

**IMPLEMENTATION OF MULTICULTURAL VALUES IN CIVICS
LEARNING WITH LITERACY MEDIA IN ELEMENTARY SCHOOL**

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Article Info	Abstract
<p>History: Submitted December 3th, 2020</p> <p>Revised January 13th, 2021</p> <p>Accepted February 28th, 2021</p>	<p>This research aims to describe multicultural values in Civics learning using literacy media at SDN Bahayangkari, Serang City. This research was conducted using a narrative method with interview techniques (Cresswell, 2012). The subjects of this research were fourth grade teachers at SDN Bhayangkari 1 Serang, Banten. Data were collected through interviews and documentation. The results showed that the implementation of multicultural values in Civics learning with literacy media as follows 1) Learning outcomes were guided on the students' competence, 2) the quality of the learning approach selection is carried out according to the curriculum; 3) techniques for organizing material is suitable to the learning objectives; 4) proper use of literacy media and 5) appropriateness of assessment techniques. The implementation of multicultural values in Civics learning with literacy media is through these following activities 1) systematic learning steps; 2) introducing cultural diversity according to basic competencies; 3) the use of source books and learning media that present messages introducing the diversity that exists in the school environment. Thus students' understanding of multicultural values can be demonstrated through positive behavior in the diversity of nation tribes, ethnicities, religions, and cultures.</p> <p>Keywords: Multicultural Values; Civics Learning; Media literacy</p>

A. Introduction

Multicultural education is a demand that cannot be negotiated in building characterized students. (Sundawa, 2014).

Implementing the principle of multiculturalism in a pluralistic society is certainly inseparable from issues that are considered sensitive, namely multi-ethnic, multi-religious, and multi-cultural issues (Tilaar, 2004)

James A. Banks (2001) describe multicultural education as a set of beliefs and explanations that recognize and value the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, educational opportunities of individuals, groups, and countries.

Multicultural education in elementary school students has an important position. This is because the purpose of basic education is to carry out the process of national character building (national and character-building).

The consequence is that in the educational process it is necessary to assist students in developing their potential and competencies, both cognitive, affective, and behavioral potential in dealing with their living

Based on the data, diversity has become a salient characteristic of the 21st century and these characteristics have become even more important due to advances in information communication technology (ICT) as well as scientific developments that have made the whole world a global village. This effect can be observed in the classroom environment. Nowadays even in one class, there may be cultural diversity. In such an environment, of course, it is necessary to prepare the learning that instills multicultural values.

Pluralism according to Nurcholish Madjid (2000) is the uniqueness of a particular society or nation. If observed further, in reality, there is not a single society that is truly single, unitary, without any elements of difference in it.

Plurality and multiculturalism indicate differences. If managed properly, pluralism and multiculturalism will generate positive forces for national development. Otherwise, if not managed properly, pluralism and

multiculturalism can become destructive factors and lead to catastrophic disasters. Conflicts and social violence that often occur between community groups are part of pluralism and multiculturalism that is not well managed.

Gloria (1994) concluded from his study, that teachers who involve in cultural response practices - recognize and respect the racial and ethnic backgrounds of their students, can create dynamic learning communities characterized by mutual respect and collaboration and have a passion for knowledge that results in extraordinary outcomes.

The interviews results with fourth-grade teachers at SDN Bhayangkari I stated that 1) multicultural education in the elementary school curriculum is summarized in Civics subjects; 2) the implementation of the Civics learning process is carried out using a scientific approach; 3) learning resources and multicultural learning media are varied, and 4) There is already awareness from students about the importance of upholding mutual respect and appreciating the diversity of ethnicity, religion, and culture.

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Therefore, it is important for teachers to implement multicultural education effectively so that it can influence the attitude of appreciation and respect between students of different ethnicities, religions, and cultures. The use of literacy media is able to facilitate understanding of multicultural values. One of the literacy media that is often used is books in libraries and reading corners in classrooms. Media of literacy is used in providing information about the diversity that exists in students' daily lives such as at school and at home. The process of integrating the use of literacy media in Civics learning is an integrated education with multicultural values. This is very important to do in order to prevent conflicts between students.

This understanding also means that multiculturalism is not an object, but must be involved reciprocally in the students' life as part of their lives. For this reason, it must also be understood that society as a place of learning for students should also be used as multicultural-based learning content.

Based on the explanation above, the problem formulation is formulated as follows: How is the implementation of

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multicultural values in Civics learning with the literacy media at SDN Bhayangkari, Serang city.

Several research results on multicultural education have been carried out with a focus on religious, social, and ethnic diversity (Olmedo, 2004; Mentz & van der Walt, 2007; Lykogianni, 2008; Okoye-Johnson, 2011; Miafodzyeva, dkk., 2013; Agirdag, dkk, 2016; Solano-Campos, A. 2015).

However, these studies generally do not give special focus on aspects of curriculum implementation and their relationship with the successful internalization of multicultural values. These studies focus more on the role of multicultural education in reducing racial attitudes, the readiness of teachers in where they teach in multicultural schools, religious diversity, and social issues such as transnationalism, illegal immigration, and racism (Sutjipto, 2017).

Meanwhile, research in Indonesia is generally more related to aspects of educational practice, cross-culture, content in books, values in subjects, and religious communities (Wihardit, 2010; Nurhayati, 2011; Zuriah, 2011; Heryadi & Silvana, 2013; Purwanto, dkk, 2013). The common thread of the two research corridors, which do not yet describe the impression of moderating the relationship between the curriculum and which focus on its implementation becomes an interesting study to be carried out.

Andersen and Cushner (1994) said that multicultural education is education about cultural diversity. In line with that, Banks (1993) states that multicultural education is education for the people of color. This means that multicultural education wants to explore differences as the inevitability. Then giving the appreciation for differences with an egalitarian spirit.

B. Research Methodology

The method used in this research is narrative research (Cresswell, 2012) with interview and documentation techniques. Interviews were conducted

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with teachers to obtain information of the multicultural values implementation in Civics learning using literacy media.

The researchers develops questions that

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include: (1) Selection and determination of learning outcomes (CP) in multicultural education in the curriculum, and the examples of learning outcomes. (2) Selection and determination of subject material, organizing multicultural subject materials, and examples of subject materials. (3) Selection of learning approaches and methods, assignments for students, and steps of teaching activities. (4) selection and utilization of literacy media in the multicultural learning. And (5) Civics learning evaluation.

The research was conducted at one of the public elementary schools in the Serang city, namely SD Negeri Bhayangkari, which is located on Jl. General Ahmad Yani No. 66 Cipare, Serang Sub-district, Serang City, Banten Province. In this research, Mr. IM as the fifth grade teacher at SD Negeri Bhayangkari as the research subject or the respondent of this research. The data analysis model used in this study is the narrative analysis by Cresswell (2012) namely by collecting descriptions of events and then compiling them into stories using storylines.

C. Research Result and Discussion

Based on the results of the observations on the 2013 Curriculum documents used by teachers in Civics learning, it is obtained the types of Civics learning objectives in the form of Core Competencies (KI) and Basic Competencies (KD).

Based on the results of interviews with Mr. IM as teachers about how to formulate Civics learning objectives in the fourth grade of SDN Bhayangkari Serang City, respondents said that how to formulate Civics learning objectives,

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namely 1) students (Audience), 2) observable behavior as learning outcomes (Behavior), 3) condition which is expected to be achieved (Condition), and 4) level of achievement (Degree).

Civics learning aims to implement multicultural values in an effort to develop students' abilities to regard life from various cultural perspectives that are different from the culture that they have and be positive about cultural, racial, and ethnic differences. And

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multicultural based learning objectives can be identified as: (1) to function the role of the school in seeing the diverse existence of students; (2) to assist students in building positive treatment of differences in cultural, racial, ethnic, and religious groups; (3) providing resilience to students by teaching them in decision-making and social skills; (4) to assist students in building intercultural dependence and to give them a positive picture of group differences (Banks, 1993).

Based on the results of interviews with IM as the teachers, it can be concluded that in determining Civics learning material, it is necessary to pay attention to several things including, first, the material must be relevant to Core Competencies (KI), basic competencies (KD). Second, the learning material contains elements of learning objectives, namely knowledge, attitudes, and skills. Third, relevant to the use of learning media such as images, photos, or electronic media. Fourth, the material is relevant to the child's ability to receive and process the material.

In developing the learning materials, it is necessary to select the

concepts that can support learning outcomes. Banks (1985) asserted that first of all, it is necessary to relate with the student experience (entry behavior), then develop it and expand it so that it enriches their knowledge and can make better decisions. Students can also choose concepts that can be used to organize a number of data and information as well as the teaching content. The concept chosen should be able to organize, synthesize a number of relationships with specific facts and ideas. Based on the results of interviews with IM as teachers, the learning approach used was the student center approach, with a scientific approach type. Then the learning method used is the lecture method, the storytelling method, the demonstration method, the question and answer method, the discussion method, the assignment method, the role-playing method, and the field trip method. Based on the Lesson Plan Design (RPP) document made by IM as teachers, it was found that several learning methods were used in Civics learning, namely the demonstration method, the question and answer method, and the discussion method. Then, the learning techniques

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used are lecture techniques, demonstration techniques, question and answer techniques, discussion techniques, assignment techniques, simulation techniques, and field trip techniques.

The approach that must be held by the teacher should foster and create exemplary, both physical and material (classroom/school layouts and accessories), conditional (the atmosphere of the teaching and learning process) nor personal (teachers, school leaders, and featured figures), familiarize/standardize or practice what is taught starting in the classroom-school-home and learning environment, and motivating the interest to be involved in the learning process, for further assessment and trying and getting used to it (Kokasih Djahiri, 1999).

The results of interviews with IM as teachers showed that the media used were: 1) pictures and photos, for example, the teacher displayed a picture of mutual cooperation in cleaning places of worship and asked students, "What events are there in this picture?", 2) video, for example, the teacher opens a PowerPoint display on a projector

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screen, "I will play a video about several examples of cultural diversity in Indonesia. Watch carefully, then write down the points in the notebook, or underline the important things in the textbook. Can be understood?"

electronic media, namely: laptops, LCD projectors; 4) printed media materials, for example, Civics textbooks and Civics Student Worksheets; and 5) white board. Then in the document, noted that the media used are Civics books, worksheets, laptops, and LCD projector (InFocus).

Mr. IM as a teacher express that how to choose Civics learning media are as follows: first, the media must be adjusted to the lesson plan and curriculum (core competencies and basic competencies); second, in accordance with the level of student development; third, the media can be used by teachers and students; fourth, the media can help to deliver the learning material; and fifth, the media is fun and affordable.

Literacy media of Civic learning in implementing the multicultural values is closely related to the characteristics of learning. Based on these characteristics, literacy media is multimedia. The

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multiliteracy of the media is in line with the multiliteracy concept which includes visual literacy, textual literacy, performance literacy and digital literacy (Yunus Abidin, 2015).

Based on the results of the interviews with Mr. IM as teachers, he said that the Civics learning steps in the fourth grade were as follows: first, pre and early learning activities such as checking the students' attendance, conditioning students to be ready to learn, conveying motivation, conveying learning objectives and perceptions. Second, the core activity is delivering the Civics material that is adjusted to the steps that have been designed by implementing the multicultural values that exist in the material. Third, the final activities and follow-up the learning, such as making conclusions, conducting evaluations in the form of tests, delivering the further activities, and assignments at home.

The developing steps of a learning model is a preparation that must be done by the teacher to carry out the learning process in the classroom. These steps also apply in preparation for teaching the concepts of "socio-cultural diversity" and "pride as Indonesia's

nation" (Udin Winataputra, 2014).

Based on the results of interviews with Mr. IM as teachers about evaluation in Civics learning, it was said that the assessments carried out measured all competencies, such as attitudes, skills, and knowledge. The evaluation used is the evaluation of the results and evaluation of the process. Mr. IM as the teacher said that the evaluation of the results was carried out using several tests, namely formative evaluation (tests that were carried out after the chapter was finished) and summative evaluation (tests that were carried out at the end of the semester). Meanwhile, evaluation of the process is carried out by paying attention to the learning objectives, planning the learning process in the classroom, and implementing the evaluation of the results itself.

The results of the evaluation can be used by students to generate interest and motivation to learn. This can be done if students know the evaluation results they have achieved, know the mistakes, and how the solutions are. Besides that, the results of the evaluation can form students' positive attitudes towards subjects, including towards teachers, the

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learning process, the environment, and help students' understanding become better (Zaenal Arifin, 2009)

Based on the results of interviews with Mr. IM as teachers, he said the way to do the evaluation in Civics learning was as follows: The evaluation of results is carried out in the steps as follow: 1) making test kits, 2) conducting the evaluation activities, 3) checking (scoring), and 4) giving assessments. Implementation of evaluation activities using formative

tests, through written and oral tests. Summative evaluation, in the form of a written test at the end of the semester. After that, checked the test results (scoring) according to the answer guide and provide an assessment. Evaluation of the process is to review instructional objectives, planning the learning process, managing the learning process, and implementing the evaluation of results, the evaluation tool used is a list of questions.

D. Conclusion

Based on the research results that have been stated, the implementation of multicultural values in Civics learning with literacy media in the fourth grade of SDN Bhayangkari, Serang City, can be concluded that in general learning is carried out well and consists of several learning components including objectives, materials, approaches, methods, techniques, media, steps, and evaluation.

The implementation of

multicultural values in Civics learning with literacy media in the context of the elementary school curriculum has a strategic role and position in the effort to build the students' character in multi-ethnic, multi-religious, and multi-cultural diversity. Therefore, Civics learning needs to be thought out and designed as carefully as possible so that it develops multicultural values that exist in the lives of students.

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