



## Multicultural Educational Practice: Ethnography Study at SMP Tumbuh Yogyakarta Indonesia



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### ABSTRACT

Multicultural problems from the perspective of the Indonesian people, whose sources are from the diversity of the archipelago, are occurred for so many years. Multicultural awareness must be instilled and become a part of human consciousness in various aspects of life. One of the roles of education is to foster multicultural awareness as an effort to minimize the problems of school-age children. Multicultural education is an alternative to learning in the educational process that helps individuals grow and develop according to their cultural context and environment so that the learning process does not deprive individuals of the experience of everyday life. The purpose of this study was to explore multicultural education practices to foster a sense of respect for differences. The results showed some practice that influence the study were as follow: 1) Multicultural education emerged from the idealism of educators; 2) multiculturalism education in growing schools carried out through namely; 3) the contribution approach, the additive approach, the transformation approach, and the social action approach.

**Keyword:** Multicultural School, Multicultural Approach, Value Differences.

### INTRODUCTION

Indonesia is a multicultural country, which has thousands of regional cultures, ethnicities, religions and races. However, as a cultured nation, Indonesia is proven capable of building one nation amidst differences. Indonesia's success in managing cultural differences cannot be separate from the expertise of the founders of the Indonesian nation. The latter firmly established the motto of the Indonesian nation's life, which is called Bhineka Tunggal Ika. Bhineka Tunggal Ika is the official statement of the Indonesian community which recognizes that although there are different ethnic groups, cultures and religions, there is still one, namely Indonesia (Santoso 1975, Farisi, 2014). This awareness is the central pillar of the development of the peaceful life of Indonesian society in diversity (Gartzke & Weisiger, 2010). However, the general picture of the life of the Indonesian nation, which is peaceful, peaceful, and respectful between one culture and another, has not been fully materialized until the real-life of Indonesian teenagers.

Until now, there are still cases of social deviation, clashes between youth groups, and street violence committed by teenagers who are motivated by a lack of mutual respect for differences. Bully cases in schools, the formation of student gangs, and acts of violence between students are an indication that the awareness to respect differences has not grown massively in the joints of social life, especially among young students. Lack of social skills leads to behavioural difficulties at school, such as delinquency, inattention, peer rejection, emotional difficulties, bullying, difficulty making friends, poor self-concept, academic failure, difficulty concentrating, isolation from peers and depression. Thus, it is necessary to develop a strategy to build awareness of diversity among young students through formal education.

Multicultural education in formal schools (Bamford, 2015), is an alternative that believed to be able to build a spirit of unity, tolerance and respect for individual and group differences, which is useful for minimizing the emergence of juvenile delinquency cases. Multicultural education contains ideas for understanding further about cultural diversity and responsiveness, as well as pedagogical strategies that can build mutual respect for differences and are culturally relevant (Ozturgut, 2011). Multicultural education is a learning process that adopts a culturally responsive pedagogy with trained facilitators (Ladson-Billings, 2006), becoming an alternative to learning in the educational process that helps individuals grow and develop under their cultural context and environment, even to 'problem children'. School, as a formal education unit can build collaboration between school and home, communicate between home and community, integrate culture in an educational context.

The aim of multicultural education in schools is to build democratic values and awareness of the younger generation that differences are not up for debate, but are assets to be able to develop positively and be richer (Aydin, 2013). Multicultural education plays a role in getting used to self-reflection on surrounding conditions, fostering empathy. In the process of multicultural education, exemplary teachers are needed both in behaviour, ways of communicating, and ways of thinking that are open to differences. Concretely, appreciation and awareness of the importance respecting diversity in society must start from the love of teachers for the diversity of their students in their daily activities.

Multicultural education is education that is associated with culture directing the development of a national culture that grows from the culture itself so that it reaches global life. This idealism cannot implement in all schools in Indonesia. Multicultural education still accused of being a way to reduce the power of the majority over minorities. Therefore, it is necessary to have a clear concept regarding multicultural education, both its role and the process towards growing awareness to respect differences in adolescents, so that negative stigma no longer appears in the process. The role of teachers with the concept of multicultural education must be able to develop a multicultural perspective in learning that frames professional performance, especially for children with problems, the presence of students who come from various backgrounds (including those with problems) to the development of learning material content (Hanum and Raharja, 2009).

Sekolah Tumbuh is one of the private schools in Yogyakarta, Indonesia, which has multicultural ideas in its education policy. This multicultural policy can found in vision and mission, school handbooks, curricula, school programs, and even student registration forms. The growing school has successfully identified itself as a multicultural school that can build humanistic students who can appreciate differences. The ability of schools to grow in implementing multicultural education is the best experience of growing school management that deserves to research so that it can use as a reference for other schools that have multicultural cultural conditions such as in Indonesia.

This study aims to explore the practice of multicultural education in Growing Schools. The results of this study expected to be able to provide a real picture of how to educate that respects differences.

## **RESEARCH METHODS**

This research WAS a type of field research, namely research in which data collection is carried out and comes from the field, focuses on the results of data collection from informants who have determined.

This research was qualitative by trying to understand and interpret the meaning of an event of interaction with human behaviour in certain situations according to the perspective of the researcher was carried out in a natural setting during the COVID 19 pandemic. Efforts made by working with data. that results finds out what statistical procedures cannot achieve. They were using descriptive-analytical methods, namely methods that attempt to systematically describe the material from various sources and then analyze it to obtain conclusions. This descriptive method focuses on the actual problems as they were when the research carried out on the participants.

Digging up information obtained directly from the source about how multicultural schools deal with problem children (primary data), especially in Tumbuh school, Jogjakarta. People who are directly involved in the problems studied, such as teachers, students, the community that supports the

Growing School. As for secondary data, namely data presented by other parties. In this study, secondary data obtained from previous research, opinions and books of educational experts and anthropologists, and literature by the theme, whether published by schools or other publishers.

Sources of data in this study used interview techniques, namely data collection techniques carried out through face-to-face and direct questions and answers between data collectors and researchers to the resource person, one of the teachers and students of the Growing school. Methods of data collection using observation methods, in-depth interviews, and some literature sourced from the object. Organizing data, and selecting it into manageable units, synthesize, look for and find patterns, find what is essential and what can tell to others—supported by the teacher's handbook as a guide for the implementation and formation of a multicultural school implementation mindset.

This research shows that every student who has a problem should be seen from a broad perspective and fix the factors that cause the problem. The problem of students in the Tumbuh school will get an approach action according to the needs of their students. Schools and school members understand this, especially school principals and teachers so that students have the right to get quality education services from education units, teachers and the community.

## **RESULTS AND DISCUSSION**

Based on the results of data analysis, three main themes show the implementation of multicultural education in SMP Tumbuh, namely 1) The existence of idealism of educators in growing schools; 2) implementation through multistrategy; 3) the growth of pluralism values among students; 4) Effective to help students grow optimally. The detailed research results presented as follows:

1) The existence of idealism from educators in schools grows.

Growing Schools are institutions that provide formal education starting from the Preparatory level (ages 4-5 years), Primary School (grades 1-6), to High School (grades 7-12). The Character of the Growing School formed to become an inclusive school which is a space for children to become individuals who are proud of their potential and respect diversity in society (<https://sekolahumbuh.sch.id>). The idealism of educators in schools grows about the importance of building a spirit of togetherness and mutual respect for differences, not limited to everyday interactions at the local level, but also trying to build students' awareness of the reality that everyone is a citizen of the world. It can see in the school's vision of growing as follows:

"Children grow and develop as learners with character, respect for diversity and local wisdom, love their homeland and show awareness as global citizens".

The implementation of multicultural education in schools grows, also based on a belief that schools can make behavioural changes gradually by applying emphasis on learning materials. Improve the normative quality of behaviour such as aspects of morality, discipline, humanistic concern, ethical honesty and empathic life (S. Wibisono in Kompas February 25, 2004).

The importance of cultivating ethics, democratic values, and being a person who respects diversity cannot be separate from the growing awareness of school managers towards the multicultural environmental conditions of students. The following is the statement of one of the participants in this study:

"The school's vision and mission of growing are built based on the awareness that everyone is born and grows with different conditions and potentials. It is an absolute gift from God, so we should appreciate it sincerely. We do not have the right to judge anyone, including their shortcomings, so the concept of inclusive education in Tumbuh schools is believed to be a way to raise that awareness in students, also their parents, and in society (P1, lines 12-18)

P1's statement reinforced by a statement made by P4, a student at Tumbuh School who has attended Tumbuh School since he was in junior high school until now, he is in the 10th grade of SMA.

"Yes... I feel happy studying here. The teachers understand the students well—we were given a vast opportunity so that we can grow optimally. In our daily interactions at school, we always reminded of the importance of appreciating each person's strengths and weaknesses. We educated to be honest and confident human beings (P4, lines 7-11).

Multicultural activities carried out in schools based on multicultural education that instilled from an early age can be an alternative solution to the many differences problems experienced by the

Indonesian people. Therefore, the Tumbuh school strives to apply the principles of multi-participant education from students to kindergarten level. The main objective of multicultural education applied in growing schools is to change the learning and learning approach towards providing equal opportunities to every child. So nothing was sacrificed for the sake of unity. Students instilled in lateral thinking, diversity, and uniqueness valued. It supported by the same vision and mission and changes in attitudes, behaviour, and multicultural values, especially the growing school academic community.

## 2) Multistrategy multicultural education

One way to instil multicultural values is through education. Schools can provide multicultural education based on the use of diversity in students such as ethnic diversity, culture, language, religion, social status, gender, ability, age, and race (Hanum & Rahmadonna, 2009).

The implementation of multicultural education in Tumbuh schools carried out through various strategies and approaches, namely through the contribution approach, the additive approach, the transformation approach, and the social action approach (Banks, 1993). In more detail, four approaches that integrate multiculturalism education material into the curriculum or learning in Tumbuh schools (Table 1) are as follows:

### a. Contributions Approach

This approach carried out by introducing figures/heroes from ethnic groups, holidays or cultural objects into the appropriate subjects. This approach is considered the lightest and most comfortable to implement in education.

### b. Additive Approach

This approach carried out by adding material, concepts, themes, and perspectives to the curriculum without changing its basic structure, objectives and characteristics. This additive approach often complemented by adding books, modules, or subject areas to the curriculum without changing it substantially.

### c. Transformation Approach

This approach is carried out by changing the basic assumptions of the curriculum and fostering student competence in seeing concepts, issues, themes, and problems from several ethnic perspectives and perspectives. It process called multiple acculturations; that a sense of mutual respect, togetherness, and mutual love can felt through learning experiences.

### d. Social Action Approach

This approach includes all the elements of the transformation approach, but adds a component that requires students to take actions related to the concept, issue, or problem learned in the unit. The main goal of a social action approach is to teach them decision-making skills (Hanum & Rahmadonna, 2009).

**Table 1.** Four approaches integrate multiculturalism education material into the curriculum

No	<i>Contributions Approach</i>	<i>Additive Approach</i>	<i>Transformation Approach</i>	<i>Social Action Approach</i>
1.	The Children's Spiritual Festival (FRA) held at SMAN 3 Yogyakarta, is a program that unites all students	Modular teaching, that a learning system through module media. This multicultural education learning module serves as a supplement, for example, a supplement	The Multicultural-based learning process, teaching and learning process, and included in the learning curriculum, both express and implied in the subject—	8th-grade students did a treasure hunt on cultural heritage sites along Malioboro street. Then the students wrote a letter to Sri Sultan Hamengkubuwono X to

	of all religions in one religious activity.	to social studies learning materials in elementary schools in the province of DIY.	multicultural content found in the subjects of Social Studies, History, Sociology, Citizenship, and Anthropology.	express their opinion about preserving cultural heritage.
2.	<i>United Nation Day at Jakarta International Multicultural School (JIMS)</i> . In this activity, 15 existing classes, from toddler to high school level, were transformed into one booth. Then held a variety of exciting events.	<i>Community language</i> is to provide lessons for the language used in a particular society—for example, Indonesian language lessons included in the primary school curriculum in Australia.		After participating in a unit on new immigrants to North America, students wrote letters to senators, members of Congress, and newspaper editors to express their views on the new policy.

## CONCLUSION

Multicultural education in Tumbuh schools, based on the growing awareness of educators in schools about the importance of the willingness and ability of teachers to help students grow and develop, both physically, cognitively, and psychologically. Growing schools carry out the multicultural education strategy in various ways. Four approaches integrate multiculturalism education material into the curriculum or learning in Tumbuh schools, namely; The Contributions Approach, The Additive Approach, The Transformation Approach, and The Social Action Approach.

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