IMPLEMENTING MULTICULTURAL EDUCATION APPROACH IN PRE-SERVICE ELEMENTARY SCHOOL

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Abstrak

Pendekatan multikultural adalah pembelajaran menggunakan keanekaragaman budaya sebagai kekuatan dalam melaksanakan pembelajaran di kelas. Tujuan dari penelitian ini adalah untuk menganalisis peningkatan hasil belajar siswa dari konsep seni antara mereka yang memperoleh pembelajaran dengan pendekatan multikultural dan mereka yang memperoleh pembelajaran konvensional. Penelitian ini merupakan penelitian eksperimen semu dengan metode desain kelompok kontrol nonequivalent untuk guru sekolah dasar pra-layanan. Data penelitian dianalisis menggunakan Wilcoxon Signed Rank Test dengan tingkat signifikansi α = 0,05. Hasilnya di kelas eksperimen memperoleh rata-rata tes awal 61,13 meningkat menjadi 78,35 dalam tes akhir. Sedangkan kelas kontrol memperoleh nilai rata-rata tes awal sebesar 61,65 dan meningkat menjadi 68,87 pada tes akhir. Hasil penelitian ini menunjukkan bahwa ada perbedaan skor rata-rata tes awal dan akhir, tetapi tidak ada perbedaan yang signifikan secara statistik dalam peningkatan hasil belajar konsep seni antara siswa yang memperoleh pembelajaran melalui penerapan pendekatan multikultural dengan siswa yang belajar seperti umumnya.

Abstract

Multicultural approach is learning to use cultural diversity as a force in carrying out classroom learning. The aim of this research is to analyze the improvement of students' learning outcomes of art concepts between those who obtain learning with a multicultural approach and those who obtain conventional learning. This research is a quasi-experiment study with the nonequivalent control group design method for pre-service elementary school teacher. The research data were analyzed utilized the Wilcoxon Signed Rank Test with a significance level of α = 0.05. The results was in the experimental class obtaining an initial test average of 61.13 increased to 78.35 in the final test. While the control class obtained an initial test average of 61.65 and increased to 68.87 in the final test. The results of this research indicate that there are differences in the average score of the initial and final tests, but there is no statistically significant difference in the improvement of learning outcomes of the art concept between students who obtain learning through the application of a multicultural approach with students who are learning as generally.

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1. Introduction

Indonesia is an archipelago country inhabited by various tribes, various languages and various customs. This diversity was united by the determination to form a country, namely Indonesia through the oath of youth on October 28, 1928. Something unique about the Indonesian people was that even though they had agreed to form the Indonesian state through the oath of youth, it did not mean that the cultural values of the region were abandoned but were still nurtured and cultivated. The Indonesian nation is a large nation that has a high cultural value, mutual cooperation becomes their philosophy of life. State life is carried out with a tolerant attitude of life. Referring to the concept of multicultural learning, this potential should be used to develop learning. The process of achieving learning goals feels more meaningful because they understand the learning material through their own culture. Education must direct more attention to the ideal culture that has been tested and resilient . Perenialism views education as a way back or the process of returning the human condition now as in an ideal culture, back to the principles that have shaped human attitudes, habits, and personality (Baidhawy, 2005). Related to the philosophy of perennialism (Banks J. , 2002), there are three ways to implement multicultural education, it as; (1) educational philosophy; namely, the view that the richness of Indonesian cultural diversity should be utilized to the fullest extent possible to develop and improve the education system and teaching and learning activities in Indonesia in order to reach a just and prosperous Indonesian society and a happy afterlife; (2) educational approach; namely the implementation and implementation of contextual education, by utilizing Indonesia's cultural diversity. As a cultural value approach, it is believed that it will influence the views, beliefs, and behavior of individuals (educators and students), and will appear in situations of school learning and informal interactions between individuals; (3) field of study and field of study; namely the discipline of science assisted by sociology and anthropology of education, examining and examining aspects of culture, especially cultural values and their realization for / in the administration and implementation of education.

Multicultural education aims to build a multicultural-based education discourse, namely the implementation of education that is oriented to cultural diversity and students are not only able to understand and master the subject matter they learn but it is also expected that students will have a strong character to always be democratic, pluralist and humanist (Cherg & Davis, 2017).

The general art concept course provides material understanding for art students as a dynamic work of human culture that always develops in accordance with the development of culture itself. The art concept course discusses the philosophy of art, how art emerges, understanding art, elements of art, the function of art, types of art, sociology of art, aesthetics and appreciation of art and the application of deep art to human life as a form of embodiment of human culture implemented in the form of works of art, craft works, musical art works, and dance artworks etc. Art concept courses are developed with the aim that students have knowledge of art and can then be used to explore and develop the soul, creativity, sensitivity, talent and artistic potential of elementary school students (Steele, 2008). Through this learning approach, students are expected to be able to understand and appreciate the diversity of Indonesian culture as a potential that is very meaningful and highly valued, fostering local culture and developing tolerant attitudes towards other cultures (Muri, 2006).

2. Multicultural Approach in Art Concept

Art education has been defined as an enterprise that encompasses teaching and learning to make and understand art, as well as finding out about the world and

ourselves through art (Kelly, Westwood, & PenaGuzman, 2010). As demonstrated in this definition, there is a desire for a holistic approach for art education. Art is frequently used to teach and transmit cultural value systems; it allows individuals to learn about respect and cherish their own history, society, and culture (Meier, 2012). Art education allows students to examine cultures different from their own to broaden their perspectives and acceptance of not just art but also individuals, cultures, and beliefs (Chohan, 2011). Art can be used in much the same manner. By incorporating the indigenous art of the students' ethnicities and cultures into the classroom, children may learn more about themselves as well as their classmates. Our art curriculum needs to be tailored to the location of the school and student body being taught and teachers need to be trained to accomplish this. We need to acknowledge and embrace the cultural diversity of our country and incorporate these traditions into our art curriculum. Greater care needs to be taken in the collegiate teacher education curriculum to educate future teachers on various cultures, art, and traditions from historical, performance, and pedagogical perspectives (Hasan & Suwarni, 2012).

(Banks J. , 2002) explains that there are four goals of multicultural education, help individuals understand themselves in depth by looking at themselves from other cultural perspectives, equip students with knowledge about ethnicity and other cultures, their own culture in a "majority,"; cross-cultural culture, because so far they have only been taught with history and culture "dominant; reduce racial, color, and cultural pressures and discrimination; helping students master the basic skills of reading, writing and arithmetic to help students to master essential reading, writing, and math skills.

According to Gorski, there are three main objectives of multicultural education, eliminate education discrimination, provide equal opportunities for every child to develop their potential (instrumental goals); making the child achieve academic achievement according to his potential

(internal terminal goal); make children socially aware and active as citizens of local, national and global communities (external terminal end objectives) (Guy, Reiff, & Oliver, 2008). Both opinions above illustrate that concern for diversity and equality of rights in education is at the core of the concept of multicultural education that they put forward.

The purpose of Art Education refers to the purpose of art education in elementary school, so art education is provided with the aim that students have the following abilities; understand the concepts and importance of art; showing appreciative attitude towards art and culture; showing creativity through exploration of art and culture; participate in the development of cultural arts; concerned about the diversity of the arts and cultures of the archipelago (Kelly, Westwood, & PenaGuzman, 2010).

Furthermore, in the learning of Stuhr Petrovic, Mwaniki and Wasson identified there are five main steps in developing art learning with a multicultural approach, teachers analyze and correct the negative attitudes they may have towards social pluralism and ethnic diversity, to create a conducive learning atmosphere; the teacher and students analyze the environmental situation to be familiar with the community; teachers and students choose curriculum materials (teaching materials) that are relevant and at the same time interesting; teachers and students collaboratively investigate issues related to the material selected; the teacher conducts both formative and summative evaluations.

The steps put forward by Sthur seem too general and do not reveal the integration of cultural diversity which is the soul of a multicultural approach in learning activities. (Banks J. A., 2007)later learning with a multicultural approach can be conceptualized with five dimensions, content integration; is the integration of learning content by using examples and content from various cultures and groups to illustrate the concepts, principles, generalizations and main theories in the subject or focus on specific material; the process of preparing knowledge; is the

teacher helps students understand, investigate, and determine the assumptions implicit in culture, create terms of reference, perspectives and assumptions in the field of study that affect the concept of knowledge contained in it; reducing prejudice; this dimension focuses on the characteristics of students' racial attitudes and how these attitudes can be changed with teaching material; equality pedagogy; equality pedagogies exist when teachers transform their daily teaching into ways that facilitate students' academic abilities from various racial, cultural and social strata groups; school culture and school structures that are only empowering; through sports groups, something disproportionate, and interactions between school components, student interactions between ethnicity and race are some of the components of school culture that must be observed to create a school culture that empowers students from diverse groups, races, ethnicities and cultures.

3. Methodology

a. Data

The researcher randomly selected and class A as the experimental class and class B as the control class, thus the design of this study was as follows

$$A \quad O^1 \quad X \quad O^2$$
$$B \quad O^3 \quad X \quad O^4$$

A	: experiment class
$O^1 O^3$	: Pretest
B	: control class
$O^2 O^4$	: Posttest
X	: treatment multicultural approach

b. Method

This research is using a quasy experiment method, with the design of "nonequivalent control group design" which is done by learning in two parallel classes. The sample of this study was pre-service elementary teacher of class of 2017 class A and class B. Both classes were taken because they both took Art Concept courses.

The data collection technique of this study was carried out with test techniques. That is the initial test (pretest) and final test (posttest). To maintain the reliability and validity of the test equipment, the test instrument is validated with expert judgment, namely the material expert and linguist. For validation of test items, anates for Windows version 4.1.0 was developed by Karnoto and Yudi Wibisono

c. Analysis Data

Data analysis techniques are a way to process a data into information so that the data is easy to understand and useful for solving research problems. Quantitative research of data analysis is an activity after data from all respondents or other data sources are collected. This research data will be processed statistically with several stages:

1. Processing of Art Concept Learning Results Test Data
   a. Give students answers according to the answer key with the formula:

   $$S = \frac{R}{N} \times 100$$

   Note :
   S = expected score
   R = students' score
   N = maximum score maximum

Furthermore, the test results are tabulated. Testing hypotheses is a proof of the alleged proposed. Hypothesis testing uses data from pretest and posttest that have been collected. This research hypothesis is

Ha: "There is a difference in the increase in learning outcomes of the Art Concept that is significant between the experimental class and the control class."

Statistic hypothesis is follow :

Ha : $\mu 1 \neq \mu 2$

With : $\mu 1$ = average learning outcomes in the experimental class

$\mu 2$ = average learning outcomes in the control class

2. Processing Learning Results Data by Using Statistical Formulas

The statistical formula used is as follows:

a. Determine the average value (x) skor hasil *pretest* dan *posttest*.

b. $\bar{x} = \dfrac{\sum Xi}{n}$

Note :

x : Average
$\sum Xi$: all of data
n : number of data

c. Standard deviation is used to determine the value of data distribution in a data sample. Calculate the standard deviation (s) of the results of the pretest and posttest with the formula:

$$s = \sqrt{\dfrac{\sum x_i^2 - \dfrac{(\sum x_i)^2}{n}}{n-1}}$$

d. Varian (s^2) used to indicate the level (degree) variation of data groups. Calculate varian (s^2) *pretest* and *posttest* score with the formula:

$$s^2 = \dfrac{\sum x_i^2 - \dfrac{(\sum x_i)^2}{n}}{n-1}$$

d. Normality Test

Data normality testing is performed to determine whether or not a data distribution is normal. This is due to the accuracy of the selection of statistical tests that will be used. If the data is normally distributed, a parametric statistical test is used, whereas if the data is not normally distributed, nonparametric statistical tests are used. To determine whether or not there is a difference in student learning outcomes is calculated using the Gain Index formula (normalized gain) as follows:

$$\dfrac{skor\ posttest - skor\ pretest}{skor\ maximum - skor\ pretest}$$

Based on the data translated using the gain index criteria (g) follow Table 1.

Table 1. Normality gained indexed

Normalized Gain Value	Interpretation
$-1{,}00 \leq g\ 0{,}00$	Decreasing
$g = 0{,}00$	Not decreasing
$0{,}00 < g < 0{,}30$	Low
$0{,}30 \leq g \leq 0{,}70$	Middle
$0{,}70 \leq g \leq 1{,}00$	High

4. Results and Discussion

a. Result

After learning activities, the experimental and control class learning outcomes were obtained after scoring was done using the formula. Then the normality test turns out that the data is not normally distributed. So for that the test was continued by using Wilcoxon test obtained the following research data:

Table 3. Average of *Pretest* score in Experiment and Control

	O^3 (experiment class)	O^4 (experiment class)	O^1 (control class)	O^2 (control class)
	pretest	*posttest*	*pretest*	*posttest*
Score total	2812	3604	2836	3168
Average	61.13	78.35	61.65	68.87

Table 4. Analyzing *Pretest* score in Experiment and control class

Class	Number of students (n)	Average ($\underline{x}$)	Standard Deviation (s)	Varian (s^2)	Minimum score	Maximum score
Experiment	46	61,13	8,83	77.96	44	80
Control	46	61,65	8,84	78.14	40	80

1. Average of differences test (*Wilcoxon Test*) in initial test

Tabel 5. Wilcoxon Test Pretest score in Control and Experiment Class

	Score	Note
Z	-0.540[a]	There is no significant differences
Asymp. Sig. (2-tailed)	0.589	

a. *Based on positive ranks.*

b. *Wilcoxon Signed Ranks Test*

Based on the table above it can be seen that Z_{count}= 0.540 and p_{value} (Asymp. Sig 2 tailed) = 0.589 with a significance level of α = 0.025. With provisions if p value> 0.025 then Ha is rejected, if p value <0.025 then *Ha* is accepted. The data above shows that the p value is greater than the level of significance so that *Ho* is accepted and *Ha* is rejected. In other words, the two mean initial test scores for learning outcomes have no significant differences and the ability of students in both classes is the same.

Table 6. analyzing *Posttest* score Experiment and Control class

Class	Number of students (n)	Average ($\underline{x}$)	Standard Devise (s)	Varian (s^2)	Minimum score	Maximum score
Eksperimen	46	78,35	8,82	77,79	56	92
Kontrol	46	68,87	8,92	79.56	48	84

2. Averages (*Wilcoxon Test*) Posttest score

Table 7. *Wilcoxon Test* Posttest Score

	Score	Note
Z	-4.544[a]	There is no significant differences
Asymp. Sig. (2-tailed)	0.000	

a. *Based on positive ranks.*

b. *Wilcoxon Signed Ranks Test*

Based on the table above it can be seen that $Z_{count} = 4.544$ and p_{value} (Asymp. Sig 2 tailed) = 0.000 with a significance level of $\alpha = 0.025$. With provisions if p value> 0.025 then *Ha* is rejected, if p value <0.025 then Ha is accepted. The data above shows that the p*value* is smaller than the significance level so *Ho* is rejected and *Ha* is accepted. In other words, there are significant differences in learning outcomes between the experimental class and the control class. Based on the data above both classes experienced an increase in the average value and had a significant difference.

b. Discussion

After processing the data and analyzing the initial test data (pretest), as well as the final test results (posttest), on the scores of the learning outcomes of the control class and the experimental class as presented above, it can be seen the effect of the multicultural approach on student learning outcomes on art concept.

As we saw in the pretest score data presentation, the experimental class and control class did not show a significant average difference. The pretest mean value of the experimental class was 61.13 while in the control class 61.65. There is only a difference of 0.52. From the results of Wilcoxon test, the value of Z -0.540 is obtained and the Test Ranks value is 0.589. With this score it was concluded that there were no significant differences. In other words, the pretest scores of the experimental class students and the control class have the same initial ability or there is no significant difference in understanding the concept of art.

After the implementation of the recovery there were four meetings by applying the Multicultural Approach in the experimental class and using ordinary learning in the control class. The action of learning carried out in the experimental class using a multicultural approach. In the learning process in accordance with the stages of learning that emphasize scientific-based learning, students are invited through questions and answers and brainstorming according to their respective cultural settings. Next, students explore information from various sources. The information obtained is elaborated with the art concepts they have gained from their respective cultures. From the results of this elaboration, students formulate the concept of art which is the result of assimilation of modern theories and traditional cultural values they have. In the control class also given learning with exploration, elaboration and confirmation processes as well. The difference is that students are not invited to express art from their respective cultural views but directly from learning resources. After learning is completed 4 times learning in the experimental class and control class, students are given a final test (posttest) to determine the differences in student learning outcomes.

The results of the posttest score analysis, the increase in the average values of learning outcomes in the experimental class is because the learning process using a multicultural approach makes students more active and builds their own understanding of art by mixing modern theories with artistic values from its own culture. However, the increase in learning outcomes did not increase significantly because some students experienced difficulties in understanding and responding to the problems given due to the cultural acculturation they had. The difficulty faced by students is not understanding the meaning of their culture when it will be drawn into a conceptual formulation. This can be seen when students ask the lecturer more about how to formulate the meaning or understanding of the art. The increase in learning outcomes is due to changes in the way of teaching from ordinary learning to learning using a multicultural approach. Multiculturalism presents problems by solving various ways and solutions without discrimination and making students socially aware. In other words, creative activities based on their own culture-based thinking must be developed to the maximum extent possible. Therefore, the application of a sustainable multicultural approach will improve student learning outcomes to be higher.

From the results of different test results the results of the initial test with the final test on learning the concept of art in the experimental class is 78.35 while the control

class is 68.87. With the results of statistical tests it is known that there are differences in learning outcomes of art concept courses between the experimental class and the control class at a significance level of 0.025. It can be interpreted that the application of a multicultural approach can be used as an alternative in improving the quality of the learning process.

5. Conclusion

Based on the analysis of research data in the initial and final tests in the experimental group and the control group, it can be concluded that the application of the Multicultural approach on Art Concept is more effective to be used in the learning process compared to ordinary learning as is done in general. However, the results of this study have not touched all learning processes specifically, it might be better if the application of multicultural approaches is used as well as media and multicultural learning resources. The subject of his research should also be a balanced diversity population. Although this research is still not perfect, the results of the three times learning process have shown an improvement in the quality of the learning process which also has a linear impact on student learning outcomes.

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