

The Effectiveness of Multicultural Education Implementation Model in Social Science Learning Using Contextual Teaching and Learning

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Abstract: The research to describe the effectiveness of multicultural education implementation model in Social Science learning using Contextual Teaching and Learning in improving creativity and social attitude of Junior High School students in Surakarta City. This research was conducted using research and development design, was conducted in three stages: (1) preliminary study, (2) model development, and (3) model evaluation. Subject of research consisted of students and Social Science teachers in Junior High Schools in Surakarta City. Result of research showed that multicultural education implementation model in Social Science using CTL evidently improved creativity and social attitude of Junior High School students in Surakarta City effectively. During preliminary study before the model was applied, the students' creativity score was 59.73 (belonging to low category); but after the model had been applied, this score increased to 84.40 (high category). Similarly, social attitude score of students was 58.60 (low category) before the application of model, and it increased to 82.55 (high category) after teachers implemented multicultural education model in Social Science learning using contextual teaching and learning.

Keywords: *multicultural education, social science, contextual teaching and learning.*

Introduction

Many social problems occur recently such as: weak sense of crisis among state officials, fading nationalism, highly potential disintegration, anarchistic democratic spirit, mass quarrel, hoodlumism, and high criminality rate really prove that Social Science education so far leads more to cognitive aspect but touches less soft skill values. On the other hand, highly potential conflict and disintegration threat suggest that the state nationality's supra-structure construction is very brittle. Two factors make the foundation of nation and state life brittle: (1) ideological doctrine *Bhineka Tunggal Ika* (Unity in Diversity) deviated by a central government-oriented power, while local areas are trusted inadequately to manage themselves; (2) development conducted on a plural community compulsively applying the pattern characterized with the equalization of many aspects, so that self-identity of local system is overridden (Baptiste Jr, 2001). Purwasito (2013) says that there are three factors usually underlying *disinteraction* between majority and minority groups: historical prejudice, discrimination, and excessive superiority in-group feeling considering others (out-group) inferior.

Some phenomena above have given us an insight into the importance of multicultural education. Multicultural education, according to Tilaar (2004), constitutes concept, idea or philosophy as a series of trust and explanation recognizing and assessing the importance of cultural and ethnic diversities in creating lifestyle, social experience, personal identity, and individual, group or state opportunities. Meanwhile, Banks and Banks (2005) define multicultural education into three matters: (1) idea or concept, (2) reform movement, and (3) ongoing process. Those three matters are designed to give all students equal opportunity,

regardless gender, social status, ethnic, race or cultural characteristic to learn at school, in order to achieve their highest potency as human beings. Meanwhile, Smith (1998) defines multicultural education as a progressive approach to make education transformation holistically, to criticize and to shows off weaknesses, failure and discrimination occurring in education realm (Zamroni, 2011).

Multicultural education is in line with the objective of social education, to build students into good citizens, having knowledge, skill, and social care useful for themselves, society, and state. To achieve the objective, the learning process should not only emphasize on cognitive and psychomotor aspects but should also involve affective cognitive (Sumaatmadja, 2007: 1.10). To develop a school environment-based social education curriculum, the students' creativity should be grown and developed. Suryana (2013) suggests that we need creativity to understand world, because creativity is a part of learning process.

Creativity, according to Rhodes, can be viewed from: product, person, process, and press. Product emphasizes on creative work, person views creativity from an individual's characteristics and personality, process emphasizes on the creative process occurring, and press emphasizes on the importance of factor encouraging an individual's creativity growth (Ali, 2011). Meanwhile, Guilford (in Ali, 2011) explains that creativity is characterized with two ways of thinking: convergent and divergent. Convergent thinking is the way of thinking of something with a true answer. Meanwhile, divergent thinking is an individual's ability of looking for some alternative answers to a problem.

Meanwhile, attitude is an individual's life values or ideology (Kurniasih and Sani, 2014). Attitude can be created, so that behavior and action occur as expected. Campbell says that attitude is A syndrome of response consistency with regard to social objects, meaning a set of consistent responses to social object. Attitude is an individual's closed response to stimulus or object (Notoadmodjo, 2013). Meanwhile, social attitude is a group of people's attitude to the object on which all members of group's attention focuses. This social attitude is related to social intelligence meaning the ability of understanding and managing others, the skill the human beings need to live well in the world (Goleman, 2007).

To assume a very didactic function and to achieve the objective effectively, the implementation of multicultural education in Social Science learning should be managed well. Teacher should be able to integrate multicultural values in Social Science learning. Therefore, it is more appropriate for the teachers to implement it using contextual teaching and learning (CTL) approach. Sudrajad (2008) says that CTL is a holistic education process aiming to motivate the students to understand the meaning of learning material in relation to their daily life context, so that students have knowledge and skill that can be applied flexibly from one problem to another. CTL is a conception helping teacher connect learning material to real situation and motivating students to establish the relationship between knowledge and its application in their life as family members, communities, citizens, and workers (Blanchard in Trianto: 2007).

Purpose of this article is to: (1) discuss the form of multicultural education implementation model in Social Science learning using contextual teaching and learning (2) To check the effectiveness of multicultural education implementation model in Social Science learning using Contextual Teaching and Learning in improving creativity and social attitude of Junior High School students in Surakarta City.

Method

This study was conducted using *research and development* approach. This research adapts Borg and Gall's (1989) procedural model and Sugiyono's (2009) procedural model. Despite difference, the two models have ten steps respectively. Those ten steps are simplified into three stages in this study: (1) preliminary study, (2) development, and (3) product effectiveness testing. Preliminary study has been conducted in the first year with two actions: exploratory research and need analysis resulting in draft model.

This second-year research aims to describe the final form and the effectiveness of multicultural education implementation model in Social Science learning using CTL. The procedure taken to achieve the objective involves: (a) development and readability test, (b) model validation test by expert team, (c) model trial in the field, (d) model perfection, and (e) model effectiveness test.

This research employed qualitative and quantitative data. Data was collected using instrument in the format of observation, Likert scale questionnaire, open-ended questionnaire, and focus group discussion note. Instrument validation in this research was conducted using construct and content validities. For the instrument prepared to have construct and content validities, test specification or blue-print should be prepared first. The preparation of test specification or blue print will facilitate validation (Sugiyono, 2011). Data of evaluation result using Likert scale questionnaire was analyzed using average analysis. Data of model evaluation was analyzed using guideline of four-point absolute score conversion. Meanwhile, data of open-ended questionnaire, observation, interview, and focus group discussion recording will be analyzed using descriptive qualitative analysis technique. Descriptive qualitative analysis will be conducted using an interactive technique (Miles and Huberman, 1998).

Result and Discussion

Result

Overall, the mean score of expert team's assessment on draft model and learning set is 3.48, meaning that expert team considers the multicultural education implementation model in Social Science learning using contextual teaching and learning (CTL) is good. Furthermore draft model is improved or revised based on expert team's input, and then trialed in the field. The model trial is conducted three times: individual trial, group trial, and small-scale trial. The mean score of three trials is 3.52. It means that the participants of trial consider the multicultural education implementation model in Social Science learning using CTL very good.

Trial participants' input and result assessment become a material to perfect model, thereby becoming the final form of the multicultural education implementation model in Social Science learning using CTL. The final model form can be seen in the figure below:

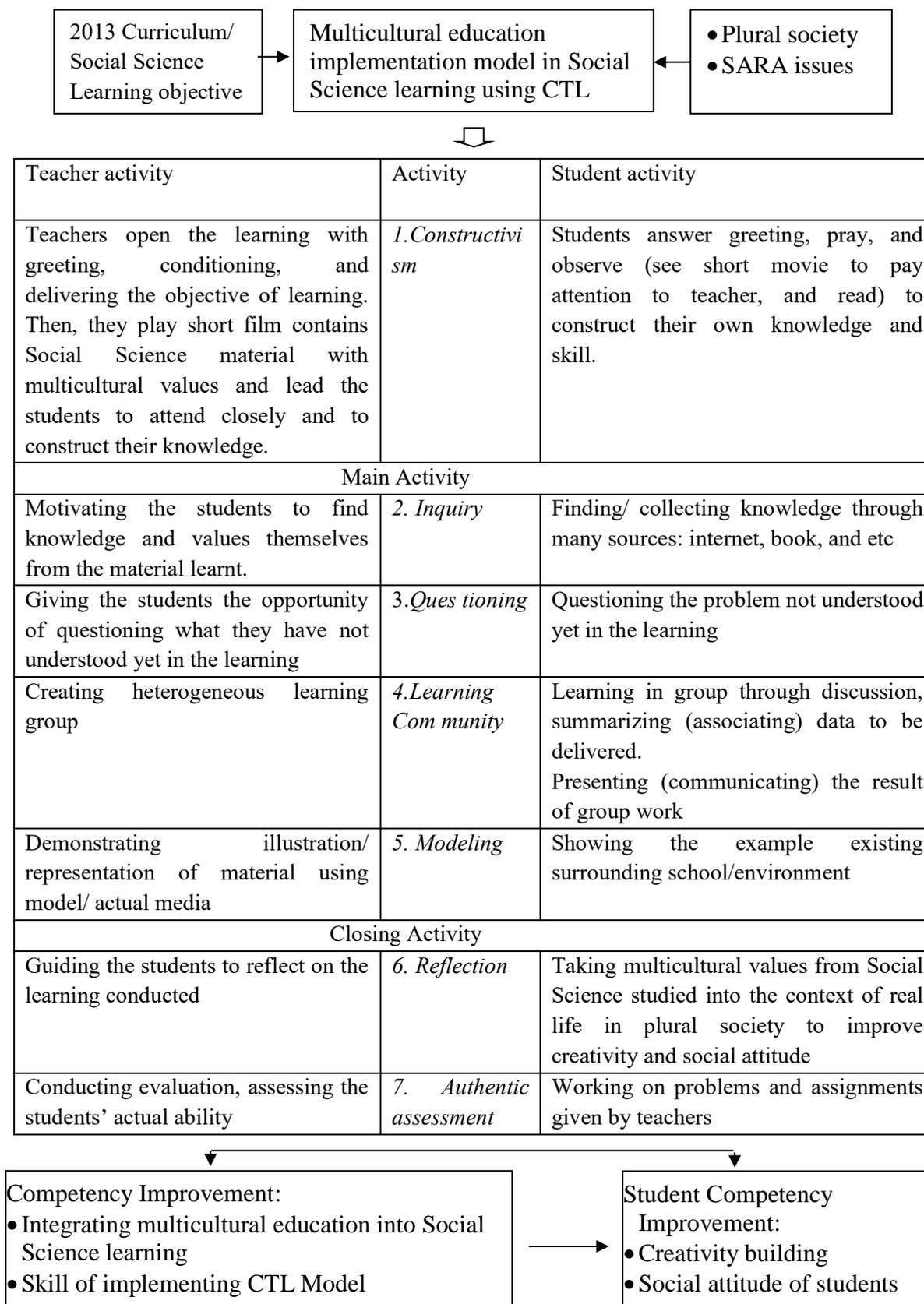


Figure 1. Final Multicultural Education Implementation Model in Social Science using CTL

The development of multicultural education implementation in Social Science Learning using *contextual teaching and learning* departs from the enactment of 2013 curriculum based on competency. The objective of Social Science learning, according to the 2013 curriculum, is to inculcate knowledge, skill, attitude, and value, so that students can be good citizens and community members. Social tension and conflict, and Ethnicity, Religion, Race and inter-group relations (thereafter called SARA) issues frequently occurring recently, potentially result in disintegration in Indonesian plural nation and society. It keeps running so that “social media war” occurs until simultaneous local leader election of 2018 and around presidential election of 2019 today.

The 2013 curriculum requires teachers to have competency in implementing their duty as curriculum executor and developer. Therefore, teachers are expected to implement multicultural education in Social Science learning, to make the students living in multicultural society having creativity and social attitude. This model syntax includes: constructivism, inquiry, questioning, Learning Community, modeling, reflection, and authentic assessment. Each step of this model represents the teachers’ attempt of inculcating multicultural values. This model is applied aiming to equip the students with knowledge, skill, and attitude in order to have creativity and social attitude that can be manifested into living within plural society.

After the multicultural education implementation model in Social Science learning using contextual teaching and learning has been perfected successfully into the final form, it is then tested for its effectiveness in improving the creativity and social attitude of Junior High School students in Surakarta City. Model effectiveness test is conducted in Junior High Schools 1 (representing Public Junior High Schools with high ranking), Junior High Schools 19 (representing Public Junior High Schools with low ranking), and Junior High Schools Muhammadiyah 5 (representing Private Junior High Schools). Those schools were selected to make the multicultural education implementation model applicable to both public and private Junior High Schools and both high and low ranked-Junior High Schools.

Considering the result of observation, it can be reflected that the multicultural education implementation model in Social Science learning using contextual teaching and learning can be applied well, because the syntax of model is modified from CTL corresponding to constructivism learning paradigm. Students construct their own knowledge actively through such activities as: observing, questioning, exploring, associating, and communicating. Even, teachers have been able to integrate multicultural values in Social Science learning corresponding to the content of model, so that the learning seems to be alive. Teachers not only teach concepts and theories to be memorized by students but also connect the social science concepts existing in the material to real contextual condition felt or experienced by students in society life.

Considering the result of observation and reflection above, it can be said that the multicultural education implementation model in Social Science learning using contextual teaching and learning is applied very effectively. Even it is very effective to improve the students’ creativity and social attitude. It can be seen from data of assessment on students’ creativity and social attitude, after attending Social Science learning applying the model above. The mean assessment score of student creativity instrument is 84.4, meaning that the creativity of Junior High School students is high in Surakarta. The score is much higher than that before the application of multicultural education implementation model in Social Science learning using contextual teaching and learning. As reported in the first-year research, the mean score of student creativity is 59.73 (belonging to low category) in preliminary study. The aspects of creativity variable valued are: convergent thinking, divergent thinking, imagination, curiosity,

holding on the principle tightly, self-confidence, enthusiasm, intuition, consistency, ability of storing problem, and openness to experience and knowledge. For more detail, the comparison of mean scores for each aspect of student creativity before and after the application of model can be seen in table below.

Table 1. Comparison of Creativity Scores before and after the application of Multicultural Implementation Model in Social Science Learning

No	Aspect	Σ Item	Mean Score & Category			
			Before		After	
			Score	Category	Score	Category
1	Convergent Thinking	4	54	Low	77	High
2	Divergent Thinking	8	57	Low	84	High
3	Imagination	2	63	High	94	Very High
4	Curiosity	2	56	Low	91	Very High
5	Holding on the principle tightly	2	55	Low	82	High
6	Self Confidence	3	78	High	95	Very High
7	Enthusiasm	3	59	Low	79	Very High
8	Intuition	1	36	Low	59	Low
9	Consistency	2	75	High	93	Very High
10	Ability of storing problem	1	52	Low	85	High
11	Openness	2	71	High	95	Very High
Mean Total Score			59.73	High	84,40	High

Table above shows that the multicultural education implementation model in Social Science using CTL effectively improves the student creativity in Junior High Schools of Surakarta City. Furthermore, the effectiveness of multicultural education implementation model in Social Science learning using CTL in inculcating the students' social attitude can be seen in table below.

Table 2. Comparison of Social Attitude Scores before and after the application of Multicultural Implementation Model in Social Science Learning

Aspect	Σ Indicator	Σ Item	Mean Score & Category			
			Before		After	
			Score	Category	Score	Category
Behavior to others	5	10	55.9	Low	83	High
Prioritizing social interest more than personal interest	5	10	59.3	Low	82	High
Mean Total Score			57.60	Low	82.55	High

Table 2 above shows that the mean score of assessment on social attitude instrument before the application of model is 57.60 (low category), increasing to 82.55 (high category) after teachers have applied the model. It means that the multicultural education implementation model in Social Science learning through contextual teaching and learning effectively inculcates the students' social attitude in Junior High Schools of Surakarta City. Aspect and indicator

valued from social attitude variable are: 1) aspect of behavior to others, including indicators of: showing openness to others, having clear opinion, doing something in cooperation, showing care about others, and feeling what others feel; and 2) aspect of prioritizing social interests more than personal interest consisting of indicators: building communicative circumstance, implementing responsibility, listening to others' opinion, respecting others, and helping others.

Discussion

Multicultural education implementation model in Social Science Learning using contextual teaching and learning developed includes the following components: rationale, i.e. reason and purpose underlying the development of model; model definition; learning syntax containing preliminary, main, and closing activities referring to the procedure of CTL model with scientific approach; and model objective. Meanwhile, the target is to improve teachers' competency of integrating multicultural education into Social Science learning and skill of implementing CTL model that in turn can improve students' creativity and social attitude.

Students need learning creativity, because creativity enables the students to solve many social science problems well. Teachers are required to grow student creativity, to make the learning process running smoothly and reactively, thereby resulting in an optimum learning achievement. Suryana (2012) suggests that we need creativity to comprehend the world, because creativity is the part of learning process. Considering the scholars' arguments aforementioned, it is clear that an individual's creativity is desirable in certain activity process, because creativity is the part of learning process.

Multicultural education implementation in social science learning using CTL also effectively improves the Junior High School students' social attitude. It can be seen from the increase in the students' social attitude score. The students' mean score is 57.60 (low category) in preliminary study, while after the Social Science learning implementing the model developed, the score increases to 82.55 (high category).

In multicultural society, students are expected to have positive emotional predisposition. It means that they can accept that difference is *sunnatullah* (Allah's Law) and view that difference is in equality, without compelling that their groups is the truest one. Social attitude does not just grow, but its development is affected by environment. In this case, Ahmadi (2007) explains that internal and external factors affecting social attitude. Internal factor is an individual's selectivity to accept and to process the external effects. External factor is a social interaction out of the group, for example, the interaction between human beings and cultural product coming to them through communication media such as newspaper, radio, television, magazine and etc.

Conclusion

Model validation test by expert team yields recommendation and input beneficial conceptually to improve the draft model. Furthermore, model trial in the field (individual, group, and limited) also yields practical recommendation and input beneficial practically to perfect the draft model. The final form of multicultural education implementation in Social Science learning using contextual teaching and learning consists of: model rationale, the reason and the purpose underlying the development of model; model definition; learning syntax containing introduction, main, and closing activities referring to the procedure of CTL model with scientific approach; and model objective. Meanwhile, the target is to improve teachers' competency of integrating multicultural education into Social Science learning and skill of implementing CTL model that in turn can improve students' creativity and social attitude.

Multicultural education implementation model in Social Science learning using contextual teaching and learning evidently improve students' creativity and social attitude effectively. After the model applied, there is an increase in students' mean score of creativity from 59.73 (low category) to 84.40 (high category). Similarly, the mean score of students' social attitude also increases, from 50.60 (low category) to 82.55 (high category) after attending Social Science learning applying multicultural education implementation model. Recommendation, *First* the final model and set of multicultural education implementation in Social Science learning using *contextual teaching and learning* is designed to improve students' creativity and social attitude. For that reason, the authors and those related such as Regency/City and Province Education Services are recommended to develop similar learning models to improve other competency. *Second*, multicultural education implementation model in Social Science learning using *contextual teaching and learning* evidently improve students' creativity and social attitude effectively. For that reason, Social Science teachers are expected to apply the model as well as possible. Teachers are expected to manage the learning innovatively to make the students not bored. Students-centered learning can improve the students' activity and creativity. Contextual learning is more interesting, because students can connect the concept presented in the learning to experience and real problem dealt with in community life.

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