

The Role of Multicultural Based Learning for Increasing the Competence of Students

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ABSTRACT

Indonesia is a country that has ethnic, religious, racial and cultural diversity. Multicultural education needs to be applied in the learning process, there are many positive impacts resulting from multicultural-based education. The purpose of this paper is to determine the role of multicultural-based learning for increasing student competence. Literature review was used in writing this article, using the last 10 years of journals, namely 2011 - 2021. The research results are presented in a qualitative descriptive manner and through an in-depth analysis stage. The results showed that through multicultural-based learning in the school environment, it was able to improve students' critical thinking skills, students' character formation, and students' emotional intelligence. Based on the results of these studies, it is necessary to innovate or implement multicultural-based learning in order to form the desired accompaniment impact from the teacher as a designer in the learning process.

Keywords: Competence of learners; multicultural; learning resources.

INTRODUCTION

The latest curriculum applied at the basic education level is the 2013 curriculum. The implementation of the 2013 curriculum is considered a breakthrough compared to the previous curriculum, namely the Education Unit Level Curriculum (KTSP). Through this curriculum, subjects that were originally separated by name, are now united with the themes that surround them. Not only that, the educational paradigm that was originally

teacher-centered or often referred to as Teacher Centered Learning (TCL) has also shifted to become student-centered or Student Center Learning (SCL). Through this paradigm shift, the educational process has gradually shifted. The change in the teaching center that shifts and is student-centered or called SCL makes teachers have to be able to innovate the learning process into something interesting and also challenging for their students. The learning process carried out by the teacher should be packaged by paying attention to the level of students' thinking. Students' thinking ability, especially at the basic level which is still in the concrete operational category, makes teachers have the ability to bring the learning process into reality for students. The learning process that has been taking place in schools mainly relies on textbooks, worksheets, or books that are circulated and published by various parties, of course, this becomes a guide for teachers as learning resources for their students. Not a few books that are circulated and used by students are still abstract. This means that the depth and assemblage of the material have not fully paid attention to the circumstances and the environment around students. Wibowo (2020) states that the material presented in the learning process tends to be less contextual.

Of course, this has a big impact on the achievement of the competencies that have been planned by the teacher. Of course, this needs to be addressed, considering that the

book is one of the guidelines in achieving the learning process in accordance with the goals that have been set previously. Good teaching materials are teaching materials that are arranged according to the student's learning environment and create meaning learning proces in the Puspita and Purwo (2019). The need for innovation in learning resources that pay attention to students' thinking levels and also the student's learning environment must continue to be carried out. Remembering that it is through creative teachers that will produce students who are able to keep up with the times as well. One of the innovations related to student learning resources is the preparation of multicultural-based teaching materials. Multiculturalism is a reality that must be accepted by humans, but this diversity does not have to make humans become divided (Nanda, 2019). Multiculturalism itself is something that cannot be separated from our country, Indonesia.

Where Indonesia is a diverse country with various tribes, religions, races, cultures, ethnicities, and others. So not infrequently in an area we will meet and socialize with people who are different from our culture. Multiculturalism, which is the closest thing to us, needs to get more understanding and also the correct understanding from students. Many studies examine the effectiveness of multicultural learning, the impact of multicultural learning to compare it with other learning. Understanding the correct multicultural values will make students have the ability to apply them to everyday life. Research related to cultural diversity has been carried out, such as by Najmina (2018) and Aeni (2020) related to the implementation of multicultural values in elementary schools. The assessment of the multicultural-based learning process is certainly something that needs to be considered because the assessment and testing that is carried out properly will make it useful for the world of education, and can be a consideration for the learning process in the future. Therefore, the purpose of writing this article is to find out the role of

multicultural-based learning for increasing student competence.

MATERIALS & METHODS

This research was conducted at elementary school in Kudus Regency. Qualitative descriptive is used as a method in the implementation of this research. The purpose of this study is to describe in-depth analysis related to the implementation and understanding of teachers and students about multicultural values. The techniques used in the data collection of this research are observation, interviews, and also documentation. The main informants in this study were fourth grade students of SD. The data sources obtained in this study will be analyzed using an interactive model until the data becomes saturated. The research findings are presented after the stages of data collection, data reduction, data presentation and up to the conclusion stage. Presentation of data is presented in descriptive form. Presentation of data conclusions will be presented after all findings are well presented and summarized, so that the findings from the study will have recency value and are also objective in nature.

RESULT AND DISCUSSION

The method used is a literature review. Literature review reviews the scientific literature on a topic and critically analyzes, evaluates, and synthesizes research findings, theory, and practice. Search for research articles using a database from Google Scholar using the keywords, namely Multicultural and teaching materials. The criteria for multicultural teaching materials are full text articles in English or in Indonesian published in 2011-2021. The total number of articles obtained was filtered according to the criteria so that the final results were 10 articles that were reviewed.

Entering the increasingly rapid development of the era, the demands for change are also getting bigger. Of course, these changes must be balanced with an increase in the

competence of students. Prior to the change in the educational paradigm, students were only focused on honing skills related to student knowledge. However, over time, the competencies needed by students are not only in the realm of knowledge, but also extend to other competencies that are able to support students to face global challenges. Not a few students' competencies have begun to be developed by paying attention to many aspects. Not only based on the aspect of knowledge, but also balanced with the ability of students' attitudes and skills. Skills are really needed by students in today's era. This knowledge that is not temporary and can be lost at any time makes it necessary for changes to not only focus on knowledge, but also on other domains, namely attitudes and skills. Through the collaboration of these three aspects, it will be able to produce a learning process that is able to utilize all aspects that exist in students. Every competency that teachers want to achieve to students is often contained in a set of tools or learning resources used by teachers. One of the learning resources that is often used is teaching materials in the form of books. This teaching material is a weapon for teachers to be able to manage the class well. In addition, the preparation of teaching materials will also lead the teacher to achieve the goals and competencies he wants to achieve. So the teacher should be able to develop teaching materials that are in accordance with the competence and level of thinking of students, one of which is multicultural-based teaching materials. Several studies have been conducted related to the use of multicultural-based teaching materials to measure student competence. The following is an explanation related to competencies that students can develop through multicultural-based teaching materials.

1. Critical Thinking Ability

Critical thinking ability is a competency that can be obtained by students through learning using multicultural-based teaching

materials. The multicultural impression that teaches students to have an attitude that is able to accept and be tolerant of the diversity around them makes students able to explore questions related to their curiosity about this diversity. Wibowo (2021) states that through teaching materials based on multicultural character values will be able to improve critical thinking skills of elementary school students. Teaching materials that function as supplements in the learning process are able to support students' critical thinking skills. The response given by the teacher to this multicultural-based teaching material is positive, because of the positive impact caused by the existence of these teaching materials, one of which is increasing students' critical thinking skills. Dewi (2020) also conducted research related to the application of multicultural-based learning and obtained the results of increasing students' critical thinking skills. The implementation of multicultural-based learning accompanied by traditional games is able to stimulate students' ability to think critically. Completeness of learning tools which include syllabus, lesson plans, and also teaching materials will be able to support teachers in conditioning the learning process so that the expected competencies can be achieved. Students' critical thinking skills must be promoted from an early age, because we live in a pluralistic society so it will be easy to blend in with existing cultures and often cause conflict in society. One of these critical thinking skills can be provided through multicultural-based teaching materials. Fadhila (2016) conducted tests related to the effectiveness of multicultural-based teaching materials on critical thinking skills, and the results showed that through these multicultural-based teaching materials, schools were able to use to stimulate students' critical thinking skills.

2. Character Building

Multicultural-based teaching materials are one source of learning that comes from the environment, where it is through

environment-based teaching materials that students will be able to understand and recognize the culture around them. The role of multicultural-based teaching materials is to shape the noble character of students, based on Pratiwi's research (2018) that multicultural-based learning can improve the friendly character and also the creative character of students. Through learning that is integrated with multicultural-based learning by incorporating elements of national unity and putting aside existing differences. Related to character building in multicultural education, Adibah (2014) also stated that through multicultural education, students be able to understand, and also implement the values that exist in multicultural education, as well as increase knowledge about their own country. The same thing was stated by Setyowati (2019) that through teaching materials based on multicultural education can improve the character of nationalism. This is certainly something interesting, considering the value of nationalism must be well understood by students and implemented in life. Furthermore, Sahal (2018) states that multicultural learning is one of the efforts in applying tolerance to each individual. Research was also conducted by Saragih (2018) that through multicultural-based teaching materials it is able to provide students' understanding related to tolerance and also mutual respect between others. Through the inclusion of local cultural elements that are easily understood and accepted by students and packaged in an attractive manner, this makes students have a better understanding related to the values that exist in multicultural education.

3. Emotional Intelligence

Development of learning resources that come from the environment with the context of a multicultural society. Zulaeha (2013) conducted research by developing a multicultural-based learning model. Through the learning model, it was found that the learning model with a multicultural context could increase emotional

intelligence in junior high school students. This is due to the inclusion of cultural elements that exist in the community, differences in customs, and developing culture. Raihan (2018) states that there is a need for a good understanding of multicultural values in order to be accepted and implemented by education practitioners as well as by students. Learning that emphasizes multicultural education will be able to influence the emotional intelligence of students. Students who are able to understand the differences that exist will be able to apply them in everyday life.

CONCLUSION

Indonesia which is a multicultural country, should be balanced by providing understanding to its students regarding values in multicultural education through education. Many benefits and roles are obtained by implementing multicultural education. Increasing student competencies such as critical thinking skills, character building and emotional intelligence are some of the abilities that are obtained with multicultural-based teaching materials. The suggestion to be conveyed is that teachers should be able to design learning according to the needs and learning environment of students to demo the creation of meaningful learning.

Declaration by Authors

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