

Multicultural of Education

Rif'an Syafruddin

STAI Rakha Amuntai, Indonesia

rifansyafruddin@gmail.com

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Abstract

Multicultural education to apply in the teaching and learning process cannot be separated from planning. Planning for instruction as well as for learning begins with one premise but ends with another. It begins with the idea that teachers need to seek curriculum objectives, usually from the foreign ministry of education or curriculum document publishers

INTRODUCTION

Culture is a set that includes all the values, beliefs, practices and habits of a group or the way of its society (Suroso et al., 2021; A. Aslan, 2017; Aslan et al., 2019; Aslan, 2019; Aslan et al., 2020c; Aslan and Yunaldi, 2018; Aslan et al., 2020b; Madri et al., 2021). Culture by definition touches all aspects of life, likely to influence students' perspectives on school, the ways they learn and their motivation to learn. Differences go beyond obvious differences in holidays, language, or food preferences. In some cultures, for example, individuals maintain good eye contact with someone to whom they are speaking, and expect the same from others. In other cultures, such behavior is considered distracting or overly aggressive, and avoiding eye contact while speaking is seen as more respectful. Or another example: in some cultures it is expected that the individual will be on time (or on time), whereas in others punctuality is considered too compulsive, and a more relaxed approach to time is the norm. Students regularly bring these differences to school, where they combine with the expectations of teachers and other school staff, and contribute indirectly to differences in achievement and satisfaction among students.

Multicultural education and anti-bias education are two terms that refer to this goal. their meanings often overlap significantly, depending on the context or use of the term. Generally, though, the first term multicultural education has a little more to do with understanding the differences between cultures. The last term anti-bias education has more to do with overcoming social prejudice and bias resulting from cultural differences.

Fully effective multicultural education has several features. The most obvious and familiar is content integration: the curriculum uses examples and information from different cultures to illustrate the various concepts or ideas already contained in the curriculum (Vavrus, 2002).

Multicultural education from integrating content from diverse cultures. Among other features, it also requires equity pedagogy, which is an attempt to enable or even encourage, multiple learning styles, styles in which students can become skilled due to their cultural background (Crow, 2005; C. Bank & J. Banks, 1995). In addition to the integration of content, equity pedagogy, and knowledge construction, fostering prejudice reduction, or activities, discussions and readings that identify students' negative evaluations of cultural groups (Jacobson, 2003; J. Bank & C. Bank, 2004). Activities and discussions can of course take an approach

METHODS

The study of this research uses a literature review where the literature is taken in accordance with the subject matter and analyzed in depth so that conclusions and findings can be drawn in the study. Literature taken from books, journal articles both nationally and internationally and other literature (Phillippi and Lauderdale, 2018); (Marshall et al., 2013; Bengtsson, 2016; Aslan, 2019).

RESULTS AND DISCUSSIONS

Improving Student Learning Through Various Sources

Internet as a learning tool

The Internet has become a fixture of modern society, and offers a wide range of information on any topic, including school subjects and every possible grade level from kindergarten to university. In the United States and Canada have at least some sort of internet access, and nearly 100 percent of public and private schools have some access (Parsad & Jones, 2006). This situation makes the Internet a major potential resource for teachers and students.

Using local experts and field visits

Two other ways to enhance learning include bringing local experts to class and taking classes on field trips outside of class. Both of these strategies help to make learning more lively, as well as more relevant to the particular community and life that students lead.

Local Expert

Class visits by people with key experience can often add to many subjects and topics. In a tenth of a science class class studying environmental issues, for example, the teacher invites the urban forester, the person responsible for the health of trees planted in city parks and along city streets. The forester has special knowledge of stresses on trees in an urban environment, and he is able to explain and provide examples of certain problems that occur and their solutions.

Learning Services

One of the learning services is to improve learning by combining KKN. This means activities that combine real community services with analysis and reflection on the importance of services (Johnson & O'Grady, 2006; Thomsen, 2006). Examples of picking up trash on beds, rivers, cities are community services that students can do. To turn this service into KKN, students also need to pay attention and reflect on the trash they find; speak and write about the river's ecological environment and society; and even make recommendations to improve the local environment. To achieve this goal, KKN activities do not have to be sporadic, or used as punishment, such as when a teacher or school principal provides a garbage pick-up as an after-school detention activity.

In good conditions, KKN improves instructional plans both morally and intellectually. Morally, it places students in the role of creating good for society, and fights the perception that being "good" simply means obeying the student's teacher or passive parental rules. Intellectually, KKN places social and community issues in life, the context of life. Environmental inequality, economic inequality, or race relations, for example, are no longer just ideas that people only talk about, but problems that people actually act on (Dicklitch, 2005).

Creating a bridge between curriculum goals and previous student experiences

Creating bridges between curriculum goals and previous student experiences requires a variety of resources. Students must relate to students' previous experiences and knowledge. Sometimes connections can develop as a result of using the internet, taking field trips, or engaging in community service activities, especially if students are already familiar with these activities.

A teacher needs to find additional ways to connect the curriculum with students. Among the possibilities can be found (1) modeling behavior and modeling representations of ideas, (2) activating prior knowledge already familiar with students, (3) anticipating prejudices held by students, and (4) providing guided and independent practice, including the most traditional form, homework.

Modeling

Modeling can mean the demonstration of a desired behavior or the representation of an important theory, idea, or object. Each of these meanings can relate curriculum goals to students' prior knowledge and experience.

Model as demonstration

In the former sense, modeling refers to performing or demonstrating a desired new behavior or skill. Such as when a teacher or classmate demonstrates polite behavior or the right solution to a math problem. In this case we say that the teacher or classmate models the desired behavior, either intentionally or in the course of other ongoing activities. Students observe the model's behavior and (hopefully) imitate it themselves. Research has repeatedly shown that modeling desirable behaviors is an effective way of learning new behaviors, especially when the model is perceived as important (such as a teacher), similar to the learner (such as a student's best friend), or having a warm, positive relationship with the learner (such as a teacher or student). Student friends) (Bandura, 2002; Gibson, 2004). Modeling in this sense is sometimes also called learning.

The model in this first sense connects the instructional goals of the student experience by presenting real, tangible examples of behavior or skills in a way that students can practice directly, not just talk about. There is often little need, when imitating a model, to translate ideas or instructions from spoken form into action. For students struggling with language and writing, in particular, this feature can be a real boon.

Model as a simplified representation

In the second sense of modeling, a model is a simplified representation of a phenomenon that incorporates the essential properties of the phenomenon. The model in this sense may sometimes be quite real, a direct copy of reality.

Modeling in this second sense is not about changing students' behavior, but about increasing their understanding of a newly learned idea, theory, or phenomenon. The model itself uses objects or events that are already familiar to students.

Activating Prior Knowledge

Another way to link curriculum goals to student experience is to activate prior knowledge, a term that refers to encouraging students to remember what they already know about the new material being studied. Multiple formats to activate possible prior knowledge. When introducing the unit on how biologists classify animal and plant species, for example, the teacher could invite students to discuss how they have classified different types of plants and animals.

Having highlighted informal knowledge, teachers can then explore how the same species are classified by biological scientists, and compare students' classification schemes to the scientists' own schemes. Activation does not have to occur verbally, as in this example; Teachers can also ask students to write down as many different types of animals and plants as they can think of, and then ask students for diagrams or maps of relationships.

Because misunderstandings are quite common among students and even among adults, teachers are more effective if they can anticipate student prejudice wherever possible. So, the task that a teacher needs to do, First the teacher must know or at least the sense of students' prejudices as much as possible in advance, so that he can design learning activities to counter and revise their thinking. (Tanner & Allen, 2005; Chiu & Lin, 2005). Second, when anticipating prejudice is to treat students' existing knowledge and beliefs with respect even when they do include misunderstandings or mistakes. This may seem obvious in principle, but it is worth remembering when students persist with misunderstandings despite the teacher's attempts to teach alternative ideas or concepts.

Teachers can also bridge the gap between the curriculum and experienced students in other ways, namely by linking the learning process at school and the learning process outside of school. When students learn skills, they are very likely to have problems and make mistakes that interfere with the learning process. In figuring out how to use a new software program, for example, a student may unknowingly press the wrong button that prevents further functioning of the program. In general, educational research has found that guided exercises help all learners, but especially those who are struggling (Bryan & Burstein, 2004; Woodward, 2004).

A first grader having difficulty decoding printed words, for example, benefits from tutoring more than one who can decode easily. However, both students benefit in the early stages of learning, because both can make more mistakes later. Guided practice, by its very nature, sends a double message to students: it is important to learn new material well, but it is also important to be able to use unaided learning, outside the lesson in which it is studied and even outside the classroom.

Guided practice is like the concept of the zone of proximal development (or ZPD) with respect to Vygotsky's theory of learning. In essence, during a guided exercise the teacher creates a ZPD or scaffold (or framework) within which students can achieve more with knowledge or skills than students could achieve with a partial course.

As students gain facility with new skills or new knowledge, they tend to need less guidance and more time to consolidate (or strengthen) their new knowledge with additional practice. Because they tend to experience errors or problems at this point, they begin to benefit from practice-independent opportunities to review and repeat their knowledge at their own pace and with fewer interruptions. At this point, therefore, the guided practice may feel less like a help than like a nuisance, even if it is well-meaning.

By definition, the aim of independent practice is to provide more self-regulation of learning than is gained from guided practice. This implies a different message for students from what is conveyed by guided practice, a message that goes beyond the previous one: that it is time to take fuller responsibility for self-study. When all goes well, independent practice is the end result of the zone of proximal development created during the early phases of the guided practice described above: the student can now do on his or her own, what initially required help from others. Or state differently, independent practice is a way to encourage self-determination about learning.

The widespread practice of assigning review work to be done outside of school is a way of supplementing scarce time in class and providing independent practice for students. Homework has generated controversy throughout much of the history of public education, partly because it violates students' personal and family-oriented time limits, and partly because research has found no consistent benefit of doing homework (Gill and Schlossman, 2004; Kohn, 2004). Despite these criticisms, though, parents and teachers tend to support work when it is used for two main purposes. One of its aims is to review and practice materials that have been introduced and practiced in schools; A sheet of arithmetic problems may be a classic example. When used for this purpose, the amount of homework is usually minimal in the early grades, if any are assigned at all. One education expert recommends only ten minutes per day in first grade at most, and only increases gradually as the number of students gets older (Cooper & Valentine, 2001).

The second goal of supporting homework is to convey the idea of schoolwork being the "work" of childhood and adolescence. Just as in adult work, students must complete homework assignments with minimal supervision and sometimes even minimal training. Performing tasks, furthermore, is a way to progress or further at work (for adults) or at school (for children). One study in which researchers interviewed children about these ideas, in fact, found that children did perceive work as work in the same way that adults think of work (Cornu & Xu, 2004). In children's minds, homework assignments are not "fun", despite the teacher's frequent attempts to make them fun. Instead they are jobs that need to be done, such as housework. When it comes to work, parents think of children as teacher assistants—people just carrying out the teacher's wishes. Like any job, the task of doing homework varies in stressfulness; when required at an appropriate amount and level of difficulty, and when children report experiencing good "bosses" (parents and teachers), homework can actually be satisfying in the way that many adults' jobs can be satisfying when done well.

CONCLUSION

Instructions that cannot be planned just for students; teachers also need to consider involving students themselves in influencing or even choosing their own goals and means of achieving them. Learning planning, in other words, should not only be for students, but also for students, at least to some extent. To achieve a reasonable balance between teacher and student influence on their learning. We suggest considering relatively strong measures, such as emerging or anti-bias curricula, but considered more moderate ones, such as Internet use, local expert and field trips, out of KKN, and guided and independent practice. All things considered, then, teacher planning is not just about organizing teaching; also about facilitating learning. This dual purpose is evident in many features of public education in terms of learning assessment.

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