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The Needs for Multicultural Knowledge in Instructional Material on Theme 7 "Beautiful Diversity in My Country" Grade 4th Elementary School

Latifatul Jannah ^{*}
Sebelas Maret University

Suharno ^{**}
Sebelas Maret University

Triyanto ^{***}
Sebelas Maret University

Abstract

The aims of research consist of the following (1) to know need analysis of Curriculum 2013 instructional materials in elementary school (2) to develop instructional material based on multicultural values. The study employs descriptive qualitative method which the data are collected by interview, observation, and document analysis. The observation and interview results about instructional materials of Curriculum 2013 in some elementary school in Surakarta consist of the following (1) teachers need additional materials in order to deliver suitable material of Curriculum 2013 for students. (2) Teachers get difficulties in selecting suitable additional material. (3) Teachers need additional material which can develop students good characters by adding Indonesian multicultural knowledge in all subjects. By enriching and developing multicultural values for students so it can be integrated in instructional materials such as tolerance, nationalism, and spirit of unity in diversities.

Keywords: *Environmental literacy, Adiwiyata Green School Multicultural, 2013 Curriculum, Instructional Material.*

^{*} Latifatul Jannah, Sebelas Maret University, Indonesia
E-mail: ivaivo92@gmail.com

^{**} Suharno, Sebelas Maret University, Indonesia

^{***} Triyanto, Sebelas Maret University, Indonesia

Introduction

In the teaching and learning process there are various variables in order to deliver knowledge for students optimally. Based on Prastowo (2015: 138) instructional materials is one of main support. Instructional materials can be applied as information source which is needed for teacher in order to plan, select, and implement learning process. In short, instructional materials is tool used by teacher to support learning process which can be obtained from various sources and arranged systematically. An elementary school textbook is organized thematically. Books are provided by the government which can led to innovative learning, but Instructional materials are limited for teacher books and student books. Thus, teachers should provide additional Instructional materials independently from various sources. Observations in several primary schools in Surakarta have found that in seeking additional materials teachers used Instructional materials in the previous curriculum such as book packages published by Yudistira and Erlangga.

These statements are reinforced on the basis of observations made by in-depth interviews on teachers in some elementary schools in Surakarta using Curriculum 2013, SD Muhammadiyah 24, SDN Begalon II, SDN Kleco, SDN Keratonan, SDN Bayan and SDN Semanggi Kidul. The result of in-depth interviews was found that; (1) there are still many shortcomings in students' books (old Instructional materials); (2) the need for additional new unique Instructional materials. The addition of Instructional materials is not authentically made but is always tailored by many things so it is more than the existing Instructional materials needed.

Based on Mustari (2014: 1) the development of Instructional materials not only can increase knowledge but also can help to overcome the current educational problem of students' character formation. The students' character in the modern era that needs to be improved and developed, such as respect for diversity, tolerance and nationalism. The destruction of a nation will begin with the decline of its character. So, character issue needs special attention in the world of education.

Indonesia is well-known as a country which rich in cultures. Ki Hajar Dewantara has three concepts about culture that are creativity, values and intention. Culture comes from budhi and dhaya, which is then simplified into mind (intelligence) and power (ability and strength (Mahfud, 2006: 207). Culture is one way of building the character of learners because it has useful values. Culture and education have a very close correlation and influence each other. One way to involve culture in education does not have to make its own subject, but it can be attached in the Instructional materials. Multicultural education is education about cultural diversity (Tobroni, 2015: 395). The essence of multicultural education is to foster nationalism, tolerance and unity in diversity. Multicultural can be used as reference of additional element in Instructional material to form good character. For example is theme 7 "Beautiful Diversity in My Country" for grade IV elementary school.

Epistemologically, multiculturalism consists of the word multi which means plural, culture which means culture, and ismewhich means belief. So multiculturalism is a pluralistic culture. Multiculturalism is a policy in the practice of education in acknowledging, accepting, affirming human differences and similarities associated with gender, race, and class (Yaqin, 2015: 1). Thus, that multicultural is the canal of multiculturalism that emphasizes the various cultures. Multicultural has two goals: the initial goal and the ultimate goal. The initial goal is a temporary goal because this goal serves only as an intermediary for the ultimate goal to be achieved well (Suryana, 2015: 1). The goal of multicultural education that focuses on helping learners is to understand the group's background in society, to respect and appreciate ethnic cultural and ethno-cultural diversity, to resolve ethnocentric and purely prejudicial attitudes, to comprehend critical analysis skills - routine issues and political issues through a democratic process through a vision of justice and free society, developing a meaningful identity for everyone (Farida, 2010).

Methods

The method of this research is descriptive qualitative. In this research data collection obtained by interviews, observation, and document analysis. The researches are conducted in SD Muhammadiyah 24, SDN Begalon II, SDN Kleco 1, SDN Keratonan, SDN Bayan and SDN Semanggi Kidul involving teachers and some students. Data analysis is done by using Miles and Huberman interactive model.

Result

The results of study on the old Instructional materials (Curriculum 2013 material) can be obtained that: (1) the material contained in the theme book of theme 7 is suitable with the basic competencies but the material presented is still not complete; (2) students' books (old Instructional materials) are appropriate to the age of learners and can motivate learners; (3) there are some materials

that are less adapted related to the theme; (4) need additional glossary (5) need to add values that can be taken from multicultural knowledge.

Results of research on the need analysis of additional Instructional materials consist of the following (1) need Instructional materials which is more complete and applicable; (2) Instructional materials that can motivate students; (3) Instructional materials that are support for learners' development; (4) Instructional materials featuring authentic examples. The integration of multicultural values into Instructional materials is one form of renewal in the development of Instructional materials.

The needs integration of multicultural knowledge in the development of old Instructional materials can be described as follows: (1) multicultural knowledge becomes the liaison among basic competencies. (2) attaching multicultural values in all subjects. (3) Emphasizing multicultural values in the process of delivering materials, (4) exemplifying multicultural values in arts for SBdP subject. (5) giving authentic photographs of multicultural cultures in Indonesia (example in Figure 1). (6) Giving additional multicultural values as supplement in the end of chapter which consist of nationalism, tolerance and unity in diversity.



Figure 1. The Example of Multicultural in Indonesia

Discussion

Analysis of Curriculum 2013 instructional materials in elementary School

Instructional materials that is in this study is a teaching material from KEMENDIKBUD RI in the form of books teacher and student book. Ahmadi (2010: 159) the purpose of the compilation of teaching materials is to consider student learning needs, assist students in obtaining alternative teaching materials, and facilitate teachers in implementing learning. Good teaching materials that have ISBNs or published by publishers (Prastowo, 2015: 170).

Based on the analysis of the old teaching materials in the curriculum of 2013 has had it, but based on in-depth interviews to elementary school teachers the result is that; (1) the book is in accordance with the basic competence; (2) the book has been in accordance with the development of learners ; (3) the material is still lacking. Becker and Urich in Suparno (2005: 24), "competency refers to an individual's knowledge, skill, ability or personality characteristic that affect job performance".

Seeing from the mapping of material and basic competence has been appropriate, because basically the 2013 curriculum is integrative thematic. The pictures presented in the student book of the government are in line with the student's progress. Weakness of the old teaching materials is material. From the results of interviews to teachers that teachers are required to seek material independently, so that teachers use teaching materials from the previous curriculum is KTSP.

Developing Instructional Material Based on Multicultural Values

There are 6 principal for developing instructional material, consist of the following: (1) make the simple and authentic material which accessible for students (2) repeating to perform instructional materials in order to strengthen and to train the teachers to performs it accurately and variously. (3) give positive feedback for students to stimulate students' confidence and motivation (Prastowo, 2015: 170). Steps that need to be considered in the development of Instructional materials that is 1) identify the needs; 2) problem analysis; 3) need factor; 4) formulate and set goals; 5) selecting topics; 6) select the format of writing; 7) compile the content; 8) editing; 9) testing; 10) revision (Ranjit; 2012: 2).

Development begins with the preparation of a prototype based on teacher and student needs on additional instructional materials. Prototype forms of teaching materials are as Figure 2:



Figure 2. The Example of prototype instructional material

Prototype have been validated to some experts such as linguists, materials experts and media experts. Validator Lecturers such experts are Prof. St. Y. Slamet, M.Pd, Drs. M. Ismail, M.Pd as a linguist. Dr. Roemintoyo, ST, M.M, Paramita Purbosari, M.Pd as media expert. Ragil Widiyanto S.Pd, M.Si, Heri Yulianto, M.Pd as a material expert. And then the teacher validator is Sarjono. S.Pd, M. Amin Sya'bani, M.Pd, and Nesya Dwi Anggraini, M.Pd. The result of the validator assessment is: (1) improvements in the writing of words, capital letters, the use of prepositions; (2) image size, page density, use of color; (3) the accuracy of the source, the image according to the age of the student.

In attaching multicultural values in thematic textbook should consider these following things: (1) analyze potential factors of multicultural values such as giving the students introductory knowledge, life skills, ethics, and its characters; (2) the teachers' competence in applying multicultural approach which consider students' cultural background (3) analyze students background in order to support their culture of learning styles (5) integrate it in textbook as instructional material. In this instructional material multicultural is included in various subjects that are framed in an integrative way. They are included in the style chapters, transportation chapters, energy chapters, skill chapters in SBdP.

Research Mayo and Larke (2011) in the Journal of Case Studies in Education on the transformation of multicultural education in universities. Multicultural education is used as a stock before the students plunge in global life. This research has found that in some universities have used multicultural education as stock of students Work and live in society. The result obtained is implemented by Multicultural education in learning that there is an increase of student feedback pentang learning and after evaluation and the result is increasing. Students are encouraged to do multicultural research. From the research result it is found that multicultural education can be provisioned before Students enter the world of work. Thus, this study using multicultural at the age of primary school means it can be a provision since the beginning before students grow. Mayo's research and this study equally apply multilangural in learning, if the multicultural Mayo research stands as a subject, this research implements multicultural in teaching materials which are then used in learning.

Research conducted by Gloria (2004) in International Journal of Scholary Academic of Intellectual Diversity discusses the importance of using multicultural education into a model of democratic society pluralistically. In this study using multicultural model as a flagship in higher education. The result of Gloria's research is multicultural education by enhancing the relationships among all countries in the World especially when there are global issues related to the environment, cease-fire, terrorism, human rights, national resources and the scope of cultural diversity. Based on the results of the above research that with multicultural will make students have nationalist character and some value that is useful for him. Many problems are encountered mainly in multicultural understanding in various countries. Multicultural additions can be made to materials, learning and incorporated in teaching materials. In many studies it has always been shown that many of the benefits of multicultural, multicultural and multicultural Instructional materials are always effective in addition to teaching materials In addition to learning in both elementary schools and other educational levels. So teaching materials by incorporating multicultural knowledge is very good to do.

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Conclusion

Instructional materials are very important in the learning process, in 2013 Curriculum the only Instructional materials provided are teacher books and student books. The results of research on the need of old Instructional materials of Curriculum 2013 conducted with interviews on teachers, students and literature study to get the result that the old material need applicable additional Instructional materials. The results of research on the need of old Instructional materials get the result that the additional Instructional materials must be backed up from the old Instructional materials, the need for values that can be taken, the Instructional materials are compiled attractively and not out of the provisions of the old Instructional materials. From the results of the analysis of the state of the old Instructional materials, the need for additional Instructional materials has been obtained that the needs to integrate multicultural knowledge insight is by packing multicultural into liaison between basic competence, incorporating multicultural in all subjects in student's book, accentuating multicultural values in the end of material, using multicultural examples in Examples of artwork in SBDP lessons, adding authentic multicultural photographs in various cultures around Indonesia, adding additional multicultural insights as supplement in the end of materials.

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