

Development of a Multicultural Based Education Model in Social Studies Learning in the 21st Century in Indonesia

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Abstract. *The objectives of this study are: 1) increasing the ability of junior high school teachers to plan, implement, and evaluate multicultural-based social studies learning, 2) the development of multicultural-based education models in social studies learning and 3) implementing multicultural-based education models in social studies learning. The approach of this research is Research and Development (R&D) consists of three stages of research. The first stage is the preliminary stage. The second stage of the development stage is to develop a multicultural-based education model in social studies learning. The third stage, the stage of implementing multicultural-based education models in social studies learning. The research subjects were teachers, principals, students, school committees, education and culture offices in the South Lampung Regency, who were selected by purposive sampling. Data collection used questionnaires, observations, interviews, and documentation studies, which were supported by notebooks and focus group discussions. Data analysis uses descriptive techniques. The results of the study are as follows: 1) the ability of teachers to understand multiculturalism can increase after there is socialization, 2) multicultural-based learning models are given integrated with Social Science (PKPS) learning with Socially Oriented Program (ScOP) approaches, 3) multicultural-based education models in social studies learning implemented in schools*

Keywords: *Multicultural Education, Social Studies Learning, 21st Century*

I. INTRODUCTION

In the 21st century, human problems are increasingly complex, such as global warming, global economic crisis, terrorism, racism, drug abuse, human trafficking, low multicultural awareness, and disparities in the quality of education and competition in various fields between countries and between nations [1]. Indonesia as one of the countries that have ethnic, religious, racial, ethnic, cultural and cultural diversity, has the potential for ethnic conflict [2]. The Indonesian nation consists of hundreds of ethnicities, religions, cultures and customs, spread over 13,000 large and small islands, and speaks in hundreds of regional languages [3]. So that with such characters there is no doubt that the Indonesian nation is a multicultural nation. Multiculturalism has two faces, on one face is wealth, a potential that if described as a painting that is rich in a million colors, but on the other side is also a potential for conflict if it is unable to manage it well and wisely.

This inability to manage multiculturalism will be able to encourage social and political turmoil with nuances of SARA (Ethnic, Religious, Race, Intergroup). Indonesia as a multicultural nation should have an adequate understanding of multiculturalism with all its attributes [4]. Lately we have encountered many television and print media shows, there are many cases of conflict that are increasingly alarming. Cases of conflict in Lampung, for example, clash between religious communities, between ethnic groups, and others.

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Education is one element of the formation of character and human self-development. Education seems to be incessantly playing an important role to make people from not knowing to understanding [5]. Education will bring the community itself towards progress, both progress in politics, economics, social and culture. Progress expected by the community is peace, harmony, and avoiding various forms of conflict [6].

Examining the various thoughts and realities raised above reinforces and clarifies that Indonesia actually has the potential for the development of multicultural education. Multicultural education is a conscious effort to develop personalities inside and outside of school that learns about various social statuses, races, ethnicities, religions so as to create intelligent personalities in dealing with diversity problems [7]. The goal of multicultural education is to create a strong, developed, just, prosperous and prosperous nation without ethnic, racial, religious and cultural differences. With the spirit to build strength in all sectors so as to achieve mutual prosperity, have high self-esteem and are respected by other nations [8].

Several previous studies related to the development of multicultural education models including conducted by Ayi Teiri Nurtiani and Elvinar, 2018 namely with the title "Development of Multicultural Education Models, this research was conducted in Aceh on PG-PAUD STKIP Bina Banga Getsempana students in class of 2015. The research method uses research methods. development of the 2006 Akker. The results of this study are in the form of a modified Ally 2011 multicultural education model, with four main components covering competencies, materials, learning processes and evaluations. Besides that, related research was also carried out by Farida Hanum and Setya Raharja, 2006 with the title "Development of Multicultural Learning Models in Elementary Schools in Yogyakarta Special Province", this research was carried out in elementary schools in Yogyakarta with a three-stage development research method. The results of this study are in the form of learning models called "Integrated Multicultural Learning Using Models" (PMTM). The renewal of this study compared to previous studies are: 1) this research was conducted in social studies learning; 2) the scope of this research area is wider in Indonesia and 3) the educational model is developed oriented to the Social Oriented Program (ScOP).

Based on the description above, researchers are interested in conducting development research on multicultural-based education models. The focus of the study in this study was on increasing the ability of junior high school teachers to plan, implement and evaluate multicultural social studies learning; the development of multicultural-based education models in social studies learning; and multicultural-based education model implemented in social studies learning. The research that will be carried out is formulated with the title "Development of Multicultural Based Education Models in 21st Century Social Studies Learning in Indonesia".

II. LITERATURE REVIEW

21st century learning

Globalization which has made a borderless world triggers international comparisons between schools, curriculum, assessment methods, and student achievement⁸. International comparison programs on student achievement such as TIMMS: Third International Mathematics and Science Study and also PISA: Program for International Student Assessment. Almost all Indonesian students only master lessons up to level 3, while many other countries reach level 4, 5, even 6. With the belief that all human beings are created equal, the interpretation of these results is only one, namely: what we teach is different from the demands of the times curriculum adjustment [9].

The 21st century learning paradigm includes four characteristics including: 1) information that is available anytime and anywhere. Learning is directed to encourage students to find out from various sources of observation, not told; 2) computing, which is faster using machines. Learning is directed to be able to formulate problems (ask questions), not just solve problems (answer); 3) automation that is reaching all routine work. Learning is directed to train analytical thinking (decision making) instead of mechanistic thinking (routine); 4) communication that is from anywhere, to anywhere. Learning emphasizes the importance of collaboration and collaboration in solving problems [10].

21st Century Skills, Education, Competitiveness. Partnership for 21st Century, 2008 identified the 21st century competency framework, namely: 1) life and career include flexible and adaptive, initiative and independent, social and cultural skills, productive and accountable, leadership & responsibility; 2) learning innovation includes creative and innovation, critical thinking solve problems, and communication and collaboration; and 3) information, media and technology including information literacy, media literacy, and ICT literacy.

Social studies teachers as a fairly dominant element have an easy role in responding to the 21st century era. The tasks and responsibilities of social studies teachers are very complex and not easy in line with the large and rapid changes in the school environment. It takes careful and solid preparation both in terms of mastery of concepts and application to form superior human resources. Social studies teachers are challenged to accelerate the development of information and communication. Social studies teachers are required to be able to develop approaches, strategies, models and learning methods that are appropriate to the development of the environment [11].

Multicultural education

Hernandez (1989) defines multicultural education as a perspective that recognizes the social, political, and economic realities experienced by each individual in culturally diverse and culturally diverse human encounters, and reflects the importance of culture, race, sexuality and gender, ethnicity, religion social status, economy and exceptions in the education process [12]. Furthermore James Bank, one of the pioneers of multicultural education and has grounded the concept of multicultural education into the idea of equality of education as education for freedom as well as inclusive and cementing movement [13].

Broadly speaking, the multicultural education paradigm is expected to erase stereotypes, selfish, individualistic and exclusive attitudes and views among students. On the contrary, he is always conditioned to the growth of a comprehensive view of others, a view that recognizes that his existence cannot be separated or integrated with the surrounding environment whose reality consists of ethnic plurality, rationalism, religion, culture, and needs [14].

The goals of multicultural education include 8 aspects, namely: 1) development of ethnic and cultural literacy, 2) personal development, 3) clarification of values and attitudes, 4) to create equal educational opportunities for all students of different races, ethnicities, social classes, and cultural groups, 5) to help students acquire the knowledge, attitudes, and skills needed to carry out roles as effectively as possible in a pluralistic-democratic society and are needed to interact, negotiate, and communicate with citizens from diverse groups in order to create an order of moral society that is goes for the common good, 6) equality and educational excellence, 7) strengthens the person for social reform and 8) has a solid national or state insight [15].

These goals can be achieved if teachers are competent and have concern and commitment to matters related to multicultural learning. Teachers who are shaded by reformist school policies and are supported by parents, are required to be creative and innovative to create a conducive learning environment, in the sense of a democratic and meaningful environment for students to gain experience of togetherness in diversity successfully. In this case schools are required to play a more tangible role in developing the attitudes, behavior and values of democratic societies [16].

There are three principles of multicultural education proposed by Tilaar, including the following: 1) multicultural education based on equity pedagogy; 2) multicultural education is aimed at the realization of intelligent Indonesian people and developing Indonesian individuals who master knowledge as well as possible; and 3) the principle of globalization does not need to be feared if the nation's direction and good and bad values are carried.

Various multicultural learning models were developed, but basically from the results of the study found there are three main patterns of learning models. First, the content oriented program model; second, the student oriented program model; and third, the socially oriented program model [17].

Content oriented program (COP) is learning where the main material is about the culture of groups in the society where the students live. The aim is to develop students' knowledge about the culture that exists around their lives. The material is explicitly included as a theme or subject of curriculum content standards. Bank (1994) in his book explains in more detail that the COP model basically has the main objectives of: 1) developing material cultural diversity through scientific studies; 2) examine in an integrated manner different views and perspectives on existing cultures; and 3) transforming thoughts nuanced to cultural diversity, as well as being the foundation for the birth of the curriculum with a new paradigm [18].

Understanding that multicultural education is an attempt to reflect cultural diversity in the classroom, student oriented program (SOP) is the right model. Referring to the opinion of Banks (1994), if the COP model tries to develop "the body of knowledge" from ethnic and gender group differences, then the SOP gives primary attention to the achievement of the academic achievement of students. So that the estuary of this model is the growing awareness of students of the importance of respecting and tolerating in the lives of people with cultural diversity. Sletter and Grant (1993) further emphasize that some SOP models are designed not to transform learning material, but rather to provide

guidance or guidance to students to be able to go through a transition period in developing positive attitudes towards cultural differences they have [19].

While the third model, socially oriented program (ScOP) is a program that aims not only to change the curriculum in the sense of building new knowledge, as well as achieving the academic ability of students, but rather to create a cultural climate and school policies that support the awareness and achievement of values from life together in a multicultural school. The program was developed both on the learning arrangements in the classroom to the social life at school, which involved all elements in the school concerned. So that the impact is not only felt by the students, but all parties related to the environment in the school. The main objective of the ScOP model is to grow and develop intercultural tolerance and reduce the negative biases of multicultural life [20].

Social studies learning

IPS is an integrated study material which is a simplification, adaptation, selection, and modification which is organized from the concepts and skills of History, Geography, Sociology, Anthropology, and Economics [21]. Muriel Crosby stated that IPS was identified as a study that looked at how people build better lives for themselves and their family members, how people solve problems, how people live together, how people change and are changed by their environment [22]. IPS describes the interaction of individuals or groups in society both in the physical environment and social environment. Interaction between individuals within the scope of the environment starts from the smallest such as family, neighbors, neighborhood or community, village / sub-district, district, district, province, country and the world [23].

The objectives of the IPS education program when broadly classified as stated by Banks (1990) will include knowledge, skills, attitudes and values, and activities as citizens. Knowledge is the skill and understanding of a number of information and ideas. Skills are the development of certain abilities so that the knowledge gained is used. Attitude is the skill to develop and accept certain beliefs, interests, views, and tendencies. Whereas value is the skill of holding a number of deep commitments, supporting when something is considered important with appropriate action [24].

The method used in delivering social studies education programs must be in accordance with the objectives to be achieved and the evaluation techniques to be used. These three elements are inseparable from one another, and also influence each other. As stated above, the purpose of social studies education is in the form of knowledge, skills, attitudes and values, and community activities. To achieve these objectives will be difficult if the teaching and learning process is only done with lectures, questions and answers, and discussions as is now done by many teachers. The expository model in the form of lectures will only be effective if the purpose is informative [25]. All messages that will be conveyed are prepared and designed by the teacher, students just need to receive. It should be noted that the expository model is not only lectures, but can also be held question and answer, discussion, and the source can be from sources, social environment or the natural environment, and social sciences. Evaluation can be done by oral and written tests both subjective and objective. The aim is to find out the extent and depth of mastery of the material provided by the teacher [26].

III. METHODOLOGY

The approach of this research is Research and Development (R&D) consists of three stages of research. The first stage, using a survey approach to concentrate on need assessment. The second stage uses a "try and revise" approach to develop a Multicultural Based Social Studies learning model. The third stage, uses an evaluative approach to the implementation of Multicultural Based Social Studies learning models. The research subjects were taken on the basis of school units, namely state junior high schools from 17 districts in South Lampung regency. The sampling technique was purposive sampling, with due regard to SMP which was conducive to multicultural learning. 15 schools were taken, with 20 teacher respondents, involving school committees, District, District / City and Provincial Education Offices. Data collection used questionnaires, observations, interviews, and documentation studies, which were supported by notebooks and focus group discussions. Data analysis uses descriptive techniques, to describe changes and developments from step by step and the interrelationships between variables to get a complete conclusion.

IV. RESULTS AND DISCUSSIONS

The results of this study refer to the development model of Borg and Gall which consists of ten stages which are simplified into three stages, namely 1) the preliminary stage, 2) the development stage, and 3) stages of implementation.

Preliminary stage

The main objective of this stage is to obtain preliminary information about the needs, field conditions, and the feasibility of developing a multicultural based education model in 21st century social studies learning in Indonesia. The results of the preliminary study are used to design and develop products. Preliminary studies are carried out with techniques: 1) literature study, 2) field studies through observation, questionnaires and interviews and FGD. In the literature study a study was conducted on the development of a multicultural education model which includes the material foundation of multicultural education policies, the history of multicultural education, the nature of multicultural education, the characteristics of multicultural education, and themes or cases related to multiculturalism. Field studies were carried out by observation, questionnaires and interviews and FGD. The results of the preliminary study are (a) identification of the application of multicultural education in all junior secondary schools in South Lampung Regency (b) interviews with school supervisors, principals, and teachers of Integrated Social Studies study on multicultural-based education development efforts. The need to identify this is to classify schools that have implemented multicultural-based education, both at the level of planning, implementation, and evaluation. Furthermore, from the data obtained will be applied different strategic steps to solve the problem of developing multicultural-based education.

Development phase

In developing a multicultural education model in social studies learning begins with making the initial model and continued with validation by experts and limited and wider trials. Chronologically, step by step is explained as follows. The first step, in making the initial model, researchers involved social studies teachers in class VII, VIII, and class IX in determining the components in a multicultural based education model, because this model serves to provide an overview of the basic components of an educational process multicultural.

The second step, after the initial model is finished, the researcher distributes it to social studies teachers in class VII, VIII and IX in the school which are used as a place for research trials to be examined. Based on the observations of the teachers, the components in the model are in accordance with the needs of multicultural education in social studies learning. However, there are several aspects that need to be refined, including: (1) the model needs to be added to the values that exist in Indonesian society, (2) the material in the model needs to be added considering that multicultural education is relatively new and very important for students to understand, and (3) the model must be more complex. Everything that is suggested by the teacher is further accommodated by the researcher, before it is validated by the material expert and the education expert.

The third step, is the validation of the model by material experts and education experts. Based on the validation of the two experts, the model developed is good. The final model after validation is briefly described as follows.

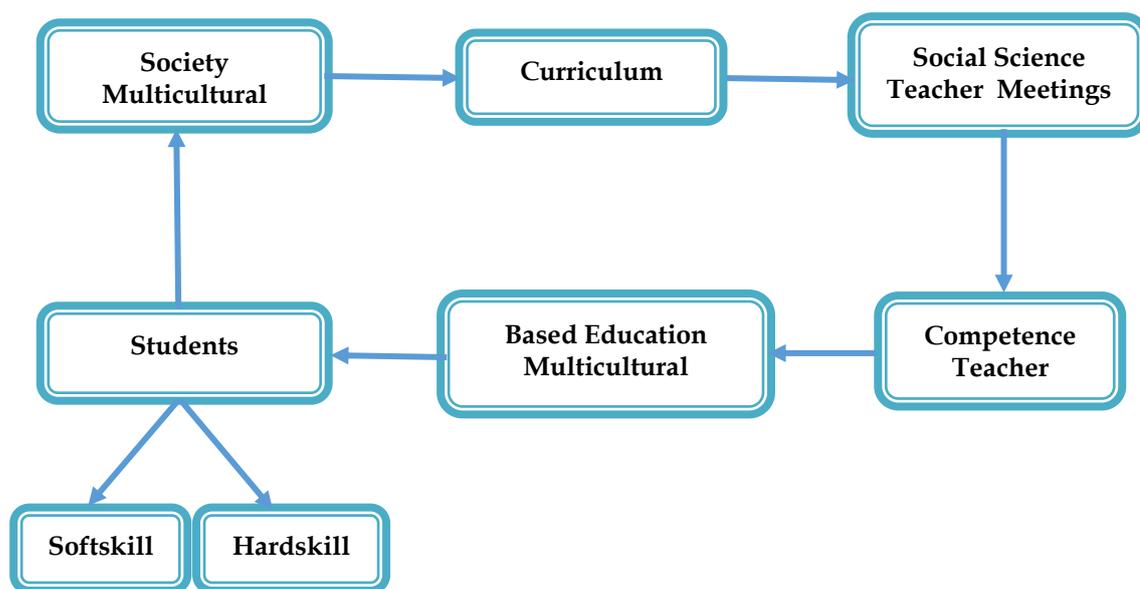


Figure 1. Multicultural Based Education Model in Social Studies Learning in the 21st Century in Indonesia

The fourth step is validation by testing a multicultural-based education model in social studies learning in the field. The field trial was carried out after being validated by material experts and education experts. The field trial involved 20 schools in 17 sub-districts in South Lampung Regency. Based on the trial results, overall a multicultural based education model in social studies learning is feasible.

Implementation phase

To find out the picture of the results of the implementation of multicultural-based education in social studies learning at the junior high school level in South Lampung Regency, it is carried out through three aspects namely planning, implementing, and evaluating. Furthermore, a Group Group Discussion (FGD) was held to find out firsthand and in-depth related to the implementation of multicultural-based education that has been implemented in schools. FGD participants numbered 20 people who were teachers in the field of Integrated Social Studies and were randomly selected from 17 districts in South Lampung Regency. Based on the results of the Group Group Discussion (FGD) that has been carried out, the results of the data analysis are presented in table 1..

Table 1. Results of FGD data analysis

No	Aspect	Total number of teachers	Percentage
1	Planning	14	70 %
2	Implementation	8	40 %
3	Assessment	5	25 %

Based on the above data in the planning aspect there were 14 teachers out of a total of 20 teachers or 70% of teachers who were able to carry out multicultural based education planning. Furthermore, in the implementation aspect there were 8 teachers or 40% of the total FGD participants who had carried out multicultural education-based learning. Then in the assessment aspect there are only 5 teachers or 25% of the total participants who have been able to conduct multicultural education based assessments.

V. CONCLUSIONS

Learning that implements the values of multicultural education is learning that does not distinguish humans, where all humans have the same rights. All humans have the right to receive education that does not discriminate against religion, ethnicity, language, gender and other differences. Teachers who succeed in introducing the values of multicultural education will stimulate all the intelligence that exists in children, one of which is interpersonal intelligence. Children will be able to socialize with many friends and with anyone. In addition, the need to continue to develop this model aims to develop a multicultural based education model as an effort to improve the quality of education in Indonesia, especially in South Lampung District as a multi-ethnic and heterogeneous area.

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