PAPER NAME

2019 - The Development of Multicultural
Education Model through the Application
 of Local Content Cur

WORD COUNT	CHARACTER COUNT
2530 Words	**15065 Characters**
PAGE COUNT	FILE SIZE
5 Pages	**2.3MB**
SUBMISSION DATE	REPORT DATE
Feb 15, 2023 9:15 AM GMT+8	**Feb 15, 2023 9:15 AM GMT+8**

● **9% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 9% Internet database
- 0% Publications database

● **Excluded from Similarity Report**

- Crossref database
- Submitted Works database
- Quoted material
- Small Matches (Less then 10 words)

- Crossref Posted Content database
- Bibliographic material
- Cited material
- Manually excluded sources

The Development of Multicultural Education Model Through the Application of Local Content Curriculum in South Sulawesi

Arnidah, Citra Rosalyn Anwar, Andromeda Valentino Sinaga
Educational Technology, Faculty Of Education
Universitas Negeri Makassar
arnidah@unm.ac.id

Abstract-*This paper deals with the development of multicultural education model on school's local content curriculum in order to help preserve the culture of the region including crafts, skills that generate economic value in the region, and provided supplies skills to live in society. Multicultural learning model development through a local content curriculum in schools is done through analysis of objectives, analysis of learners, material analysis, task analysis of learners, and evaluation. Local content appointed by each area defined from the results of focus group discussion (FGD) with the stakeholders in each district, which was attended by the following elements: teachers, principals, Department of Education Youth and Sports District, and the other related offices. Through the stand-alone subject, the purpose of local content curriculum developed in this research is to introduce to the students about their own environment in which study adapted to the natural environment, social, cultural and economic and regional development needs.*

This research is located in "Sekolah Menengah Pertama Negeri" of which representative of 3 (three) types of school in South Sulawesi. As the representative sample, it is taken by drawing a proportional stratified random sampling technique (Krathwohl, 1996). The data is collected by using questionnaires, interview, and observation in which validated by expert judgment. A qualitative approach is used in a triangulation of the validity of source and method of data collection (Smith & Glass, 1987; Lincoln & Guba, 1985).

The problems that the research addresses are: 1) the low level of students' understanding of their multicultural condition in the regions, 2) the implementation of local content curriculum at schools doesn't highlight much of the region's potentials. The research aims to 1) depict the multicultural condition in South Sulawesi, 2) develop multicultural instruction model through the local content curriculum at schools, 3) implement the multicultural instruction model, and by applying the local content curriculum at schools.

The research applies research and development approach with three stages: First is the research stage: preliminary research, the study of research findings, curriculum analysis, the compiling of instruction model prototype, and expert validation. Second is the development stage: expert validation, illegibility test, teacher practice, limited test, and extended test. The third is the diffusion stage: dissemination, training, and patent.

The findings/outputs of the research are: multicultural instruction model with the instrument of instruction: syllabus, lesson plans, instruction material, LKS, audio-visual media, and evaluation instrument. All of the research findings integrate the multicultural aspects in South Sulawesi which consist of four ethnic groups: Makassar, Bugis, Toraja, and Mandar.

Keywords: Instruction Model, Multicultural Education

I. INTRODUCTION

Through the local content curriculum, students learn about type and cultural diversity, religion, language, customs, and natural resources. They will learn how such property preserved and used wisely. In addition, with the In connection with it, researchers undertook a study in relevant literature research results, and found data that support of information technology and communication, and cooperation among countries globally, we are faced with the opportunities and challenges of both these conditions.

In an effort to answer the challenges discussed issues Customs Policy Research Center (Puslitjak), the theme of research and development that is directed at education superiority local, which among other is aimed to preserve/develop social values culture and local resources (*internal benchmarking*) and education aimed at international level can compete globally (*external benchmarking*). *Puslitjak*. 2011.

previous study in social subjects as to the content of sociology, and education citizenship, while this research integrated in local content school curriculum, one of competency standard across the curriculum is skills for life and be standardized, learned during the fountain of life and must be accomplished by students through,

learning activities is creative and respect, artistic work, culture and intellectual, and apply noble values to improve toward personal maturity genteel society.

In addition the outer covering of previous studies in the form of the development of a device of learning which is made up of a syllabus, lesson plans, module, LKS, multicultural learning media, and evaluation learning instrument, and of material / teaching materials, all the devices developed by referring to the basic competence which has been developed before.

Chosen representatives from each stage/unit school education as the subject of research, for multicultural content of what and how cultural diversity, art, geographical and environmental regions can be integrated on the competence of understanding the meaning in transactional and interpersonal conversation to mutually interacting with the nearest environment. Based on all the above conditions this research will develop a multicultural learning model through a local content curriculum in junior high school in South Sulawesi province.

Formulation of the Problem
A. What is the level of multicultural education model development needs at local curriculum junior high school in South Sulawesi?
B. How to design the model of multicultural education in the curriculum of local content in South Sulawesi?
C. Knowing the level of validity, practicality, and effectiveness of multicultural education in the curriculum model of local content in South Sulawesi?

II. REVIEW OF THE LITERATURE

A. Multicultural Education

The definition of multicultural education in the opinion of James A. Bank is multicultural education can be seen from three (3) aspects: concept, motion, and process (James A. Bank, 1989). From the aspect of the concept, multicultural education is understood as an idea that sees all students regardless of gender, social class, ethnicity, race and other cultural characteristics that have the same opportunity to learn in the classroom. From the aspect of the movement, multicultural education is defined as an attempt to transform the school in order to give the opportunity to learn the same, the students from all social classes, genders, races, and groups.

B. Multicultural Education Curriculum

From the aspect of didactics, the curriculum is one of the important aspects of multicultural education. The curriculum can be understood in the sense of "a number of statements or a list of the main points of discussion, teaching materials, and a number of subjects that will be used as an ingredient in the learning process" (Smith, 2002).

C. The definition of the curriculum of local content

The curriculum of local content is a set of plans and arrangements regarding the contents and teaching materials that have been established by the region in accordance with the state of the local needs of each and how to use as guidelines for teaching and learning activities (Mulyasa; 2006).

Until now, the provincial education department in South Sulawesi define content local curriculum that uniform application at every level of the educational unit, so that each school implementing curriculum local to add time to other subjects that are considered not maximized in learning regular, for example, Information and Communication Technology (ICT), or Regional Languages.

Through this research are expected outcomes of the research is a multicultural learning device can be recommended to policy-makers in order to be considered for implementation, particularly in the province of South Sulawesi.

III. RESEARCH DESIGN AND PROCEDURES

A. Types of research

This research is research development by adopting the model developed by Hopkins & Clark the 9 D & D model ' (Havelock, 1976). At this stage of research, there are 5 (five) activities conducted preliminary research, namely, the study of the results of the research, the analysis of curriculum, preparation of prototype models, and validation experts. At this stage of development, there are five (5) stages of the activities carried out, namely:

expert validation, readability test, teacher training, limited free trial, and the trial extended. At this stage of diffusion, there are three (3) activities conducted, i.e., dissemination, training, and demonstration.

B.   Implementation Phase Research

Year 1 (first) in the research phase, researchers conducted: Year 2 (second) stage of development, researchers conducted: Year 3 (third) stage of development, researchers conducted:

IV.   RESULTS AND DISCUSSION

1.   Definition (Define)

Level model development needs of multicultural education at local curriculum junior high school in South Sulawesi.

Define phase is the stage for establishing and defining the terms of the learning. Define phase includes five main steps, namely an initial analysis-end (front-end analysis), analysis of learners (learner analysis), analysis of the task (task analysis), analyzes the concept (concept analysis) and the formulation of learning objectives (Specifying instructional objectives).

Phase definition (define), which stage depiction needs a model of multicultural education at the local curriculum junior high school in South Sulawesi, which is described through the analysis phase front-end, objective analysis of local curriculum, analysis of learners, material analysis, task analysis, and evaluation of learning local content through observation, discussion with stakeholders (heads of agencies, community leaders, school principals, and teachers) department headteachers participating in the program, curriculum and program analysis.

2.   *Design* (Stage Design)

Model of Multicultural Education in Local Content Curriculum in Junior High School.

The design phase is to design a model of multicultural education at the local curriculum. Four steps to be taken at this stage, namely: (1) the selection of media (media selection) in accordance with the characteristics of the objectives and program materials group, (2) the choice of format (format selection), which examines the formats of the menu and set format material to be developed, (3) make the initial draft (initial design) according to the format selected.

3.   The level of validity Model Multicultural Education in Local Content Curriculum in Junior High School.

a.   Product validity Data Analysis.

Table 1. Validity Learning Tool

No.	Teaching device	X	Remark
1	Syllabus	3.98	Very valid
2	Lesson Plan	3.77	Very valid
3	Media	3.21	Very valid
4	Worksheet	3.75	valid

b.   Instrument Validation Data Analysis Research.

Table 2. Validity Learning Tool

No.	Teaching device	X	Remark
1	Observation sheet	3.71	Very valid
2	Teacher competence observation sheet	3.90	Very valid
3	Students activity observation sheet	3.72	Very valid
4	Students' response observation sheet	3.71	Very valid

V. CONCLUSION & SUGGESTIONS

A. Conclusions

1. Level Model Development Needs of Multicultural Education in Local Content Curriculum in Junior High School.

Phase definition (define), which stage depiction needs a model of multicultural education at the local curriculum described through activities through analysis phase of the open-ended form is not an optimal implementation of the local curriculum in secondary schools that require the development of a model curriculum is become referral by the education unit. Analysis of interest such as the determination of KI, KD and, indicators. Analysis of teachers (participants of the group) in the form of the characteristics of teachers who have been able to understand the multicultural curriculum. Analysis of the material: develop appropriate curriculum learning device 2013, in accordance with the duty of participants, and the evaluation given by the teacher through a program of the local content curriculum.

2. Design development program Multicultural Education Model on Local Content Curriculum.

Stage design or design a program of ICT-based cluster, through four steps, namely: a. election media (media selection) in accordance with the purpose and material characteristics of the cluster program, b. election format (format selection), which examines the formats of the menu and specify the format of the material to be developed, c. draft (initial design) according to the format selected.

3. The level of validity and media learning tools in model development Multicultural Education in Local Content Curriculum.

The validity of the model of multicultural education at the local curriculum have valid criteria are based on rational theories are built and the results of the analysis of data obtained from two validators.

B. Suggestions

1. The Department of Education Youth and Sports Sinjai, North Toraja District, and District Selayar make efforts to increase learning quality local content through the following activities.
   a. Analysis of needs (needs assessment) to determine competence through the analysis of content and work.
   b. Form a team of internal assessors to optimize the role of quality assurance in every school, in synergy to carry out monitoring and evaluation.
   c. Proactively communicating and cooperating with the universities to gain exposure to innovative learning, especially to improve the competence of teachers (in-service).
   d. Being open to cooperation activities.
   e. Mediating partnership between universities and quality assurance agencies with the Ministry of Youth and Sports, as well as the community, both in activities to improve the competence of teachers, as well as in the use of learning resources, and dissemination of teacher competence.

2. The Next Researchers

Research on Multicultural Education in Local Content Curriculum is still needed, especially studies that are more specific to each component of the program, to the realm of impact.

REFERENCE

Banks, James A. (ed.). 2004. Handbook of Research on Multicultural Education, San Francisco; Jossey Bass. p 2-3

.... 1989. *Multicultural Education: Issues and Perspectives*. Boston-London: Allyn and Bacon Press.

Cardinas, Jose A.. 1975. *Multicultural Education: A Generation of Advocacy*. America: Simon & Schuster Custom Publishing.

Creswell, 2008. *Research design: Qualitative, quantitative, and mixed methods approaches*.(3rd ed.). Thousand Oaks, CA: Sage Publication

Edgerton, Susan Huddleston. 1996. *Translation The Curriculum Multiculturalism into Cultural Studies*. New York-London: Routledge Press.

Ekstrand, L.H. "*Multicultural Education," dalam Saha, Lawrence J*. (eds.). 1997. International Encyclopedia of the Sociology of Education. New York: Pergamon.

Elashmawi, Farid & Harris, Philip R. (1994). *Multicultural Management: New Skills for Global Success*. Malaysia: S. Abdul Majeed & Co

.Garcia, Ricardo L. 1982. *Teaching in a Pluristic Society: Concepts, Models, Strategies*. New York: Harper & Row Publisher.

Gollnick, Donna M. 1983. *Multicultural Education in a Pluralistik Society*. London: The CV Mosby Company.

Higher Education Research and Development Society of Australasia, Inc, 2010. *Research and Development in Higher Education: Reshaping Higher Education.* HERDSA Annual International Conference. Melbourne, Australia.

Hopkins, Gary. 2004. Classroom *Management: Principals Help Teachers Develop Essential Skill*, dalam http://www.educationworld.com/a_admin/admin/admin299.shtml

Pusat penelitian Kebijakan (Puslitjak), 2012. *Peran Puslitjak*. Jakarta.: Kemendikbud.

Lynch, James. 1986. *Multicultural Education: Principles and Practice*. London: Routledge & Kegan Paul.

Mulyasa, 2006. Kurikulum Tingkat Satuan Pendidikan. Bandung: Rineka . p 273

Nana Syaodih Sukmadinata, (2009), *Metode Penelitian Pendidikan*, Bandung: Rosdakarya.

Ngainun Naim dan Achmad Sauqi, (2008), Pendidikan *Multikultural: Konsep dan Aplikasi*, Yogyakarta: Ar-Ruzz Media.

Starr, Linda. 2004. *Creating a Climate for Learning: Effective Classroom Management Technique*, dalam http://www.educationworld.com/a_curr/curr155.shtml.

Thiagarajan, S., Semmel, D. S & Semmel, M. I. 1974. *Instructional Development for Training Teachers of Expectional Children*. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University of Minnesota.

Zuriah, 2011. *Model Pengembangan Pendidikan Kewarganegaraan Multikultural Berbasis Kearifan Lokal dalam Fenomena Sosial Pasca Reformasi di Perguruan Tinggi*. Journal Penelitian Pendidikan, ISSN 1412-565X Universitas Indonesia

Smith, Neil. New Globalism, New Urbanism: Gentrification as Global Urban Strategy. Volume 34, Issue 3. 16 December 2002. https://onlinelibrary.wiley.com/doi/10.1111/1467-8330.00249