

Learning Relevance IPS against Student Social Interaction in Multicultural Scope on Junior High School Remaja Parakan

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Abstract

Remaja Parakan Junior High School is one of small symbols of multicultural which has javanase and tionghoa ethnic. In order to create good interaction, it should be known how social science study is being delivered by social study teacher can effect in creating social interaction to students in multicultural environment. The aim of this study is to analyze The relevance of social science study to student's social interaction in multicultural environment at Remaja Parakan Junior High School, also to know the role of social science teacher and her role in school environment in delivering social science learning. The research leads to how social science learning manages the knowledge of the students about the kinds of differentiation in social environment. The method of the research used qualitative research. The result is Remaja Parakan Junior High School maintains the multicultural which is similar to Indonesia motto "Bhineka Tunggal Ika" that means although being difference but stay equal. The difference in religion, ethnic, social and culture have the same position. The role of school in giving habitual to the students to have multicultural mind in Remaja Parakan Junior High School can be seen in many school activities whether indoor learning or outdoor learning.

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INTRODUCTION

Social science reviews life, human behavior and human needs. It is expected to develop the students potential so they can be susceptible to social problems that happened in community, have positive mind and able to resolve the problem that happened in society. Social science according to Daljoeni (1993), assessment about human in a group is called society with politic, economy, history, sociology and antropology. Social science in Indonesia comes from social studies which is the part of school curriculum that is branch of social knowledge.

A teacher is an important factor of the successful of social science and also the quality of social learning. It means if a teacher has a high performance of teaching, he can improve the quality of teaching. The teacher can also motivate the students to skill in utilizing media, able to guide and lead the students to have a passion in study, love the learning process and easily understand the subject that is delivered by the teacher (Aman, 2011)

Teacher should be able to create the social science learning and material in order to make good interaction. According to Narwoko (2004) social interaction is a process of individual to individual, individual to group or group to individual that interact to each other. Social interaction is a key of social life.

Social contact and communication can produce positive relationship if there is understanding between both party and give benefit to each other. It can be seen in how people react to outcasted. Outcasted individual with another individual can be done since the different influence such as different race, religion and culture.

Lately emerging phenomenon of declining public commitment to the ethics of nation, state, and society. Character education as one of the dimensions of national education has not had an exciting learning impact. From television shows or the mass media coverage, there are visible behaviors that are not polite, human rights abuses, violent behavior, abuse of power, and

decreased respect for government (Alamsyah & Mardianto, 1945)

Some of ethnical group which are found in Indonesia live side by side so the social interaction can be done. It is form of **etnistas** that is included in ethnical group (Yusuf, 2005). Ethnical is different to race. Race divided their social group based on the similar physic such as height, skin color, face and hair but ethnical is marked with the population that has similar culture value that realize that they have togetherness in creating culture, communication and self-interaction.

Interaction with peer friends in elementary school is created in an activity that is done together, such as speaking, listening to the music, going to school, and playing together. Endang Poerwanti and Widodo (2002) explained that playing has important role to physical development, psychology and social aspect. Therefore, to get the level of optimal development, children should have enough time and chance to play especially with their peer friends.

Non-coercive actions that exist in students become social capital to determine the attitude that has kedepanya (Handoyo, 2013). Character formed from the existence of the program that researchers observe is to familiarize the person who is disciplined, responsible, diligent, tolerant, religious and love the environment. Characters that are formed in addition to the character guidelines in accordance with the junior high school students but the character is also in accordance with the ideology of our nation that is pancasila.

Soekanto (1982) said that the relation between human being is a must. It is a need that can fulfill the other need such as to be member of a group, being accepted, etc. it shows that interaction with others is a need of every human being. Reciprocal relation between individual to individual are happened due to contact and communication. They are the requirements of interaction. They also become a media to build social relation between others. Social relation on children will be wider once they enter the school environment. School is a place where they meet

children from different society and background family. Beside family and society, school takes effect to children development.

Remaja Parakan Junior high school is one of small symbols of multicultural which has javanese and tionghoa ethnic. In order to create good interaction, it should be known how social science study is being delivered by social study teacher can effect in creating social interaction to students in multicultural environment. The aim of this study is to analyze The relevance of social science study to student's social interaction in multicultural environment at Remaja Parakan Junior High School, also to know the role of social science teacher and her role in school environment in delivering social science learning.

Noble moral values into the students who then manifested in his behavior. While religious is the attitude and behavior that obedient in implementing religious teachings that are adhered to, tolerance of the implementation of other religious practices and live in harmony with the followers of other religions (Ardiwinata, 2016).

The problem is how relevance social science learning with teacher state and education background later will effect on how teacher create social interaction on students mind. The chosen reason of social interaction is this is not something that is made naturally. It needs environment and teacher who can create good interaction to others.

Based on the background and the problem, the researcher is interested to research in detail that is written in a thesis entitled the relevance of social science learning to students' social interaction in multicultural environment of Remaja Parakan Junior High School. The aims of the study are (1) analyzing the relevance of social science learning to social interaction pattern in Remaja Parakan Junior High School, (2) analyzing the role of social science teacher in delivering material to social interaction of Remaja Parakan students, (3) reviewing social science learning and role of teacher that effect the social behavior of students of Remaja Parakan Junior High School.

METHODS

The research is qualitative research with phenology approach. Qualitative research is a research that observe, interview and review the document. According to Moleong (2010) qualitative research is a research that aims to understand the phenomena that is done by the subject of the research. In this research, the researcher is the key of instrument. Therefore, the researcher must have enough knowledge and theory so that she is used to ask, interview and construct the examined object. The focus of this research is reviewing the social interaction some students of some ethnic in Remaja Parakan Junior High School according to Social Science learning also analyzing the role of social science learning, teacher, and school in students social interaction in multicultural environment.

Technique which is used in collecting the sample is purposive sampling. The object of the study is some students from different ethnic in Remaja Parakan Junior High School, the social science teacher and the head master. Researcher used some of technique in collecting data which are deep interview, observation and documentation.

RESULTS AND DISCUSSION

Social Science is a part of school curriculum that is a branch of social knowledge which is geography, history and antropology that are discipline knowledge which has high alignment. Geography learning gives general knowledge which relates to regions, while history give knowledge of moment in different period. Antropology involves comparative studies which relate to value, belief, social structure, politic economy activities, politic organization, expressions and spiritual, technology, and cultural things from chosen culture. Politic study is classified to knowledge of policy in activities that relate with giving decision. Sociology and social psychology is a knowledge about behavior like group act concept, process, interaction, social control. This kind of intensive concept is being used in social knowledge.

Social creature usually make a friend and interact with the others. In having interaction, they need motivation to effect the successful of someone doing interaction. Every motivation must be different between each other. Social science learning is expected to help giving good social interaction in students' mind. In Remaja Parakan Junior High School social science teacher not only gives the good interaction pattern inside classroom but also in breaking time outside the learning materials.

Social Science Learning Process

Based on observation that is done in Remaja Parakan Junior High School on April to May 2017, in the process of social science learning, the social science teacher used scientific approach, she asked to observe, collect the data, associate and communicate but still there was one way teaching time in order to make students more understand to material. Teacher also gave some small jokes to make teaching learning process less tense.

Based on the statements of interviewing of interviewees and also the result of observation inside class, the teaching learning of social science well so well. The teacher awoke the students activeness with discussion, presentation and question – answer. First teacher delivered the topic then the students were asked with pictures. Next they had time to look for the information. Students were allowed to ask the teacher if they didn't understand. After that teacher asked the students to make a group. They discussed and did the questions. After that they had presentation in front of the class. In the end the teacher made a summary of the material.

The Obstacle Factors in Doing Social Science Learning in Remaja Parakan Junior High School

The problem in doing social science learning covers the background of social science teacher that usually comes from one subject only. For example history but they need to teach another social studies and vice versa. It effects the students and also the way teacher delivered the material. There is also intra structure problems.

There is less media that help the teaching learning process. Another problem is limited speaker and LCD that made teachers should take turn to use.

Supporting Factors in Doing Social Science Learning in Remaja Parakan Junior High School

Based on observation, the supporting factors that Remaja Parakan Junior High School gave are pictures, map, books that are provided by library and internet connection that make students more easily to look for the information that they need. Aids like globe, map and books are enough to become references in doing teaching learning. Beside the school environment that support the outdoor activity. The school location is less noisy and there is good view like mountain and hills. It helps the students to be less bored. There were some problems but the teacher must find the solution to resolve the problems. Therefore the teaching learning process had be done in good way.

Teacher and school are also important aspects that have influence in socialization process. Here, social science teacher has a role as a media that provides the interaction activity between students. Teacher is a central of education. Remaja Parakan Junior High School has teachers from different ethnic and religions and that became the real example of social interaction. The interaction between teachers to students gave positive mind to students in understanding of differentiation of culture around them.

In building the inclusive differentiation in school, teacher have some roles such as; First, teacher should be democratic. They should be not discriminative. Second, teacher should have high awareness to situation that relation to religion. Third, teacher should explain that the most important thing of religion is create a peace and welfare for all human being so that terrorism, military invasion and all the kind of rebel are prohibited. Fourth, teacher should be able to give understanding about the importance of dialogue to resolve problems that related to culture, ethnic and religion.

The existence of school is one of indication of modern society. It can't be separated from the existence of law of society development that are 3 levels that are explained by Comte (Soekanto, 2001).

Here the role of the school as an educational institution after the parents also affects. So the relationship between parents and school is very influential together in shaping the social behavior of children, because the social intelligence of students requires guidance from both (Petrus et al, 2012).

The role of Remaja Parakan Junior High School in building the social interaction so far went well. There are many efforts that school tried such as outdoor activity or extra activity outside the class. The situation is made to make everyone communicate with each other so that the activity should be done by every member of school.

The existence of students, teacher, headmaster and environment are functional component

That actively interact to each other to decide the dynamic of school life as a formal education organization.

Multicultural Concept in Remaja Parakan Junior High School

Human is a social human being that can live by themselves and they need the help of others. They live in group in a society of environment. So as the social life in school where the students have to interact to the others. The togetherness is the first step of solidarity in their group.

Highlights the tension between biculturalism and multiculturalism. Education is articulated as a policy especially in terms of partnerships between Maori and Europe, reflecting the government's requirements to recognize the Guarantees in the public charter funded by educational and cultural institutions (Jill Smith, 2010).

The understanding of multicultural concept in school comes from the value of understanding the difference of each other. Mutual respect must be created as a part of

character reinforcement to make the differentiation as a harmony. The mutual respect of differentiation is categorized as multicultural value in learning process in school environment that comes from ethnic, race, religion and social status and also economy.

Essentially the understanding of multicultural is preparing the whole students to work actively to meet the same structure in organization and school instution. Multicultural education is not a policy that leads to education formed that has a role as culture competition. Beside, multicultural based learning tried to empower the students to have respect to people with different culture, give a chance to people that have different ethnic, race, religion directly.

Multicultural perpspektif very urgent, it affects ethnic prejudice, racial fanaticism and tendency to favor its own group. Stork explained that the use of universal human elements is very important in supporting the success of multicultural education teaching. The universal elements according to Stork are what everybody generally has, such as the need for security, the need to know each other and be recognized, the need to be acknowledged as well as the desire to fulfill the need (Elizabeth Stork, 2008).

Social science education is an education program that leads the students to be a good citizen and have a full of piece. The indicator is the students who learn social science can have some competition such as communication, adaptation, good vibes and positive mind to another (Saidiharjo, 2014). The implamantation of social science in school means that the material of social knowledge such as geography, sociology, economy are intergrated to some topic to some subjects. The intergration is focus to center of learning in problems that should be evaluate to resolve through some material to some subject.

Understanding of multicultural in schools aims to form learners who have the knowledge and will be in accordance with IPS learning objectives. Teachers play a strategic role in improving the quality of education, such as curriculum renewal, the development of teaching methods, and the provision of facilities and

infrastructure that involves the role of teachers in it (Musadad & Wasino, 2012).

Through social approach of social science learning are supposed to be able to increase students participation in doing local value recommendation also build the nation point of view. With this ability have their sense to respect another culture, tolerance to differentiation, accommodative, open minded, honest in having interaction with another people that have different ethnic, race, religion and culture. Also have a high empathy to the difference culture and able to manage conflict non violent.

Remaja Parakan Junior High School shows high respect of differentiate culture. This is similar to Bhineka Tunggal Ika motto. Race, ethnic, religion have the same place in this school. Students do not choose the specific friend while making friends. Everyone is same.

Through group discussion can be a good interaction to students but there is problem. For example there are some students that depend to their friends in doing project so that the teacher gave solution with giving individual task so if every students has their own responsibility on their project and study.

Social Interaction of Student of Remaja Parakan Junior High School in Multicultural Aspects

The social interaction between human groups occurs between these groups as a whole and usually does not concern the personalities of its members. Students can engage in mutual activities, exchange information, perform tasks and chat with each other. Such activity is a form of social interaction (Harfiyanto, 2015).

Culture in school environment has important role in doing multicultural understanding in interaction that students do in school environment. Here, they used to respect the multicultural value that not only did in theory by the teachers but also in reality for every member of school. Teacher, students and everyone tried to respect the holy days of every religion together. Remaja Parakan Junior high school also gave the understanding of the students to congratulate the other students of

different religion. For example moeslem students said congratulation on non-moeslem students in their holy day and vice versa.

This kind of habit can be seen whether outside or inside the classroom activity. They do respect the different activities in school environment. They tried not to fight and keep the peace in multicultural environment. The individual point of view to another individual must be different, The background of school environment and other environment have their own important roles

Social interaction occurs in two different ethnic groups. Some empirical thoughts that become field findings place the existence of various forms of phenomena that exist in the community tempt interaction between two different ethnicities. The one where each ethnic group has its foundation consists of placing the tribe and also its own culture higher and better than the other tribes and cultures. Each individual will have their own perception of the tribe and also its culture in the face of other ethnicity (Sasha Simon Colby, 2011).

The Point of View of Students of Tionghoa Ethnic to Students of Javanese Ethnic

As we know, Tionghoa ethnic is known as minority. there must be different point of view to other ethnic. As a minority ethnic, they usually make a group. Here, the students of tionghoa ethnic and Javanese ethnic are able to live in harmony.

Javanese students tend to be good and polite. It didn't seem like what people thought that Javanese sometimes mock and make a joke of each other. Here, they can play and communicate in good state. Javanese is expected showing the different side to Tionghoa ethnic in Indonesia.

Indirectly, Tionghoa students learn about Javanese culture around them. The understanding of the culture is showed in daily activity so that they can live in balance and harmony.

The Point of View of Students of Javanese Ethnic to students of Tionghoa Ethnic

Social interaction relates to learning process of culture in relation of social system. In this process, from the beginning of their life until they are adult, they meet and communicate with so many people with different culture. In Remaja Parakan Junior High School, they learn about one culture to another. This effects the point of view of each students. Javanese students have their point of view of tionghoa students and vice versa.

Javanese society has high manner than tionghoa society. They also have better diction when they interact to each other. Situation that happened in Remaja Parakan Junior High School was Tionghoa ethnic seems to speak in informal language to teacher or older people. The Javanese students didn't see Tionghoa students as a different human being (despite the difference of ethnic, race and etc) but Tionghoa students seemed more rude than Javanese students.

The Relevance of The Theory

In Daily activity, Tionghoa students and Javanese students tried to behave well to make good environment between students. The interaction between students of Remaja Parakan Junior High School is an interaction pattern of good example in communicating to each other.

Small conflict is usually happened. It is also happened on Remaja Parakan Junior High School. The common problem is usually just a misunderstanding and different opinion and those are solved well. Daily communication in Remaja Parakan Junior High School doesn't seem to look at something based on ethnic, religion and certain race. Researcher sees that there is no problem in interaction.

Mead said that symbolic interaction of human being is limited in physic gestures also words. Those symbols need to be understood by everyone. Therefore that may be found some certain gesture and symbol that will be done by some students when they communicate with different ethnic. Mead explained that social language that is used by students is kind of communication.

There is no limit symbol or language that differentiaate Javanese and tionghoa. The students look so comfortable with Temanggung accent . There are four factors in doing this research: conflict, contravention, acculturation and asimilation. Situation in Remaja Parakan Junior High School is has been condition where the students follow the pattern and condition that support and close to them.

Researcher's First conjecture in doing this researcher is there well be leisure when they communicate with different race or ethnic but the result is there is warm and harmony society. There is no divider between them.

CONCLUSION

The result also shows that there is multicultural habitual in school environment. The role of social science gives the meaning of how good interaction between different ethnic should be done by students and school environment. Teacher and School environment have important rone in building good interaction between students.

Motivation that social science teacher gave in every break of lesson about the love of each other and respect gives positive mind to every student's.

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