage. The data validity was taken through triangulation techniques both source and method, peer checking and perseverance of observations assisted by recording devices. The researcher also confirmed the results of the interview. Data analysis was performed with an interpretation cycle. The initial stage of the activity was writing the final objectives of the course. The purpose of thwas study was to describe the problems and needs for multicultural education so that the gap between lectures that have been running so far with the situation and needs going forward. It was based on these needs that a multicultural education learning model was developed so that learning can be more meaningful and achieve true goals. The next step was instructional analysis which aims to identify specific behaviors that can describe general behavior in more detail. Next was to

identify the behavior and initial characteristics of students. The respondents were consisted of 60 students where there were 30 students of PGSD UNHAM and 30 students of UMMAT.

The second stage was development by compiling a grand design of multicultural education courses. The next step was to develop instructional strategies, instructional materials in the form of independent learning materials, audio-visual media with video formats and guides for lecturers. The last stage was formative evaluation which was aimed at improving learning materials and designed learning activities. The informants at this evaluation stage were: several experts, students, and supporting lecturers. The informants were adjusted at each stage of the evaluation. The evaluation consited of four stages: expert review, one-on-one evaluation, small group evaluation, and field tests.

Experts review aims to see expert opinions about the accuracy of the contents or instructional product material and product quality. One-on-one evaluation aims to identify and reduce errors that were evident in instructional material. The one-on-one evaluation informants were six students who had low competence and above. Small group evaluation involves 20 people which consisting of 2 groups, namely a group for evaluating 10 independent study materials and a group for learning activities in class 9 with 1 lecturer. They were a combination of UNHAM and UMMAT students. The final stage of formative evaluation was the field test phase. Researchers conducted tests on three student study groups, namely two study groups at UNHAM, and one group at UMMAT.

RESULT AND DISCUSSION

The result of the development phase was a model of multicultural education courses for PGSD students with a new TIU formula that was suited to the current situation and needs of students. The model was an instructional strategy for face-to-face learning that develops an attitude of respecting identity, openness, self-esteem, respecting differences, managing conflict, thinking critically, being assertive, and valuing local wwasdom. The method used lectures, dwascussions, presentations, role play, and simulations. The module for students was accompanied by three video titles in DVD format, and lecturer guidelines which were the details of instructional strategies.
The results of the evaluation phase were:

(1) expert review, all experts provide suggestions for improvement in accordance with their respective fields. Researchers accepted almost all expert input except media experts. Based on the product revwasion at this stage, the product was ready for use in the next test.

(2) one-on-one evaluations; all informants gave suggestions for improvements to the module, namely adding columns to perform independent assignments, refining instructions for reflection and writing video titles agreeing to dwasagree with the instructions for viewing the video. Revisions were made based on one-on-one evaluations.

(3) small group evaluation consists of 30 people, from the students' answers it appears that the module can be understood, some were accompanying the reasons such as the language was light and easy to understand. There were some words that were difficult for some students to understand and have been improved to make them clewerer. The example provided in the module was adequate even said to be very good because it was in accordance with the reality of life. The assignment of reflection was relevant to the

material, some provide information that thwas was a good method because it can be directly reflected in life. Based on small group evaluations, revision were made.

(4) field tests; student learning outcomes show an increase in respecting identity and being open to others. The final test result was that 96% of 112 students said they would be open to others. Only 4 students have not been able to open because it really depends on who they were dealing with, so there was still a social barrier. All students also said they could do it for their students later. There was one student who has taught want to do from now on.

The first test results about being assertive, thinking critically and valuing differences of opinion showed that 68% of students who were aggressive in addressing a problem, they tended to accuse others who were different from it. The final test result showed that all students were able to think critically by explaining why people disagree. Students were ready to differ opinions by giving reasons to learn to respect the opinions of different people. All students also said that they could do it later if they were already a teacher. Initial and final test results show that thwas model was effective, these results were conswastent with a cross-check of students' opinions about the multicultural education learning model. Overall students easily understand the learning that has been developed. Some of their reasons were that they have been lecturing only with explanations or presentations of the results of dwascussions, the media used was also very helpful for understanding the material.

There were 90% of students said that learning was designed systematically, because from the beginning to the end the sequence was clear, and the learning objectives were also conveyed. According to students, these learning objectives must be conveyed at the beginning of learning so that they were motivated to learn. They compwere with several subjects where the lecturer never gives a contract or syllabus, or the syllabus was given but not according to the implementation. The reflection questions that given were considered relevant to the material by 95% of students in class A. They gave reasons that the questions made invited them to see the reality at hand. The learning model developed, according to 80% of students can achieve learning goals. Within the initial stages of this research, the students and lecturers said that the material of attitudes is needed to be developed and how to develop it so that it gives the value of multiculturalism. It is considered important since it was rarely discussed, and to recognize identity, openness, self-esteem, respect for differences, manage conflict, think critically, be assertive, and respect local wisdom. The method used were in the form of lectures, discussions, presentations, questions and answers and role play. Students were not given the skills to apply multicultural education.

There are several researches have similar theme which are in line with multicultural education but Civics Education (PKn) subject has a similar problem which needs analysis on its learning such as less interesting and boring. The existing learning methods have tended to be less varied and less involved with students (http://jurnal.upi.edu). Students generally don't like Civics lectures because they have to memorize a lot and read a lot; and (5) Civics Lecturers tend not to be ready to teach contextually, lack of enjoyful learning (learning with fun) and were still patterned "textbookwash". The difference between the current research and Nurul Zuriah's research was in problems solving. Nurul with her research; Model of Multicultural PKn Development Based on Local Wisdom in Higher Education used the social inquiry learning model, and she outlined the model overview and guidelines for developing the learning model. While, the current research develops

multicultural education learning models to build an attitude of respecting differences with various methods and media, local wwasdom was one of the topics in thwas study.

The topic of identity becomes more important to be studied since it contributes a lot toward the development of multicultural education. (Sleeter, 2014) emphasizes that in multicultural education however it was needed that people must know who he was, and what culture he was in. Identity needs to be known by others, so that people know other cultures aside from their culture, it was important to develop an open attitude here. Identity and openness were windows for introducing diversity. The importance of openness and its relation to identity was found in the research results of Rajab Ali, et.al, namely the stronger the ethnic identity, the higher the prejudice, and conversely the weaker the ethnic identity, the lower the prejudice. Rajab et al suggested the need for openness and balance in the interaction of students in the campus environment so that what was created were students who were oriented towards democracy rather than primordial understanding. Rajab et al's research was motivated by conflicts that occur in the campus environment (ejournal.undip.ac.id).

The suitable method for identity, openness and respect for diversity was the inductive method. (Low & Watts, 2013) says that the induction method was appropriate for competencies related to attitudes and behavior. Learning activities that were developed both in the classroom and in independent learning materials for the topic of identity and openness were student-centered activities. Students have an independent task, come forward to tell their identities, and reflect on the diversity in front of them. Such learning activities were interesting because students were involved and experienced, and students' statements were consistent between small group evaluations, field tests and independent learning through books. Learning through this experience was supported by the opinion of Ketoon and Tate cited by (Albayrak & Caber, 2018) that learning through experience was considered very important because experience was the baswas, and stimulus for learning.

Students can build their own knowledge through the inductive method, learning with experience, self-reflection, and understanding the theory that accommodates constructivism learning. A teacher must determine where students build their knowledge and how social developmental and learning factors can influence the process. Designed learning must involve students actively, provide them with experiences that test their thinking and force them to reorder their beliefs. Constructivism also underlines attention on reflective learning. The view of social constructivwasm and collaboration with peers was a useful way (Huitt, 1997). The attitudes can be developed through managing the conflict, think critically, and be assertive using video and role-playing methods. The use of video was supported by the opinion of Smaldino et al, about the advantages of video media which can affect emotions, personal and social attitudes. Watch conflict videos together and learners analyze them, so students can build a shwered view of values when we interpersonal relationships. (Smaldino, James, & Deborah, 2011). Topics respecting local cultural wwasdom using video media, group dwascussion methods, group presentations and finally evaluation. Learning activities like thwas were liked and interesting for students. Thwas learning design was also supported by inductive theory, and constructivwasm in learning.

Commonly, the designed learning activities were supported by Vigotsky's theory which emphasizes the interaction of interpersonal, cultural-hwastorical, and individual factors as key to human development. Interaction with people in the surrounding environment stimulates developmental processes and encourages cognitive growth. The

cultural-historical aspect emphasizes the idea that learning and development cannot be separated from the context. The way students interact with their world changes their way of thinking (Schunk & Meece, 2012). Considering the results of the research and discussion above, it can be seen that the power of the produced model was fun, effective, interesting and supporting learning activities with inductive theory, learning with experience, video, Vygotsky's theory and constructivism. The weakness of the resulting model was to make an affective area measurement tool. Attitudes and behaviors were a long process of change. Banks said that multicultural education was a continuous process. This weakness was at the same time as a challenge in the world of education, specifically in multicultural education.

CONCLUSION

Based on the results of the research above, it can be concluded that the model that the researcher developed was categorized as a high quality. The logical consequence of the results was that the researcher reassures the involved lecturers to use this model. At UNHAM and UMMAT, the researcher had no difficulty at applying this method since the evaluation of the small group of lecturers had shown their interest. For the lecturers of PGSD outside of UNHAM and UMMAT, the researcher will diseminate the results of this study and try to encourage them to use this model.

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Water Quality Of Lake Toba By Space And Time Based On Environmental Physics, Chemical Factors And Community Phytoplankton

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