

The Implementation of Multicultural-Based Sociology Learning in Senior High School

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Abstract

This study examines the implementation of multicultural-based sociology learning in senior high school. The objectives of this study are: (1) To describe the sociology learning that is carried out currently; and (2) to describe the implementation of multicultural-based sociology learning. This study employed a qualitative approach to produce a description and analysis of findings. The subjects of the study were sociology teachers in Kendal Regency. The type of data collection was both in the form of quantitative data and qualitative data. The data were collected using observation and interview guidelines. Data analysis used descriptive qualitative analysis with interactive techniques. The current implementation of sociology learning is based on the learning objectives of sociology, namely to develop sociology knowledge and practice to improve students' social skills. Based on the objectives of sociology learning, it influences the learning approaches, models, methods, media and resources, and assessment. The implementation of multicultural-based sociology learning is based on the goal of multicultural learning. The learning is addressed as an effort to develop students' ability to view different cultures and to be positive towards cultural, racial, and ethnic differences. Based on these learning objectives, the implementation of sociology learning differs in terms of learning approaches, models, methods, and assessments.

Keywords

implementation; multicultural-based learning; sociology learning

INTRODUCTION

In accordance with Curriculum 2013, sociology subject in senior high school belongs to social sciences group. The Core Competency (KI) and Basic Competency (KD) are developed to serve social life diversity as the main theme. In line with the Regulation of National Education Minister No. 22/2006 concerning *Content Standards*, the objective of sociology at school is to foster students' attitudes, awareness and social care within a pluralistic society. Through sociology, students are expected to master sociology knowledge, develop social skills, inculcate religious attitudes, and foster social ethics among them. Through sociology, it is also

hoped that it can improve students' sensitivity and concern for environmental sustainability and social problems, increase capacity to overcome problems, and carry out social empowerment.

Those various objectives of sociology is expected to reduce the occurrence of discrimination that arise as an impact of a pluralistic society. Indonesia is a nation with plural society. According to Suparlan (2005: 25), the diversity of Indonesian people is marked by the diversity of ethnic groups,

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racess, and religions. There are 250 small and big ethnic groups, 250 more local languages, 5 official religions, and many local beliefs that inhabit 13,000 islands. Each region has its own culture (values, rules, beliefs and knowledge), language, community structure, and political system. On one hand, the existence of diversity is a pride because it is a wealth that can be used as a basic capital for national development. On the other, it poses threats as it allows the emergence of discrimination such as ethnocentrism, prejudices, and stereotype based on the economic background and political view.

The objectives of sociology learning imply the need for multicultural-based sociology learning in schools. Multicultural learning is the transfer of knowledge about values and outlook based on mutual respect and tolerance for diversity that develops in the midst of a pluralistic society (Surnarto, 2004: 1). As Banks mentions, the goal of multicultural learning is to change the structure of educational institutions so that students both men and women, students with special needs, and students who are members of diverse racial, ethnic and cultural groups will have the same opportunity to achieve academic performance at school (in Hanum, 2009: 4). The implementation of multicultural education is expected to make ethnic groups with different social and cultural backgrounds to be able to develop understanding and respect for cultural diversity, reduce ethnocentrism and prejudice to other ethnicities, increase understanding of social, economic, ethnic and psychological differences, and minimize the possible conflicts among ethnic groups (Drajat and Sudarmo, 2011: 2).

There are various studies focusing on multicultural learning. Based on the results of Supardan's study (2009), it was concluded that multicultural-based learning has a significant influence on inter-ethnic interaction in national integration and shows a significant degree of sense of national solidarity. There is a study conducted by Snyder (2015) aims at researching the experiences of colored women in South Africa who are studying on a doctoral program. The

study concludes that the institution condition where they study can support women of color to get a doctoral degree. Another study conducted by Wu (2015) aims at showing how schools in K-8 cities in the United States with a large number of students and a variety of low-income communities offer education that respect the minority status of students and give understanding that they are the equal as the other communities. The study concludes that educational progress is successfully achieved by the minority community.

Based on the observations in the field, sociology learning is still conventionally teachers-centered. In other words, teachers use conventional learning most of the time. This kind of learning model is clearly not in line with the expectations of the sociology objectives. Conventional learning will make the students less interested and motivated in being engaged with the learning process. It results in low yields and no meaningful learning received by. In addition, the knowledge obtained by students in the classroom tends to be artificial and as if learning is separated with the problems that they encounter in daily life.

In line with its objectives, sociology should use multicultural-based learning. The multicultural-based learning is a learning process that is designed differently from conventional learning. Through multicultural learning, students can achieve success in reducing prejudice and discrimination. Students are expected to develop their skills in deciding things wisely. Students will become individuals who are able to organize themselves and actively reflect on their life. Besides, they will be able to make decisions related to the concept and main points of the problems that they are learning in sociology. Eventually, students develop a better social vision, acquire knowledge and skills, and construct their learning systematically and empathically.

Conventional learning is argued to be irrelevant in regard to the objectives of sociology learning. It is necessary to apply multicultural-based sociology learning. Therefore, this study aims at examining

the implementation of multicultural-based sociology learning in high school. The objectives of this study are: (1) to describe the current sociology learning that is carried out; and (2) to describe the implementation of multicultural-based sociology learning.

METHODS

This study employed a qualitative approach to produce a description and analysis of findings. The study was conducted in senior high schools in Kendal Regency, Central Java Province, Indonesia. The focus of the study includes: (1) the current sociology learning that is implemented, including its learning objectives, approaches, models, media and resources, and assessment; and (2) The implementation of multicultural-based sociology learning, also including its learning objectives, approaches, models, media and resources, and assessment of learning.

The subjects of the study were sociology teachers both in public and private senior high schools in Kendal Regency. The study assigned several vice principals of curriculum affairs and the head of Sociology teachers association in Kendal Regency as the informants. The information obtained from the vice principal of curriculum affairs is about the implementation of Curriculum 2013; and the information obtained from the chairman of sociology MGMP is about the implementation of sociology learning based on Curriculum 2013. In addition to the aforementioned informants, the data was also collected through sociology teachers. The data obtained is about the current implementation of sociology learning, the constraints faced in learning sociology, and the expectation of multiculturalism-based sociology learning.

This research employed two types of data, qualitative and quantitative data. The qualitative data was obtained from interviews with the vice principal of curriculum affairs, the head of sociology MGMP, and sociology teachers. The Interview with vice principals of curriculum affairs and the chairman of Sociology MGMP was conducted to obtain information about the implementa-

tion of the 2013 Curriculum and sociology learning based on Curriculum 2013. The Interview with sociology teachers was conducted to obtain information about the current implementation of sociology learning, the constraints faced in sociology learning, and the expectations for multiculturalism-based sociology learning. The quantitative data was obtained from observations of the sociology learning activities in class.

The data collection was conducted using interview and observation guidelines. The interview guideline was used to obtain information about the implementation of the 2013 Curriculum, sociology learning based on Curriculum 2013, the constraints faced in learning sociology, and the expectations of multicultural-based sociology learning. Observation guideline used "IPKG Conducting Learning". Observation guideline was used to determine the current implementation of sociology learning. Data analysis used qualitative analysis with interactive techniques. According to Miles and Huberman (1998), there are several stages carried out in qualitative analysis using interactive techniques namely: (1) conducting data analysis in the form of a comprehensive presentation of the results, both from interviews and documentation, (2) data reduction, (3) data compilation into units, (4) data categorization, (5) validity check of the data, i.e. efforts to determine whether or not the data meets research requirements, and (6) data analysis and interpretation based on the theories and concepts.

RESULTS AND DISCUSSION

The Current Implementation of Sociology Learning

The current implementation of sociology learning includes learning objectives, approaches, methods, media and resources, and assessment.

Learning objectives. Sociology subject is taught specifically to achieve the following objectives: (1) increasing the mastery of sociology knowledge among students oriented to problem solving and social em-

powerment; (2) developing sociology knowledge in the practice of sociology to improve students' social skills in solving social problems; and (3) cultivating religious attitudes and high social ethics among students so that they have the sensitivity, care, and responsibility to solve social problems around them.

Learning Approach. The learning approach emphasizes the importance of the teachers' role to constantly encourage the growth of students' curiosity. This is important because knowledge stems from curiosity. Therefore, students can gain an open attitude as well as being critical and responsive to social problems. The learning approach that is carried out emphasizes the importance of the scientific approach through the stages of the learning process, namely: (1) *Observing*, students are encouraged to observe social phenomena in the community by seeing, reading, listening, and observing them through various sources, such as field visits, literature review, and other media and information sources; (2) *Asking questions*, students are encouraged to ask questions or have more curiosity about social symptoms after observing various social phenomenon; (3) *Exploring, gathering information or experiments*, students are encouraged to collect, interpret, and analyze data or information based on the analysis to generate conclusions regarding the social object being studied; (4) *Associating*, students are encouraged to use the results of the analysis in relation to the conceptualizations and ideas needed in problem solving, submit opinions or arguments from the conclusions obtained, propose solutions, and/or formulate action plans and activity strategies accompanied by monitoring and evaluation activities; and (5) *Communicating*, students are encouraged to present the process and results of activities and solving social problems proposed by the activities of exposure, discussion, making written reports and publishing.

Learning Model. There are at least 3 (three) learning models that are often used in the current sociology learning, namely inquiry-based learning models, problem-

based learning models, and project-based learning models. *Inquiry-based learning* is a learning model that emphasizes the importance of using information sources and the development of information technology to encourage curiosity of students. Based on available information sources, students are encouraged to develop their interests, sensitivity, caring and creativity. Students are also expected to critically question several social events or symptoms around them, or conduct investigations on social events. This model is used so that students are accustomed to learning and living in an information society and using rich information sources for learning purposes. Based on various sources of information, students are driven by their curiosity and are encouraged to get answers to their curiosity, enhance and broaden their understanding and insight on an issue, topic, or social problems. This curiosity-based learning model not only emphasizes the acquisition or discovery of answers to the curiosity of students but also encourages the activity of learners to investigate, search, discover, research and develop feasibility study and further social analysis;

Problem-based learning model is specifically implemented based on the problems that exist in the community. Building on existing problems, students are encouraged to observe, research, study, and solve these problems to enrich their understanding and knowledge. Besides aiming to get specific knowledge related to existing problems, this model is also developed to foster students' concern and sense of responsibility towards solving social problems (*problem-solving approach*). Problem-based learning model emphasizes, first of all, students' interest in a problem that exists in the community. They determine the problem to be learned as an object of learning. These problems can come from the concerns of individual students or also come from the concerns of groups, responses to public problems or society in general. Furthermore, based on the problem, learning activities are carried out, starting from information gathering, field assessment, field research, data processing, analysis and conclusions and solutions. In

the end, the understanding is expected to be obtained as a new knowledge;

Project-based learning model is a learning process that makes project activities as objects of study as well as learning tools. Learning is carried out when project activities are used as a source of knowledge within the process. The stages of activities in the project start from problem determination, planning, implementation, monitoring and evaluation, and identifying the results and recommendations for subsequent project activities. The process is seen as a cycle of social activities that can be used as sources of knowledge. In addition to making it an object of learning, a project-based learning model can also be conducted in the form of student doing projects independently. The activities can start from developing interests in a social activity, building individual initiatives to form groups, designing project activities and make it as a learning tool. In addition to rely on students' initiatives, interests and concerns, the stock of knowledge and abilities possessed by students to carry out social activities projects is emphasized. This can be done in the classroom through the learning process of designing project activities or field practice.

Learning methods. The learning process emphasizes knowledge practices of sociology. The mastery of knowledge is more oriented towards improving skills and forming attitudes of students. Therefore, teachers in the learning process not only introduce abstract concepts or theories but also emphasize the relevance of sociology knowledge related to a real social life. In terms of the knowledge practice, sociology is carried out by emphasizing the importance of critical and emancipatory learning methods. Learning methods are run not only to find out or answer about "what" questions but also "why" some social phenomenon can occur. Besides, students are also taught how to solve social problems in the practice of social knowledge or skills. Such learning practices require sociology teachers to conduct studies in their surrounding community or social life and find its relevance to respond to real social problems faced by

the community. In addition, the importance of inductive learning must be highlighted; starting from the discussion of real cases to the conceptualizations of ideas to overcome them. This includes finding lessons learned from project activities or field practices, or finding examples of best practices, or success stories in social or community empowerment practices.

Learning Media. The learning media in Curriculum 2013 include information sources and information technology advancements. In the development of information society nowadays, various types of information sources are very essential for the development of knowledge, skills, and attitude of upholding public ethics. In relation to the learning process, the function of the media is expected to stimulate the learning process specially to develop students' questioning skills. The skills will become tools for student to observe and at the same, assist them in making direct observations of learning objects. The learning media used are the field or social domain as the object of study. The target area includes community empowerment, illustrations, diagrams. The learning should use the communication and information technology such as visual technology in the classroom, or mass media, electronic media, information technology during field practices.

Learning Resources. Learning resources are vital in the process of active student learning. Through available learning resources, students can do various learning activities to find answers of the questions being asked in the material. Teachers are not the only source of learning in the learning process. They should play the role as facilitators and must arrange strategies on how to make students actively use those information sources. In addition, they also should be able to foster the development of communication and information technology which is available in the vicinity. Learning resources can be in the form of libraries, communities, specific target groups that will be targeted for change, and strategic partnerships. Each learning resource can be directly or indirectly linked to the needs of the surrounding

community. In this case, the most important source of learning is the social activities of the community itself.

Learning Assessment. The learning assessment on Curriculum 2013 covers the whole and integral assessment system including assessment methods, techniques, and instruments. An integrated assessment system in Curriculum 2013 puts forward the achievement of a complete competency. These integral competencies include three important aspects, namely mastery of knowledge, knowledge in practice or skills, and change of attitude. The scope of the assessment for each of these aspects is contained in the four Core Competencies (KI) of Curriculum 2013 which aim at achieving religious attitude (KI-1); social ethics attitude (KI-2); mastery of knowledge (KI-3); and knowledge in practice or social skills (CC-4).

The assessment method on aspects of religious attitudes (KI-1) and social ethical attitudes (KI-2) can be carried out during the learning process (ongoing-test) or informally. It can also be conducted after the learning process takes place (post-test) or formally. The ongoing assessment is done as part of the interaction of teachers and students, or among students themselves. This assessment also assesses students' attitudes according. In post-test or after-learning assessment, teachers conduct an assessment which is done in conventional assessments, namely conducting assessments through formal examinations.

The same thing can also be done to assess students' sociology knowledge mastery. In this case, the assessment method is formal. Assessment is carried out after the learning process is completed. In contrast to the assessment of the two aspects above, the assessment for students' practice of knowledge or social skills would be more appropriate when it is conducted using a combination of both, namely informal methods and formal examinations. Informal assessment is done by observing or seeing the performance of students' social skills as a form of mastery of knowledge in practice. The formal assessment can be done to check

the quality of the expected practice of knowledge or skills in accordance with competencies.

For the techniques and assessment instruments, teachers can determine which type of assessment is suitable for conducting an assessment of the learning process and students' learning progress. The assessments can be in a written form using written instruments such as those used during written exams. It could also be a non-written instrument such as through a process of observation or asking students' opinions and perceptions. In determining the instruments, teachers need to consider the characteristics of students, the availability of resources, and the effectiveness of the instruments. The use of assessment instruments can be done before the learning process begins (pre-test), when the learning takes place (ongoing-test), and when learning is completed (post-test). The decision depends on the used assessment method. The assessment during the learning process in progress will be more appropriate to use all three, especially to assess students' learning progress. Meanwhile, the assessment method after the learning process is over, or using a written test, would be more appropriate to use the written instrument given at the written exam. Both non-written assessments and written assessments can be used to assess aspects of knowledge acquisition, knowledge practice, student performance, field practice, project activities, portfolios, and so on.

Implementation of Multicultural-Based Sociology Learning

The study of the implementation of multicultural-based sociology learning includes learning objectives, learning approaches, learning models, learning methods, and learning assessments.

Learning objectives. Multicultural education is organized in an effort to develop the ability of the students to look at their lives from different perspectives and to be positive about cultural, race, and ethnicity differences. The goals of multiculturalism-based education can be identified into four

goals (Sumardi, 2009): (1) to enable the role of schools in viewing the existence of diverse learners, (2) to assist students in establishing positive treatment of cultural, racial, ethnic, and religious groups, (3) to provide students with resilience by teaching them to make decisions and social skills, (4) to assist students in building cross-cultural understanding and give them a positive picture of group differences.

Learning Approach. The approaches that can be used in the learning process in the multicultural classroom are single group study approach and multiple perspective approach (Hanum 2011, Sumardi, 2009). Multicultural education in Indonesia generally uses single group study approach. This approach is designed to assist students in learning the views of certain groups in depth. Therefore, the data about the group history, habits, clothing, houses, food, religion, and other traditions must be available. The data about the group's contribution to the development of music, literature, science, politics and others must be presented to students. This approach focuses on issues that are loaded with the values of the group or community being studied.

Multiple perspective approach is an approach that focuses on a single issue that is discussed from a variety of perspectives of different groups. In general, teachers have various perspectives in learning. In this connection, the learning using a multiple perspective approach seems to be more effective and recommended. The multiple perspective approach helps students to realize that a common event is often interpreted differently by others where the interpretation is often based on the group values they follow. Solutions that are considered good by a group are often considered not good by other groups because they do not match the values they follow. The advantage of this multiple perspective approach lies in the process of thinking critically on the issue being discussed so that it encourages students to dispel bad prejudice. The interaction with different group views allows learners to empathize with others.

Learning model. The multicultural-

based learning model consists of five stages, namely: (1) The activity stage. The stage deals with a self-exploration study and the socio-cultural environment of potential students with multicultural substance. Students are assigned to do local exploration which includes themselves and the socio-cultural environment with multicultural situation; (2) Presentation stage of the exploration results. In this stage, students present the results of their exploration (can be individual or group works) to local issues of interest to them in the presence of other friends or groups. (3) The peer group analysis stage. Students who have been divided into several groups are requested to analyze and comment on the presentation of selected problems. In turn, each student or group presents the results of their analysis. The teacher records some of the input and comments; (4) The expert opinion stage. Teachers provide comments on the results of exploration and several comments from students; and (5) Reflection, recommendation and commitment building stages. Teachers and students reflect on the student's presentation and recommendations on the superiority of local cultural values that are estimated to have potential and prospects in building commitments of value that can be used as a uniting aspect both in local and national life.

Learning methods. The preparation of a multicultural learning design can be done through five main stages, namely: (1) Content analysis. This stage deals with the process of identifying, selecting, and determining learning material. The process can be followed by using the material guidelines from the Content Standards including the minimum standard material, sequence and scope of material, basic competencies, and skills; (2) Analysis of cultural background developed from the cultural approach and a life cycle. This stage contains two concepts, namely the concept of territory or the environment (local, regional, national and global); and human concepts and activities that cover all aspects of life; (3) learning material mapping. This stage is closely related to the principles that must be developed in te-

aching pillars and morals, namely the principle: from easy to difficult; from simple to complex; from concrete to abstraction; from a narrow or close environment to a wider environment; and (4) Organizing the material. This stage includes a multicultural approach that must be carried out with regard to the principles of “4 W and 1 H”, namely: What, Why, When, Where and How. In the design of learning, these five principles must contain multicultural characteristics of learning. Such principles must be directed as part of moral values experiences based on equality, respect and empathy toward others.

Learning Assessment. From the above-mentioned fourth strategies, the learning patterns of multicultural-based sociology is conducted to raise awareness of learners to the values and diversity of others. The awareness will be essential in building the sense of nationalism. Students’ self-awareness will also foster their understanding of local values and tradition which help them to master personal toughness and resilience in creating rational choices when dealing with local, national and global issues. Learners are able to look at the global perspective as a reality that is not always understood emotionally, but also rationally. They will embrace such values to remain aware of their national identity. One of the indications of their academic competence is shown by students in the acquisition of learning outcomes that they experience.

The criteria that can be used to determine the success of the learning activities of students is the employment report (paper), performance and participation displayed by learners in learning through discussion and brainstorming. The activities include rational arguments, tolerance and empathy to view cultural values of other students from other areas and the development of students’ learning achievement after taking the test at the end of their learning process. In addition, other criteria that can be used include the performance displayed by teachers in implementing multicultural approaches in learning.

According to Bank (in Hanum, 2009:

4), multicultural education is an idea, renewal movement, and educational process with main purpose to change the structure of educational institutions so that both male and female students, students with special needs, and students who are members of various racial, ethnic and cultural groups will have the same opportunity to achieve academic achievement in schools. According to Sumardi (2009), multicultural education is an educational strategy that utilizes the diversity of cultural backgrounds of students as one of the strengths to form multicultural attitudes. Research by Herimanto and Pelu, M. (2014) shows that: (1) teachers have applied multicultural character-based learning through discussion, simulation, games, community service, and observation. However, most teachers lack common understanding toward the concept of multicultural education; (2) teachers and stakeholders strongly support multicultural-based character learning plans; (3) learning behavior has been implemented on a multicultural basis through learning process, habituation, and modeling; and (4) there are still many obstacles coming from students, teachers, school environment, funding, facilities and infrastructures, school principals, parents of students, and the government.

The main principle of multiculturalism is the importance of equality in diversity (Parekh, 2008: 317). This concept is based on the idea that humans are both natural and cultural creatures. As natural beings, all humans have a common identity. Based on this fact, humans are the same and different. Similarities and differences are not passive coexistence, but mutually penetrated and all are not more important than others, both ontologism and morally. In such a context, it cannot be based on equality in human uniformity because uniformity is not more important than diversity. Demanding equality in diversity means treating equality in the way they are similar to us and not in things where they are different from us.

As cultural creatures, humans have a number of abilities and needs. However, different cultures and structure will determine these differences and develop the ability of

different needs. As long as humans are similar and different at the same time, humans must be treated equally. This view treats humans based on equality, not on uniformity, and rather on the ability to influence between both on uniformity and diversity. Equality involves freedom or opportunity to be different, and treat humans equally requires us to consider equality and diversity. If equality demands uniformity, it will result in a uniform treatment; Equal rights do not mean identical rights. For individuals with different needs and cultures, different rights are needed to exercise the achievement of these rights. Equality for mutual respect involves not only irrelevant differences, but also full recognition of legal and relevant differences.

The multicultural learning prepares students to work actively towards similarity in the structure of school organizations and institutions. Multicultural education is not a policy that leads to the institutionalization of education and inclusive teaching and teaching by propaganda of pluralism through curriculum that contribute to individual cultural competition. Multicultural-based learning seeks to empower students to develop respect for people of different cultures, and provide opportunities to work together with people or groups of people of different ethnicity or races directly. Multicultural learning also helps students to recognize the accuracy of diverse cultural views, helps students develop pride in their cultural heritage, and makes them aware that value conflicts are often the cause of conflict between groups of people. A study by Raihani (2010) shows that the studied schools has a strong vision and a unique understanding of the multiculturalism but has yet to develop appropriate strategies and programs and for the simultaneous achievement of goals. The culture and tradition of Pesantren still becomes barrier for the solid foundation of multicultural education.

Through multicultural learning, students can achieve success in reducing prejudice and discrimination. In other words, school variables are formed where racial and ethnic groups have the equal ex-

perience and rights in the education process. Students are able to develop their skills in deciding things wisely. They are treated more as subjects than objects in a curriculum. They become individuals who are able to regulate themselves and reflect life to actively contribute within society. They make decisions and do things that relate to the concepts, issues that they are learning. They develop a better social vision, acquire knowledge and skills and construct it systematically and empathically. Teachers must know the behavior of students with diverse cultures in the classroom. They should know the differences in values and cultures and various forms of behavior. The results of the study prove that students with low prejudice exhibit a more sensitive and open attitude towards the views of others. They are also able to think critically because they are more open, flexible, and respectful toward different opinions. Learning materials and learning activities that have strongly affective aspects about shared life in cultural differences have proven to be effective in developing flexible perspectives. Students who possess a great sense of empathy allow them to pay respect to differences in perspective. This view will be able to reduce prejudice against other groups. Reading multi-ethnic literary books can also reduce negative stereotypes about other people's cultures. The dual perspective approach contains two goals: increasing empathy and reducing prejudice. Empathy for different cultures is a prerequisite for reducing prejudice.

CONCLUSION

Sociology that is carried out today is conducted based on the objectives of sociology subject. The purpose of sociology learning is to develop the knowledge in the practice of sociology to improve students' social skills in solving social problems. Based on these learning objectives, sociology that is currently conducted affects the learning approach, models, methods, media and resources, and assessment. The implementation of multicultural-based sociology learning is based on the goals of multicultural lear-

ning. The purpose of multicultural learning is organized in an effort to develop students' ability to view life from a variety of cultural perspectives that are different from the culture they have and to be positive towards cultural, racial, and ethnic differences. Based on these learning objectives, the implementation of sociology is different from sociology learning. The difference lies in the learning approach, models, methods, and learning assessment.

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