VALUE TRANSFORMATION IN THE MULTICULTURAL ORGANIZATION

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Abstrak: This study mainly aimed at describing how the value transformation (i.e., cultural diversity or multicultural value) in a multicultural public elementary school. The idea of this study departs from the preliminary study of culturally diverse students in elementary schools. This study used a qualitative approach with the case study design. The results show that the school was concerned with culturally diverse students, the school policies provided opportunities for the learners to understand diversity in everyday life, the development of teaching materials was by integrating multicultural values and in extra-curricular activities, and the school created a conducive climate of learning activities in transforming multicultural values to the learners. The results suggested that the findings of this research can be used as input for effective learning in multicultural schools. The multicultural school’s characteristics require some special attention because the characteristics of heterogeneous learners are highly vulnerable to conflicts. Schools with heterogeneous learners are advised to create a conducive climate for conducting teaching and learning activities, particularly in transferring multicultural values.

Keywords: multicultural organization, multiculturalism, cultural diversity, value transformation, and elementary school.

religion, language, race, etc. It brings conflict in many countries, both social and cultural conflicts. The facts show that children are involved in problems that occur in the community. Today, one of the results of globalization is what they perceive by their peers as “different children” in the classroom or school because of their different appearance, ethnic origin, or religion. To overcome the problems caused by this “difference”, the teacher’s role and education system have important roles and tasks. (Kostova, 2009, Demir & Ozden, 2013).

Multicultural education presumes that schools are managed as the arena of pluralistic life. School institution is a vehicle for life with the main role of learners and educational personnel acting as a facilitator. Learning is managed as a dialogue and the enrichment of unique life experience, and it can, therefore fostering experience and awareness gathered by citizens and students who will become the basis of ethical politics based on citizenship ethics. The school as a mini-community system, with its policies and hard work, can provide space for all students, as well as teachers to interact with observing the values of togetherness and diversity, without abandoning the cultural values of each student in the school (Sadim, 2017). At school, multicultural education must be conducted in a comprehensive manner, not only a fair attitude among students of different religions, races, ethnicities, and cultures but also be supported with curricula of both written and covert curricula, integrative evaluations, and teachers possessed understanding, attitudes and productive actions in providing multicultural education services to their students (Banks, 1997; Khisbiyah, 2004).

Multicultural education is based on the concept of meaningful differences uniquely from person to person and society. Classes are arranged with smaller members so that each learner gains greater learning opportunities while fostering collective awareness among learners. In the later stages of cultivating collective consciousness beyond the boundaries of class territory and nationality, it transcends the theological territory of each different religion. The discourse on multicultural education is increasingly emerging along with the continuous flow of democratization in the life of the nation, which has implications for the strengthening of civil society and respect for human rights (Rosyada, 2014).

In line with Lee et al. (2007), the idea of this study departs from the reality of cultural diversity in elementary schools, including culturally diverse students. This study focuses on an elementary school in Sidoarjo Indonesia, namely SD Pembangunan Jaya, as a case study design. Based on preliminary study, elementarschools is a multicultural public elementary school. It always instills religious values to the students according to their respective religion. Through the process of social interaction at school, they learn to respect other religions, to be a tolerant person. The teaching staff at that elementary school is professional, creative, innovative, and highly dedicated and committed to improving student achievement in the academic and non-academic fields. It is supported by the teachers whose qualifications include a bachelor’s and master’s degrees.

According to the motto “learning is fun”, then the implementation of teaching and learning activities is carried out with the “moving class” system and facilities that support learning such as laboratory, multimedia, school gardens, religious room, computer room, multi-purpose hall, etc. That elementary school was selected because the school achieved many achievements. The achievements are the 1st Winner of Futsal Competition of all primary schools in Sidoarjo held by Santa Maria in 2014. The Best Player and Top Scorer of Futsal Competition of all primary schools in Sidoarjo held by Santa Maria in 2014 held by Daniswara. The Champion of Fair Play Team of Futsal Competition of the Governor’s Rotating Trophy of all kindergartens and elementary schools of East Java in 2012. The Champion of Fair Play Team of Futsal Competition of Rotary Cup of Governor of TK-SD level of East Java in 2014. Title of Adiwiyata (Environmental Caring) School of Sidoarjo Regency in 2014. The First Winner of reading, Write, Count (Calistung 3 M) Competition of all Gedangan District in 2012. And the last is The 2nd Winner of (Calistung 3 M) Competition of Sidoarjo Regency in 2012.
The main purpose was to describe how the value transformation (i.e., cultural diversity or multicultural value) in the elementary school. The specific purpose was to describe the assessment of the needs of the values of multicultural education, describe the policy of multicultural values education, describe the management of multicultural values transformation in learning, and the last was to describe the climate of teaching and learning activities that implemented.

METHOD

This research uses a qualitative approach with a case study design. The informants of the research were principals, teachers, parents, an administrative and neighboring community. The data collection techniques used were in-depth interviewing, participant observation, and documents study. Data analysis in this research was carried out during and after data collection until the completion of the research report. Data analysis consists of three activities that occur simultaneously, that are the data reduction, data presentation, and concluding (Miles et al., 2014).

RESULTS

The Needs Assessment of Multicultural Education Values

The needs assessment for the multicultural education values was identified for prospective learners who are heterogeneous on cultural, ethnic, racial, and religious/belief. Prospective students from various socioeconomic backgrounds, especially children from poor/disadvantaged families. School educating learners with different beliefs or religions that were followed by religious education by their respective religions. Every Friday at school, some meetings discussed the preparation of programs and solving the problems faced by the teachers as well as the learners. There was no conflict between the school and the community because the society regarded the school is a part of society. The community responses (neighborhoods around the school, parents) support at the same time criticize the existence of schools. In larger events, the schools involve the communities around the school to participate. The communities around the school are used as the school outputs can academically still compete with the outputs of other schools, since they are accustomed to self-learning and seek their learning resources. The school supervisors come to school for sharing. The place/location of the school is integrated with the life of the surrounding community because there is no barrier between the school and the residence. The last is some people support and at the same time criticize (give input) to the existence of the school.

The policy of Multicultural Values Education

The policy of education of multicultural values applied included the school program was prepared at the beginning of the academic year, mid-semester, and end of the semester. All the teachers and employees were involved in developing the school programs, principals, teachers, and employees, all having equal rights in the school programming. The school programs were socialized to teachers, parent forums, and stakeholders. The principals guided the teachers for the implementation of the school programs assisted by the Foundation. The evaluation of the school program implementation was conducted at the end of the semester and the end of the year concerning the relevant inputs, inhibiting factors, and solutions. The school’s policy on heterogeneous students was by understanding the uniqueness of the students, applying mutual respect and tolerance. In the teaching and learning process, there was no difference in the treatment of students who had heterogeneous characters, if there is little difference is for special students (autistic children/mental retardation) school policies for students with different religion/beliefs there is common prayer in the schools and Religious subjects is replaced with Faith Communication subjects. Faith Communication subjects are useful for maintaining religious differences/beliefs of learners. The school policies towards the students having heterogeneous potential were to provide assistance and apply effective learning methods. The school supervisors often came to school for sharing. The last is a policy that was implemented was the celebration of Religious Days for the five religions embraced.
Transformation Management of Multicultural Values in Learning

The management of transforming the values of multicultural education in learning is carried out by the school designed instructional materials so as
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not to be too heavy for learners and teaching materials packed in enjoyable learning by integrating the values of multicultural education in each material. The school used the national curriculum with the adjustment of basic competencies with local learning resources that are located around the learner’s life so that learning is fun and contextual. The teacher determined the local learning resources that conformed to the basic competencies contained in the curriculum. In the curriculum development, there is assistance from the senior teachers or principals, and if the teachers have difficulty in curriculum development, they can directly discuss it with the senior teacher or headmaster. The school developed the communication of faith. The alternative curriculum is a curriculum that can be referenced and selected for a particular school context, while still equally referring to the applicable national curriculum standards. The development of teaching materials implemented by the standards of competence, using various sources of reading, media, and learning resources and creating interesting worksheets. The curriculum development efforts were implemented by adjusting basic competencies by using various sources of reading, media, and learning resources, especially those related to diversity. The curriculum development was based on: learning tools, product specifications, drafting mechanisms, classroom experiments, final and pre-production validation. Curriculum development evaluation and learning are conducted regularly every day and semester evaluation. The evaluation was carried out to find out responses and the work of students in teaching and activities of learning. The last is an evaluation by looking at the work of learners and seeing the responses in learning and teaching activities, especially those related to the inculcation of the values of multicultural education to the learners, such as tolerance, respect for religious differences and beliefs which are embraced by each learner.

Climate Teaching and Learning Activities

Climate teaching and learning activities implemented are included approaches to learners that vary by varying methods, game methods, and personal approaches to exceptional learners. Creating harmonious teaching and learning situations with the learning of Faith Communication subjects. Each teacher is required to design in lesson planning by approaching: fun learning, activating, and centering on learners and learning by learning concrete things
on their daily life, interviews with local leaders and the environment. Learners of different socioeconomic backgrounds used approaches for sharing (those who give less) and other cooperative activities, such as cross-exchange gifts, joint meals, cooking and activities of mutuality others. By teaching faith communication, praying with their religion in plain language, it can foster mutual respect and tolerance of religious people of various religions. The learners of different religions are approached to be introduced to places of worship, see the life of people of different religions, and pay mutual respect. They are creating a conducive learning climate for the students in teaching and learning activities with the principles of compassion, giving freedom but still applying the discipline. Available learning resources can be utilized, such as in the environment around the school, rice fields, rivers, gardens, neighboring houses, temples, village government offices, sub-district government offices, corporations, cultural centers, economic centers, etc. The use of learning methods in the school so that the students can learn concretely from their daily lives among others, implemented by taking the theme by what is close and often the themes of self, pet, food and beverage, class, school, market, rice field, parent work, etc. The last is the development of the teaching materials by integrating the multicultural educational values based on the instructional tools, classroom teaching, and final validation.

DISCUSSION

Based on research findings, the assessment of educational needs is related to problems in a plural society. The application of multicultural values in education has been applied in primary schools because primary schools are expected to be able to instill multicultural education early on. Early childhood classes are important as a first community (Im et al., 2012), and where values change in class. Community is needed to keep the community going. In the community, there is a relationship of mutual understanding with one another (Suh, 2005). The influence of personal, relational, and contextual characteristics, not only are the main elements of the classroom as teachers, preschoolers, and instructional communities are important elements. The educational community is a relationship between one another in education (Jo & Suh, 2004). When children first come to school, they have the potential to explore their responses (Witte-Townsend & Hill, 2006). That is, there may be different changes in the class depending on the concepts, objects, and content of multicultural education, teachers, preschoolers, their personal, relational and contextual characteristics, and the interaction of all these variables. Therefore in multicultural education in Korean early childhood classes are seen as an important step to determine the current state of multicultural education of early childhood and to discuss the right direction for it.

The concept of multiculturalism refers to cultural plurality, attitudes, and insights to respond to it. Almost all countries in the world are formed from cultural diversity, and then multiculturalism must be translated into policies in social and national life, as a management of the cultural differences of citizens. Multiculturalism applied in Indonesia must be based on various considerations (Munadlir, 2016). In such situations, the role of the teacher is very important because the diversity of students needs to be handled properly. In culturally diverse situations, often giving rise to racist attitudes (Walton et al., 2014), teachers play an important role in carrying out multicultural values and cultural differences (Villegas & Lucas, 2007).

Multicultural education includes learning knowledge, appropriate attitudes, and skills related to respect and appreciation for cultural differences and other differences such as race, ethnicity, religion, etc. (Gollnick & Chinn, 1990). In this study, the teachers were not asked about racial issues; religion was feared could cause problems.

Multicultural education explores some positive behaviors, such as the ability to empathize, tolerance, and respect for others (Sinagatullin, 2003). Aydin (2013a) explains that students ‘racial and ethnic differences have support for students’ knowledge, skills, and behavior. Meanwhile, Gay (1994) argues that multicultural education has advantages inequality education, the expression of attitude values, basic skills, multicultural social awareness
needed, the development of cultural and ethnic literacy and personal development. While Abdullah (2009) multicultural education not only concerns racial or ethnic issues but also on problems beyond these limits, they include the promotion of the strength and value of cultural diversity, the acceptance of alternative life choices for people, the promotion of social justice and equality for all people, and the emphasis on equitable distribution of income and power among groups. For the most part, the purposes and objectives of this article are in the first two.

Aydin (2013b) argues that multicultural education programs are regulated using applications that allow goals and target values, content specifications, learning and teaching activities, and assessment tools that enable the basic values of multicultural education and goals to come into being. Teaching that reflects students comes from racial, ethnic, linguistic, and ethnic social groups. (Banks, 2006).

Therefore, education becomes a potential entrance to minimize conflict. Education can foster student awareness of plurality, equality, welfare, justice, and democratic values in various social activities. As an initial illustration, the world of preventive education is the entry point for the application of these values.

Meanwhile, Khisbiyah (2004) tolerance and cultural appreciation can be done by changing the curriculum. Instilling tolerance and respect-inclusive can be done in two ways. First, put it in the subjects of Religion and Citizenship Education (Civics).

Because tolerance and respect for diversity and difference are part of the integration of inclusive religious attitudes and civilized citizenship so that subjects of Religion and Citizenship cannot leave tolerance education, second, it is given independently in its subject, for example under the name Peace Education. The reason is that if only included in other subjects, it is feared that inculcation of tolerance and inclusive attitudes is not prioritized, and one of the findings of this study is to efforts to create a climate of teaching and learning activities in schools. Therefore an important role that cannot be denied is the role of the teacher in the classroom. Teachers have a very important role in designing learning to evaluate it.

The teacher is required to ask for lessons: student-centered and instill values of multicultural education, activating, and learning that is fun. In a diverse learning community, learning approaches need to be adjusted to the needs of students. Indonesian society is plural where each student from various types of culture is expected to learn to adapt to mainstream culture, the learning approach for each student must be studied in depth by the development and demands of the times and according to needs. The development needs of students. This is relevant to what is defined by Wilson (2012) about multicultural education related to schools and teaching that is adapted to the culture of several different races in the education system. The purpose of this type of education is to guarantee equality of opportunity, to solve problems arising from cultural conflicts, and to support students in developing empathy so that they can recognize their shared culture and thus, improve their academic success. Further emphasized by Banks and Banks (2002), educational reforms reconstruct educational institutions with multicultural education movements.

One of the research findings to efforts to create an active learning climate in schools, the role that cannot be denied is the role of the teacher in the classroom. The teacher has a very important role in designing learning to evaluate it. Therefore, every teacher must design lesson plans with a fun learning approach. In this context, Banks (1997) argues that multicultural education in schools must be comprehensive, not only fairness among students of various religions, races, ethnicities, and cultures, but also with written curriculum, integrative evaluation and teachers who have understanding, attitudes, and productive actions in providing multicultural education services to their students. About the role of teachers in multicultural situations, teachers are advised to be specially prepared. This as suggested by the findings shows that a thorough and balanced training prepares pre-service teachers to teach students the awareness, knowledge, and skills in providing the same education for all students (Alismail, 2016).

Mangunwijaya (2004) believes that there are no stupid children. Every child instinctively experiences growth. According to Father Mangunwijaya,
the right attitude of teachers towards students is not as instructors, indoctrinators, facilitators, bureaucrats, commanders or handlers, but teachers as mothers, fathers, brothers, friends, and lovers of students. The teacher educates students with the principle of ajrih-asih (fear but care) in a school atmosphere that is full of kinship, solidarity, mutual improvement. Unhealthy competition climate must be eliminated without closing the effort to be achieved by students.

By creating a conducive learning climate in schools, students will get positive insights into the values of multicultural education. As Lenaghan (2000) argues, students, obtain information about other cultures and important universal themes that require collaboration with different people and thus gain deeper insights about knowledge and the wider world.

In addition to getting information about the values of multicultural education of students, students can become democratic in diversity. As stated by Halvorsen and Wilson (2010) underscores the fact that multicultural education is intended for all children, and maintains the view that it is an effort that helps in building equal opportunities in education for those who come from different cultures and enables the acquisition of knowledge, skills, and behavior that will enable students to participate in democratic societies.

Implication

Heterogeneous learners require specific management, student management, curriculum management, learning management, infrastructure and facilities management, as well as management of learning resources used in learning and teaching activities in schools. Curriculum for multicultural schools are developed and modified according to the needs of learners, but the basic guidelines still use the national curriculum. Teachers teaching in schools with multicultural backgrounds should be able to develop cooperative teaching strategies in social interaction with learners who have such diverse attributes in a pleasant learning environment so that they will learn from each other the positive aspects of their friends and in building a harmonious, tolerant, and price-rewarding community-respecting one another. The last is creating conducive teaching and learning climate can be realized when the application by teachers in teaching and learning activities can encourage learners to feel comfortable and enjoyable, and there are no disturbing frictions in teaching and learning activities.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The multicultural schools are concerned with the heterogeneous needs of school people, whether tribes, religions, and beliefs that exist at school and minimize the occurrence of internal conflicts. The educational policies in schools with multicultural backgrounds provide opportunities for learners with guidance to understand the meaning of diversity in everyday life. Material development policy by integrating the values of multicultural education to fit the abilities of students and still refer to basic competencies in the national curriculum and relevant learning resources. The teachers at the school do learning in instilling multicultural values of education with a multicultural background that considers heterogeneous characteristics of students, namely by organizing Cultural Days and also religious celebrations embraced by students, it is based on the application of various methods that are appropriate with basic competencies in the national curriculum and elementary school policies. The last conclusion is a climate of teaching and learning activities applied to learners in schools with the multicultural background is carried out by creating conducive conditions through a fun learning approach (joyful learning).

Recommendations

For teachers, the findings of this study are expected to be used as inputs for effective teaching and learning activities in multicultural schools. The characteristics of multicultural schools require attention specifically from the Principal because the characteristics of heterogeneous learners are highly vulnerable to conflicts. Schools with heterogeneous learners are advised to create a conducive climate
for conducting teaching and learning activities, especially in transferring multicultural values in schools.

REFERENCES


