

Teacher Awareness About Multicultural in Curriculum Management and Instructional Development in Senior High School

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Abstract: Teacher awareness about multiculturalism in curriculum and instructional management has not been widely studied, although it is very much needed in pluralistic societies such as in Indonesia. The purpose of this study was to determine the level of teacher awareness about multicultural in curriculum and instructional management at SMAK Kesuma West Nusa Tenggara. Teacher awareness data were obtained from 34 teachers using questionnaires, and the level of awareness was measured based on the average awareness index (%) and contribution factor (%). The results show that teacher awareness about multiculturalism is very high, but the contribution factor is still low.

Keywords: teacher awareness, multicultural, curriculum management, instructional development

I. INTRODUCTION

Teachers' awareness of multicultural education plays an important role in education, because teachers continue to be required to be able to deliver students to become citizens who have social sensitivity and tolerance amid challenges of diversity. Teachers in curriculum management act as planners (planners), executors and managers (organizers) and appraisers (evaluators), therefore teacher awareness about multicultural becomes important to study.

Multicultural education is a broad and multi-dimensional concept (Banks & Banks, 2010), and is seen as a reform movement in educational institutions to provide equal opportunities (equality and justice) for all students to achieve academic achievement (Banks, 2006; Smith, 2009; Gollnick and Chinn, 2009). Today schools continue to be urged by various groups to involve the community in developing curricula with the aim of promoting moral teachings to improve academic achievement for all students (Hampden-Thomson et al, 2015). In fact, the idea of multicultural education both in curriculum design and its implementation in schools is not easy, including in Indonesia.

Various studies on multicultural topics in Indonesia show that the concept of multiculturalism has not been clearly adopted to be taught in schools, for several reasons: (1) the government does not develop a clear vision of multicultural education that can bind all school components in an integrated manner to educate students about multiculturalism (Raihani, 2011), (2) teachers do not understand the concept of multicultural education (Herimanto, 2014), are not dedicated in teaching multicultural values to students (Hoon, 2013b), and (3) the contents of the school curriculum do not provide much space to teach concepts and multicultural values (Listia, Arham and Gogali, 2007; and Lie (2000). These results indicate that the adoption of multicultural values in

curriculum development and teaching in schools is not yet optimal.

The curriculum becomes the direction of an educational goal, and guidelines for teachers in carrying out learning, according to Braslavsky (1999) curriculum contains the basics of education whose contents relate to the amount of time available, learning experience, teacher characteristics, methods, resources and evaluation. Other experts reveal that school curricula are both formal and informal values and processes in which students gain knowledge and understanding, develop skills and change attitudes and values with the help of schools (Doll, 1996), while according to Dulton (1996) the curriculum is experiences gained students at school. From the opinion of the experts, it was concluded that the curriculum as an experience and learning process is planned and organized with certain methods and strategies by the teacher and supporting facilities to achieve predetermined educational goals in the form of students' understanding, attitudes and skills in a specified period of time.

On the other hand, teacher mastery of student psychology is very important in the learning process (Ratnawati, 2017) because the learning process cannot be separated from the influence of student psychological factors such as intelligence, attitudes, talents, interests and student motivation (Slameto, 2010). The ability of teachers to understand students' psychological diversity and integrate multicultural values in instructional development is a challenge that is not easy for teachers.

This effort is very dependent on the role of school leaders in this case is the principal as a policy maker in curriculum development in his school and the teacher as implementing the curriculum in the learning process. For example, the principal assigns and ensures that the curriculum in each school must answer the learning needs of all students (Furman, 2012; Ylimaki & Jacobson, 2012), or the school provides education that contains multicultural

values (Keskin, 2018) and also there needs to be interaction from various social aspects (Mitchell, 2010).

In the development of a multicultural curriculum, there are two important questions: which multicultural values should be developed and how are multicultural developments in the context of the curriculum and instructional? The first question, about multicultural values that can be developed in schools, according to Lie (2014) can take or adopt multicultural values from the experience of other countries or schools in accordance with the multiculturalism policy that will be developed, as done in South Korea (Simmons, 2016) and in Hong Kong.

This gives the meaning that multiculturalism does not reduce diversity but determines principles and procedures in which differences can be renegotiated in the name of justice (Arneil & MacDonald, 2010). In Ireland, the value of multicultural curricula at the basic education level emphasizes the value of diversity and citizenship more than the curriculum for secondary education (Faas & Ross, 2012), while in Hong Kong the development of values related to identity and culture is considered less, compared to Taiwan which has been constructed concept of identity through broader policies (Jackson, 2014). Likewise, in Indonesia, for example in Kalimantan, the value that is more emphasized is transformative citizenship education because the area is prone to ethnic conflict (Nayaka, 2018).

The second question related to how to develop multiculturalism in the context of its curriculum and instructional work has been explained by several experts. The multicultural curriculum and pedagogy can be developed in response to cultural values and knowledge / experiences previously possessed by students (Bennett 2001; Gay 2013). Banks & Banks (2004) describe five dimensions that must exist in the development of a multicultural curriculum, first, the existence of content integration that involves diversity in one educational culture with the main goal of eradicating prejudice. Secondly, knowledge construction is realized by knowing and comprehending comprehensively the diversity that exists. Third, the reduction of prejudice reduction which is born from the interaction between diversity in educational culture. Fourth, pedagogic equity / equity (equity pedagogy) which gives equal space and opportunity to every diverse element. Fifth, empowering school culture (empowering school culture). The fifth thing is the goal of multicultural education, namely that schools become elements of social alleviation (social transformation) of unequal community structures into equitable structures.

While according to Gollnick and Chinn (2009) there are 6 basic assumptions that will support multicultural education, namely: (1) Schools must see culture, values, and beliefs as strengths are not obstacles, (2) Schools must be models for expression of human rights humans and respect for cultural and group differences, (3) Social justice and equality for all people must be very important in curriculum design and implementation, (4) The attitudes and values needed for the development of democratic societies can be promoted in schools, (5) Schools can promote knowledge, skills, and tendencies (i.e. attitudes, values, perceptions, and comments) to help students from the diversity of study groups and (6) educators can work

together with families and communities to create an environment that supports multiculturalism. Whereas according to Raihani (2017) there are two dimensions to developing multicultural education in Indonesia, first, focused on developing an understanding of cultural diversity to develop student attitudes, and second, focused on creating a school environment as a place for students to experience the same quality of education. The development of a multicultural curriculum must meet two requirements, namely the curriculum is not too narrow because it has to familiarize students with representative forms of various cultures and the curriculum implementation process must trigger a useful dialogue and be able to develop students' critical assessment of what is taught.

The success of the implementation of multicultural education in classroom learning is very dependent on the central role of the teacher, because the teacher's awareness of multiculturalism will frame the teacher's assumptions about how to teach, the material to be taught and about students. Charles et al (2013) argue that advancing multicultural education is a difficult task, which presents challenges for educators. Wells (2008) emphasizes that teaching multicultural students is difficult for teachers who are not well-trained, are not aware of multiculturalism, or have not interacted / experienced with multiculturalism. These teachers find it difficult to incorporate multicultural goals, teaching methods, assessment materials and activities into the curriculum because they are afraid that if they include these activities, they may not function properly, because their understanding of instructional goals is not optimal. Instructional goals according to experts are associated with behavioral goals that students want to achieve according to competence (Magner, 1962), behaviors that describe student learning outcomes (Dejnozka and Kavel, 1981) and expected skills as a result of learning (Percival, F and H. Ellington, 1984).

Based on the results of this study, the researchers argue that teacher awareness about multiculturalism is an important factor that will support multicultural implementation in classroom learning. This is in line with the opinion of Borg (2011) that in general teacher beliefs provide a basis for their actions and also influence their orientation as teachers (Fives & Buehl, 2012). In class, teachers must be able to find the most effective ways to overcome the challenges of diversity that come from their students (Keengwe, 2010), this is not easy for teachers to do, especially if multicultural education has not been adopted in the curriculum.

SMK Kesuma is one of the favorite private high schools in the province of West Nusa Tenggara (NTB), and has a high diversity when viewed from the background of students, teachers and school managers, and so far, there has never been a significant conflict due to the diversity that is owned. The challenge faced by schools in this region is that there are still frequent social conflicts in the community caused by small problems that originate from diversity such as ethnicity and religion. Therefore, schools have a responsibility to develop multicultural values to answer these challenges. The teacher is one component of the school that can directly influence the attitudes of students through classroom learning, therefore teacher awareness about multiculturalism is important to study.

Multicultural awareness in this study is limited to aspects of awareness associated with the school's vision and mission, curriculum and teaching as well as the school environment. The purpose of this study was to determine the level of teacher awareness about multiculturalism in curriculum and instructional management at SMAK Kesuma. It is expected that the results of this study can provide consideration for school managers to find out the strengths and difficulties of teachers in order to develop multicultural education in curriculum and instructional at the secondary school level.

II. METHOD

This research is a quantitative descriptive study that describes teacher awareness about multiculturalism in curriculum and instructional management at the secondary school level. The subjects of the study were 34 teachers at SMAK Kesuma who were still active as instructors at the school.

Open survey and interview methods were used to obtain data on multicultural awareness in curriculum and teaching management available at Kesuma SMAK NTB. The survey was conducted using a questionnaire developed based on The Multicultural Awareness to School Environment (MASE) by Morote and Tatum (2014) which has been modified primarily for aspects of curriculum and teaching and the school environment, and added to aspects of vision, mission and school policy. Questionnaire consists of 30 statements distributed in 3 aspects, 10 items for vision, mission and school policy aspects, 15 items for curriculum and teaching aspects and 5 items for school environment aspects.

The choice of answers uses a Likert scale where the respondent gives the level of consent heard score 1 = Strongly Disagree (STS), score 2 = Disagree (TS), score 3 = Disagree (KS), score 4 = Agree (S) and score 5 = Strongly Agree (SS). Interviews were conducted in a semi-structured manner to obtain more in-depth data about multicultural awareness based on the experience of the respondents. The data analysis technique uses descriptive statistics that describe data with a description pattern or review or conclusion so that it is easy to read and meaningful. The percentage index formula describes the level of awareness about multiculturalism and is based on the views of respondents.

III. RESULT AND DISCUSSION

The Profil of SMAK Kesuma NTB

SMAK Kesuma NTB is one of the most favorite private Catholic schools in NTB with a vision of quality in developing intelligent, independent and character, and having a variety of excellent programs. This school has 605 students and 59 teachers with various tribes and religions as illustrated in Figure 1. Based on religious background, the students who study in this school are predominantly Hindus, then Protestant Christians, Buddhists, Catholics and Muslims, while for the dominant teacher Catholicism, then Hinduism, Islam, Christianity and Buddhism. These data illustrate that SMAK Kesuma is a religious-based but multicultural school (Figure 1; Figure 2).

Teachers assume that multicultural education really needs to be developed in their schools in a variety of

activities. The forms of activities or programs that have been carried out by the school starting from the orientation period for new students have been introduced about multiculturalism by the Student Council and its preparation. The school has also provided a variety of extracurricular activities that can be used to accommodate the diversity of student interests such as arts, sports, nature lovers, olympiads, English and Japanese and scouts. Multicultural values on national aspects are also provided in the form of activities to commemorate Kartini Day and Youth Oath Day, where at that time all students and teachers used traditional clothing from their respective regions.

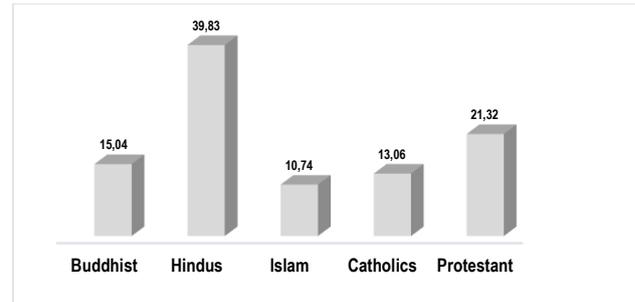


Figure 1
Religious Diversity of Students

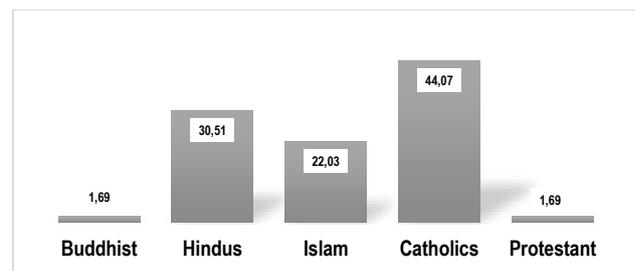


Figure 2
Religious Diversity of Teacher

This shows that schools have realized the importance of providing equal opportunities for students to achieve academic achievement in accordance with the vision, mission and goals of education to be achieved. Some activities that have been provided by the school help the teacher to get to know more about the culture, interests and attitudes of each of their students and according to Smith (2009) this will greatly help the teacher in overcoming the diversity of students during classroom learning. Manson (1999) emphasizes that teachers who do not know their students well result in a low level of educational completion for most minority students.

Some studies reveal that the role of the principal in multicultural education is very important (Furman, 2012; Ylimaki & Jacobson, 2012). From the results of interviews with principals it is known that principals consider multicultural education to be accommodated and fostered continuously because in their schools the level of diversity is very high, both from ethnicity, religion, race and socio-economic class. The principal as a manager realizes the need to accommodate diversity in policies and activities, such as the provision of various programs to facilitate all students to achieve optimal achievement.

While in classroom learning to facilitate the formation of multicultural attitudes, the principal has made a policy to insert in lessons about nationalism and respect for differences. Principals, teachers, education staff and students have understood about multicultural education with indicators that there is no conflict originating from multicultural differences. The principal’s leadership style that supports the formation of cultural values is in line with some of the results of previous research that multicultural leadership of principals must be able to provide support, direction and innovation to its members in decision-making processes (Balyer, 2012; Dvir et al., 2002; Matthew , 2016; Pitre, 2014; Silins et al., 2000).

Teacher Awareness about Multicultural in Curriculum Management and Instructional Development

Multicultural awareness of SMAK Kesuma teachers in NTB in this survey was reviewed from three aspects, namely vision, mission and school policies, curriculum and teaching, and the school environment. The level of multicultural awareness is calculated using the percentage awareness index, which describes the level of awareness of respondents based on the perspective held by the respondents.

The survey results showed that teachers’ awareness including very high categories with awareness index above 90% for all aspects (Table 1), but if viewed from the magnitude of the contribution of teacher awareness about multiculturalism in all aspects in general is still in the low category because it is less than 50%.

This fact shows that high teacher awareness cannot directly increase contributions in the management of curriculum and teaching. High teacher awareness can be formed from teacher experience in dealing with

multicultural conflict situations that often occur around the environment, as reported by Nayaka (2018) and Walkinton (2015) that teachers who have diversity experience will be highly motivated to teach diversity in their schools, experiences as well it is very important to shape the character and perception of teachers towards multicultural education (Eskci & Cayak, 2018).

Another fact revealed in this study is the still low contribution of teacher awareness on all aspects studied including aspects of the curriculum and teaching. This result is in line with the study of Raihani (2017) that multicultural education in Indonesia has not been implemented consistently, even though the policy already exists but its implementation still faces many obstacles, including: there is no clear policy and vision that can bind all school components to teach multicultural education, and curriculum content has not provided enough space to teach multicultural concepts and values.

Another factor that is thought to play a role in the low contribution of teacher awareness to curriculum development is the factor of teacher knowledge and skills, because there are still many teachers who have difficulty in pouring multicultural values into planning (RPP) especially in developing instructional goals and during classroom learning. Therefore, some researchers suggest the importance of training for teachers so that teachers have good knowledge and skills so they are able to overcome obstacles in teaching multicultural values in the classroom (Keskin, 2018).

Teacher awareness about multiculturalism in each aspect is given in Table 2 to Table 4. Awareness related to aspects of vision, mission and school policy is reviewed in 10 items of statements and the results show teacher awareness index in high category (Table 2).

Table 1
SMAK Kesuma Teacher Multicultural Awareness Index

Aspect	N	Awareness Index (%)	Contribution Factor (%)
1. School vision, mission and policy	34	94,71	31,57
2. Curriculum and instruction	34	92,43	46,22
3. School environment	34	94,82	15,80
Total aspect	34	93,59	

Table 2
Multicultural Awareness Index related to School Vision, Mission and Policy

Item	Vision, Mission and School Policy	N	% Index
1	The vision and mission of the school reflects equality of education with a diversity of ethnic, religions and cultures in Indonesia	34	97.65
2	School vision and mission provide opportunities for teachers and students to develop knowledge about multiculturalism	34	97.65
3	There is a policy to improve teacher skills in modifying learning so that minority students have equal opportunities for achievement	34	95.29
4	The school program helps teachers to identify students’ attitudes / personalities based on ethnic background, religion, culture, language and social status	34	92.94
5	The school program helps teachers to understand how to interact with students who have a diversity of religions, ethnicities, cultures and social status	34	93.53
6	School holidays reflect multiethnic and multicultural diversity in Indonesia	34	95.88
7	School policies provide opportunities for principals, teachers and staff to come from diverse cultures	34	93.53
8	Teachers and staff in minority schools have the same experience, position and support as in other schools	34	94.12
10	The principal is responsible for providing multicultural training and comprehensive sensitivity for teachers and staff	34	90.00
23	It is important for teachers to accept cultural diversity and sensitivity training on an ongoing basis	34	96.47

Of the 10 questions surveyed, there were two questions that had a lower percentage of awareness index than the others, which were related to school policies for providing multicultural training and sensitivity for teachers and staff (90%), and school programs to help teachers identify students based on diversity (92.94%). The teacher believes that schools need to facilitate multicultural training to assist them in classroom teaching. Several studies have reported that training in multicultural education is needed by teachers to be able to instill multicultural values in their teaching (Keskin, 2018; Daniel & Pray, 2016; Webster-Wright, 2009). Even according to Kyles & Olafson (2008) experience when education or training will affect the teacher’s beliefs and abilities when practicing as a teacher in the classroom.

Helping teachers to be more competent in teaching about multicultural values must be accompanied by policies to provide opportunities for teachers to develop themselves professionally. Self-development can be done through a variety of programs, for example, further education, seminars, workshops, or other activities with the aim of improving the achievement of school goals. Professional development and training that focuses on multiculturalism must include understanding that differences are not always weaknesses (Sleeter & Grant, 2009), rather, seeing differences as strengths will help teachers become more culturally competent. But this self-development is also very dependent on the attitudes and awareness of teachers and principals, for example, how much they believe that training or education can help them work more effectively, or also the attitude of teachers who are resistant to the efforts for professional development offered.

Some positive values revealed in this survey include vision, mission and school policies that reflect diversity, and provide equal opportunities for teachers and staff to develop their knowledge. The core of this approach is the vision, mission and school policies that serve as directives and guidelines for multicultural education. Leadership

plays a role in regulating other elements to realize the vision and mission, while management ensures the stability of the process by imposing managerial functions.

The quality of curriculum and teaching is at the heart of the process, and provides the main resources for children to learn to understand cultural diversity and develop attitudes that are appropriate for their purpose. The purpose and curriculum content that explicitly contains the teachings of multiculturalism is a reflection of the school’s vision, and teaching that can facilitate the achievement of school goals. According to Aydin (2012), students who have diverse cultures need education that teaches values of cultural diversity, but often schools also have limitations in cultural awareness and competence, as experienced by schools in Turkey, so schools seek solutions with adopt and restructure curricula from other countries.

Multicultural awareness related to curriculum and the development of teaching in SMAK Kesuma is included in the very high category (92.43%) although it is still lower than the other two aspects. Based on Table 3, it shows that multicultural awareness related to curriculum and teaching still has a number of items whose value is low, namely item number 18 (78.82%) about extracurricular activities that emphasize cross-ethnic, religious and cultural membership, and item number 25 (89.41%) about relevance of multicultural awareness to the subject taught by the teacher.

Extracurricular activities have been sufficiently facilitated by schools but teachers assume that the emphasis on cross-cultural group membership is still not optimal. In addition to teacher awareness, student attitudes toward diversity also influence the programs developed by the school. The culture of students at home is sometimes difficult to implement in schools so teachers need to design the right strategies to overcome these problems because teacher awareness will influence student attitudes as stated by Russell and Russell (2014) that perceptions, attitudes, beliefs and expectations of the teacher play important role in student performance.

Table 3
Multicultural Awareness Index Related to Curriculum and Instructional Development

Item	Curriculum and Instructional Development	N	% Index
11	The curriculum reflects a variety of learning styles in accordance with diversity in school	34	93.53
12	The curriculum provides sufficient opportunities for the development of multicultural values	34	94.71
13	The curriculum helps students use unique experiences from a diversity perspective	34	94.71
14	The curriculum helps develop tolerance and respect for diversity	34	92.94
15	Teaching materials used reflect cross religion, ethnicity, culture and gender	34	91.18
16	Learning strategies used by teachers provide opportunities for students from various cultural groups to participate	34	92.94
17	Objectives, goals, assessments and co-curricula reflect the presence of multicultural values	34	94.71
18	The teacher makes extracurricular activities by emphasizing cross-ethnic, religious and cultural membership	34	78.82
19	The teacher organizes activities that enable cross-ethnic, religious and cultural membership to work cooperatively	34	92.35
20	Teachers modified teaching strategies to accommodate ethnic, religious and cultural diversity	34	91.76
21	The teacher is responsible for mixing relevant cultural activities into the curriculum	34	90.59
22	Students are taught about the values used by almost all cultures, such as justice, equality, freedom, peace, compassion, and charity	34	96.47
24	It is important for all students to be aware of the cultural differences between them	34	96.47
25	Multicultural awareness is relevant for the subject I teach	34	89.41
26	Multicultural awareness helps me be more effective at work	34	95.88

Many factors influence teacher awareness about multiculturalism, including limited teacher knowledge, not being able to promote tolerance and diversity as part of the

subject curriculum; also distrust that multicultural education is one of the responsibilities of their education (Raihani, 2017). Pewewardy (2005) proposes that teachers

be more effective in teaching students in diverse classes, teachers must be committed to understanding the culture and views of their students. In other words, so that the teacher must know his students, interact with them so they can see their world from a variety of cultural lenses, which in turn will help teachers to link multicultural values in their teaching.

The survey results show that teachers have not optimally integrated multicultural concepts into their subjects, so that they have not been able to produce responsive learning for the diversity of their students' cultures, because in reality teachers have difficulty connecting the multicultural values into the subjects they are teaching. They generally consider multicultural education to be only the responsibility of certain subjects.

As suggested by Cooper et al. (1998) the involvement of school elements including school policies, teachers, management, parents, students and school boards in various activities and processes to produce effective multicultural education is very important. Multicultural education can be understood through improvements in various fields, for example: policies for access and equality for cross-social groups, in the field of pedagogy there is an increase in diversity of students in the classroom, curriculum fields include the development of material to be taught / learned in the form of facts, attitudes or skills related to partitions (Banks 2009).

While Siwatu (2007) revealed that pedagogically responsive learning on cultural diversity at least includes 4

elements, namely: (1) using students' cultural knowledge (for example, culturally known scenarios, examples and sketches), experience, prior knowledge, and individual learning preferences, as channels to facilitate the teaching-learning process (curriculum and teaching); (2) combining students' cultural orientation to design a culturally compatible class environment (class management); (3) provide many opportunities for students to show what they have learned using various assessment techniques (student assessment); and (4) providing necessary knowledge and skills about cultural functions while simultaneously helping students maintain their cultural identity, native language, and connections to other cultures (cultural enrichment and competence).

The third aspect studied in this study is teacher awareness related to the school environment. School environment is interaction and behavior patterns between all school members, including parents. School personnel, students, and their parents, help shape values, beliefs, traditions and assumptions about the school environment through "prior experience, community settings, cultural background, and ethnic identity (Irvine, 2003).

The survey results show that teacher awareness about multiculturalism related to school environment is very high and from Table 4, although the contribution of teacher awareness on this aspect is low but environmental factors are very important to shape student attitudes, so cooperation with other institutions needs to be improved.

Table 4
Multicultural Awareness Index Related to School Environment

Item	School environment	N	% Index
9	The principal ensures that the school environment accommodates a diversity of different ethnicities, religions, languages and cultures	34	94.71
27	Parents have a responsibility to teach multicultural values to their children	34	96.47
28	Students in my school have diverse cultural backgrounds	34	97.06
29	Parents of students from ethnic and cultural backgrounds participate in planning school activities	34	93.53
30	The school collaborates with various elements of a cross-cultural community	34	92.35

IV. CONCLUSION

Based on the results of the study described, it was concluded that the awareness of multicultural SMAK Kesuma teachers in the three aspects studied were: vision, mission and school policies, curriculum and teaching as well as the school environment, in general including very high categories (> 90%), but if in terms of the contribution of multicultural awareness to each aspect, it is quite low (< 50%). This shows that the teacher's awareness of multiculturalism does not necessarily increase the contribution to the management of curricula and instructional.

This study also identified several supporting factors as well as obstacles to the management of curriculum and instructional development related to multiculturalism. Some supporting factors include: (1) vision, mission and school policies have accommodated the multicultural values that want to be developed at the school level; (2) the curriculum provides an opportunity to develop multicultural values; (3) the teacher has a high awareness of the importance of teaching multicultural values; and (4) the principal has a policy to accommodate diversity through programs in the school.

Some inhibiting factors include: (1) clear and binding policies for all components to teach multicultural values have not been formally formulated; (2) the teacher's awareness of multicultural education is still limited to an understanding of aspects of the majority of religion; and (3) the development of multicultural values in teaching is not optimal because of the limited space in the curriculum, knowledge and skills of teachers. Collaboration with various parties to develop multicultural values still needs to be improved.

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