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Research paper

Implementation of Multicultural Education for Class B, *Raudlatul Athfal* Ar Rafif, Kalasan, Sleman, Yogyakarta, Indonesia

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Abstract

This research is a contribution to science that aims to examine the implementation of multicultural education for early childhood. The research method used qualitative approach. Data sources are students, teachers, principals, parents, school committee and community. Data collection techniques by means of observation, interviews and questionnaires, documents and audiovisual materials. Observation focused on the implementation of learning. Interviews were conducted by interviewing principals, teachers, students, parents, school committees and the community. Documentation is devoted to documents used by principals, teachers and students to enliven the value of multicultural education. Required documents are annual, semester, weekly and daily programes, assessment document and others, media and supporting activities as well. Audiovisual materials is focused on learning recording. Interactive model data analysis techniques as well as their implementation take place continuously. Test data credibility using technique triangulation. The result of the research is the implementation of multicultural education implemented in Raudlatul Athfal (RA) Ar Rafif follows: First is designing through learning plan according to the development of multicultural education and the standard of achievement level of child development. Second is to implement planning-based learning process. Third, is conducting a learning assessment to measure the achievement of learning objectives. Fourth is inhibiting the factor of multicultural educational implementation. Fifth is supporting factor of multicultural educational implementation.

Keywords: *Implementation; Education Multicultural; Early Childhood*

1. Introduction

Indonesia is one country that has a variety of diversity including race, ethnic, group, religion, culture and others. The existence of this diversity has a positive or negative impact. Negative impact is common, due to various problems such as international, political, and racial, conflicts between social groups, and individual conflicts as well. One of the causes of conflict is lack of mutual respect. The existence of these problems, the Indonesian government trying to find a way out to overcome them. Various ways are done and various fields are involved. Including the field of education. So the last few years, the field of education, especially multicultural education becomes an important topic. Therefore, multicultural education in the context of Indonesian sphere is very crucial to be implemented. Multicultural education must be at least as an alternative solution to overcome the problems owned by the community, especially behavior problems connected to the poor understanding of togetherness and minimal mutual respect. All levels of educational units are required to implement multicultural education. Starting from the level of early childhood education is as the units to higher education. Early Childhood Education Unit is an early childhood education service implemented in the form of Kindergarten (TK) / *Raudlatul Athfal* (RA), etc. Early childhood can be said as golden age. Children's experience tend to be the variety of rapid growth and development. Therefore, at this time the child needs a stimulus from the environment. Learning becomes is a vehicle to facilitate the growth of children. Thus, the implementation of multicultural education for young children is very important. The cultivation of the value of multicultural education from an early age can provide solutions to build the nation's character. The value is embedded among others respect for each other, tolerant, mutual respect for all forms of difference in the environment. It is important that multicultural education values are implemented in schools. Learning the implements of values of multicultural education is a learning with equality for people status. All human beings have the same level of rights and there is no discrimination in it. Educational institutions that pay attention to multicultural education are institutions with diversity of values. In this case, early childhood education management institutions are institutions that provide services to the children from birth till 6 years of age. The form of service is to provide educational stimuli to foster physical and spiritual growth and development. It is expected that children have readiness in attending further education. Thus, the success of multicultural education learning process is determined greatly by teacher pedagogy competences, such as understanding the characteristics, potential, and the difficulty level of students. In addition, teachers are able to develop the curriculum as well as understand the various learning theories, approaches, strategies, methods, techniques and learning media. In addition, the character of the students and the quality of the curriculum influences the success of the learning process. Implementation of multicultural education in *Raudlatul Athfal* Ar Rafif begins with designing lesson planning. Implementation of planning-based learning process has been established. After the learn-

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ing process, conducted learning assessment to measure the achievement of learning objectives. Meanwhile, to evaluate the multicultural education learning program, it can be carried out through the analysis of inhibiting factors and supporting factors of multicultural education implementation.

2. Literature Review

2.1. Understanding the Curriculum of Early Childhood Education

Undestanding the curriculum of early childhood education is a set of plans and arrangements regarding the objectives, content, and materials of development and the means used as guidelines for the implementation of development activities to achieve certain educational objectives of The Regulation of Ministry of Education and Culture (*Permendikbud* Number 137 Year 2014, Chapter I, Article 1, Paragraph 12). While the curriculum used is Curriculum 2013 Early Childhood Education. The reference is the National Standard for Early Childhood Education. Based on the contents of the Regulation of Ministry of Education and Culture (Permendikbud Number 146 Year 2014, Article 3) it is stated that Curriculum 2013 Early Childhood Education as referred to in paragraph (1) consists of: Curriculum Basic Framework, Curriculum Structure, Early Childhood Detection Guidance, Curriculum Development Guidance Unit Level Education, Learning Guides, Assessment Guidelines and Educator's Guide Books.

2.2. The Concept of Multicultural Education

The values of multicultural education are important to implement in schools. It is similar to the statement that multiculturalism is a school that recognizes diversities and differences in human life both physically or psychologically, individually or socially integrated in gender, ethnicity, race, tribe, nation, belief and religion as well. Multicultural education is a strategy applied to all subjects by apllying cultural differences in the students condition such as religion, language, gender, social class, race, ability and age for learning easier (1). Learning to implement the values of multicultural education is a learning with values diversity and cultural differences that exist in children (2). Through multicultural education, learners are able to be aware with differences, criticism, and empathy, tolerance to others regardless of class, status, gender, and academic ability (3). The same thing is emphasized (4) that multicultural education is meaningful as a way of life education process of respecting, sincere, and tolerance to cultural diversity of living in the midst of plural societies so that learners will aware with elasticity and mental flexibility in addressing the nation on social conflict in society. Thus, the concept of multicultural education is the education of caring for others on the basis of mutual respect and acceptance of differences and diversity basis.

2.3. The Purpose of Multicultural Education

Multicultural education aims to change the learning approach toward giving equal opportunities to students. The cultivation of thought has values diversity and uniqueness. Differences in students should be recognized, such as minority, ethnicity, religion, sex, economic condition, physical disability, etc. (5). The purpose of multicultural education helps students, among them: the first is understanding the background of self and group in society. The second is respecting and appreciating cultural and ethnic historical socio-cultural diversity. The third is resolving the attitude of the quite ethnocentric and prejudice. The fourth is understanding social, economic, psychological and historical factors. The fifth is improving the ability to analyze critically. The sixth is developing a meaningful identity for everyone (6). Thus, the goal of multicultural education is to instill the value of caring, diversity, togetherness, mutual respect and understanding of the background of friends.

2.4. Development of Multicultural Education Implementation

Instilling good grades in schools have great impact on the character formation of students. In relation to the planting of good value, there are three components of good character, which cover: First, moral knowledge (moral knowing) that consists of six dimensions, namely: 1) awareness about good and bad (awareness). 2) knowledge of values (knowing values). 3) using a moral perspective (perspective taking). 4) moral reasoning 5) moral based decision. 6) knowledge of self (selfknowing). Second, moral feeling (moral feeling) consists of 6 dimensions, namely: 1) conscience (conscience). 2) self-esteem (self esteem). 3) feel the suffering of others (empathy). 4) love the truth (loving the good). 5) self-control (self-control). 6) humility (humanity). Third, moral action (moral action) consists of 3 dimensions, namely: 1) competent in running morale (competence). 2) the willingness to do the right deed (will). 3) good habit (7).

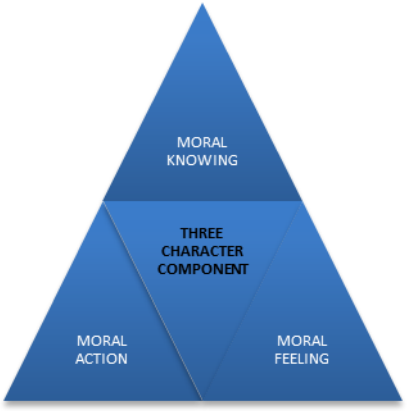


Fig. 1: Three Moral Components

Lines connecting among the dimensions with other show the existence of interrelations in shaping the character of students. All three components must be developed in an integrated manner. Thus, to realize a good student moral action is the integration between knowledge, moral attitude and moral action. Supported by the will, ability and habituation of students.

2.5. Multicultural Education of Learning Process

The learning process is a process of transformation that takes a long time to achieve the learning objectives. It is argued that the goals of multicultural education learning can be developed, as follows: First, students have critical thinking skills over the material that has been studied. Secondly, the Student has awareness of the nature of the preconceptions of the other party, assessing the cause and the origin of the nature, and continuing to study how to eliminate it. Third, students understand that every science is like a double-edged knife, can be used to suppress or enhance social justice. Fourth, students understand how to apply the knowledge they have in life. Fifth, students feel compelled to continue learning in order to develop a mastered science. Sixth, students have goals that will be achieved in line with the learned. Seventh, students can understand the linkage that is done with various problems in the life of the people of the nation. The statement is corroborated, that there are four factors contained in the learning process are: First, the innate factors of students are innate owned by each student is personal and public. Second, the innate factor of teachers is innately owned by each teacher is personal and public. Third, the pedagogy factor is the teaching art that aims to make the students understand with the material being taught. Fourth, the

curriculum can be perceived and have different effects for each individual student (8).

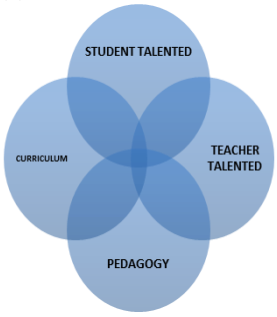


Fig. 2: Factors in Learning

Thus, the success of multicultural education learning process is determined by teacher pedagogy competence, such as understanding the characteristics, potential, difficulty of students. In addition, teachers are able to develop the curriculum as well as understand various learning theories, approaches, strategies, methods, techniques and learning media. The success of the learning process is also influenced by student competence and the quality of the curriculum.

2.6. Assessment Is a Process of Collecting, Reporting and Using Information about Children's

learning outcomes by applying the principles of assessment, implementation of sustainability, authentic evidence, accurate and consistent (9). It is reinforced, that assessment is important for teachers to provide what feedback is needed to perfect the learning process (10). While in the Minister of Education Regulation no. 146 Year 2014 on Curriculum 2013 PAUD, that the principle of assessment is comprehensive, continuous, objective, authentic, educational and meaningful. Assessment is done through authentic assessment. The following authentic assessment steps: observation, recording, processing of learning outcomes, filing, and reporting. Thus, the assessment is an effort to collect, analyze and interpret various aspects of child development after following the learning activities. Multicultural education learning assessment is the process of interpretation of information from the learning process in a systematic, periodical, continuous, objective, meaningful, educational, authentic and comprehensive. Thus the assessment of learning is the stage that must be done after the learning process is complete, then evidence of learning outcomes collected as benchmarks of student success.

3. Methodology

This research uses qualitative approach. Data sources are 20 students, 2 teachers, 1 principal, 5 parents, 3 school committees and 5 community members. Data collection techniques were conducted by observation, interviews and questionnaires, documents, and audiovisual materials (11). Observation focused on the implementation of multicultural education. Observation is done by collecting field notes related to multicultural education learning. Interviews and questionnaires to principals, teachers, students, parents and school committees. Interviews were conducted by unstructured open ended interviews and interview notes during the study. Documentation is devoted to documents used by principals, teachers and students to live up to the value of multicultural education. Miscellaneous documents in the form of annual programs, semester programs, weekly programs, daily programs, assessment documents and others, media and activities that support. Implementation of such documentation is to create a journal or diary during the study. In addition, it can be done through analyzing school documents, examining student work portfolios and collecting electronic data. The last stage, is the collection of audiovisual materials. Performed by creating and examining video recordings and collecting voice recording of multicultural education learning activities. Data analysis techniques with interactive models and their implementation are taken place continuously. Test data credibility use triangulation technique.

4. Results

Implementation of multicultural education learning in *Raudlatul Afthfal* (RA) Ar Rafif run smoothly, although there are still obstacles and weaknesses. The curriculum *at Raudlatul Afthfal* (RA) Ar Rafif is specifically designed and integrated. What is specific and integrated is that the children-centered, inclusive, plural-based intelligence, environmentally friendly education, universal values, independence and creativity. Therefore, program design or learning planning considers the ability and age level of the students. The Kindergarten curriculum do not only include activities that support children emotionally and socially in learning, but also learning academic experiences such as Math, Reading and Writing. It considers the children's ability and desire to play while learning (12). The design of learning planning contains the concept of teacher strategy in teaching. In planning the design needs to be considered the competence and character of students. Studying the conditions and success of other schools are necessary as a consideration. Therefore, teachers have the right to adapt and develop instructional design to be more appropriate to the conditions and the classroom environment. Sources of learning are suggested to be derived from various sources (13). In addition, learning planning is designed to take into account the background of the students. The involvement of students in the preparation of the planning is limited to the idea of the desired activity. Teachers touch and refine the lesson planning as outlined in: Semester Program, Weekly Learning Implementation Plan, and Daily Learning Implementation Plan. The semester program is structured as a learning reference for one semester. The content of the semester program is a list of themes and time allocations for each theme. Step preparation of the semester program is to list the theme of one semester, time allocation, and determine the basic competence of each theme. After composing the theme, then choose, organize and sort the theme. The basic principle of theme selection is the immediate, simple environment toward the child's interests and covers all aspects of development. Continue spelling theme into sub theme. The weekly learning implementation plan is structured as a one-week learning reference. While the implementation plan of daily learning is prepared as a reference of daily learning. Components include theme / sub theme / sub-theme, age group, time allocation, learning activities (opening, core, cover), indicators of progress, child development, media and learning resources. In developing the plan developed according to the theme that integrated with multicultural education. For example planting the following values: 1) harmony, 2. togetherness, 3. caring. Development of the value of the following multicultural education: the value of harmony in the form of affection with friends. While the value of togetherness in the form of sharing with friends, playing with friends and caring values in the form of helping friends. Strengthened with positive values related to multicultural education. The quality of instructional planning, determined by the learning component. Components in learning consisting of teachers, students, methods, environment, media and infrastructure (14). Thus, the planning of quality learning is strongly influenced by teacher competence, student character, facility of infrastructure and environment. Implementation of multicultural education learning process in *Raudlatul Afthfal* (RA) Ar Rafif, according to the planning that has been prepared, sometimes slightly changed to adjust the situation and class conditions. The learning process in accordance with the Standards of Achievement of Child Development (STPPA) consists of: 1) religious morals, 2) motor physical, 3) social emotional, 4) cognitive, 5) language and 6) art. The following learning stages: First, starting with the opening prayer. The opening consists of transitional and apperception activities.

Transition activities are conducted to condition students with free activities with friends and teachers. While the apperception activities move on the theme with friends and teachers. The purpose of these two activities is to make adjustments from home to school situations. Second, core activities are the main activities in the learning process. Teachers and students discuss the theme of the activities undertaken. One example is discussing one culture commemorating the '*Nyepi'* holiday for Hinduism. The theme of learning is Balinese Hindu culture. As for which is introduced to students is a cultural identity. Students are asked to see the variety around them. The cultivation of caring values against other religious friends can be implemented. Another multicultural value is to familiarize students with socializing and playing with all friends. The teacher conditions students to play with their friends in turn. In this case, the teacher must have a varied learning strategy. In addition, teachers must prepare various media to attract students according to the theme. Other considerations, the media must meet the security requirements. Third, the break is done so that students and teachers can interpret the learning that has been done. Resting activities, such as washing hands accompanied by teachers continued to eat together. Fourth, closing is the end of the learning process. Teachers provide enhanced learning of multicultural education with themes. Before closing the teacher inform the advanced theme. The last stage of learning is closed learning with closing prayer. Thus, the success of multicultural education learning process determined the quality of planning, teacher competence, teacher creativity in using learning strategies, student character, atmosphere and learning environment. Assessment of multicultural education learning is an activity that must be mastered by teachers. Various techniques for assessing multicultural education learning conducted at *Raudlatul Afthfal* (RA) Ar Rafif are: First, observation is an assessment by collecting information or data. Observations made to know the knowledge, attitude and skills of students. Assessment techniques are done by documenting the development of learning outcomes in the form of diaries made by students as they play and records of the work of children who have done handicraft activities. In addition, another form of anecdotal notes is an observational assessment technique that is poured in narrative form. The last form of assessment is rarely done by the teacher. Second, interviewing is one way of assessing the attainment of multicultural education learning. The purpose of the interview form assessment is to delve deeply into students' knowledge and reasoning through direct conversations with students and parents. Third, the performance of the assessment of student activity. For example dancing, singing, telling stories, and others. Fourth is the assignment which is the assessment in the form of assignment to students within a certain time. Assessment, then, is crucial to measuring the attainment of six aspects of a child's level of achievement. Assessment is a tool for acquiring skills information and potential students. To know the success of multicultural education program can be analyzed through inhibiting factors and supporting factors. The inhibiting factor of multicultural education implementation is that teachers do not understand the value of multicultural. Teachers are less skilled in curriculum development. Students are not accustomed to receiving multicultural education lessons. Learning method used less creative. The classroom and school environment are less supportive. While the media and infrastructure facilities are still limited. Parents, committees and societies do not understand much about multicultural education. While the factors supporting the implementation of multicultural education are teachers, committees and communities. They show enthusiasm and enthusiasm in encouraging and improving deficiencies in learning. Students show enthusiastic learning. Schools program multicultural education in learning. Supported ongoing evaluation program.

5. Conclusion

The success of early childhood education institutions in implementing multicultural education learning is strongly influenced by the arranged planning. Quality planning is highly influenced by teacher competence, student character, facility, infrastructure and environment. Planning is implemented in the learning process. Successful and successful multicultural education learning process is determined by the quality of planning, competence and creativity of teachers in using learning strategies, student character, atmosphere and learning environment. Next step is doing the assessment. Assessment of multicultural education learning is an activity that must be mastered by teachers. Therefore, teachers must master a variety of judgments. Assessment is crucial to measuring the achievement of six aspects of the child's level of achievement. Assessment is a tool for acquiring skills information and potential students. To know the success of multicultural education program can be analyzed through inhibiting factors and supporting factors. Factors inhibiting the implementation of multicultural education are teachers, parents, committees and students do not understand the value of multicultural education. Students are not accustomed to receiving multicultural education lessons. Teaching methods used by teachers are still simple, including the arrangement of classroom environment and less creative media. While the supporting factors are teachers, committees and communities who show enthusiasm and zeal to improve shortcomings in learning. Students show enthusiastic learning. Schools program multicultural education in learning. It is supported by ongoing evaluation program. This is a successful capital of multicultural education program at *Raudlatul Afthfal* (RA) Ar Rafif.

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