



DEVELOPING MULTICULTURAL EDUCATION-BASED SOCIAL STUDIES TRAINING MODEL FOR TEACHER'S PROFESSIONAL COMPETENCIES

Akhmad Arif Musadad✉

Lecturer at History Education Study Program, Teacher Training and Education Faculty, Sebels
Maret University, Surakarta

Info Artikel

Sejarah Artikel:
Diterima April 2012
Disetujui Mei 2012
Dipublikasikan Juni 2013

Keywords:
Multicultural-education;
Professional teacher competency;
Social studies training.

Abstract

This study is meant: (1) to describe the existing training models (2) to conduct the need analysis for training models, (3) to design a Multicultural Education-Based Social Studies Training (MEBSS) model, (4) to describe the result of expert and practitioner teams' evaluation on the training model, (5) to describe the result of participant's evaluation, and (6) to describe the MEBSS training final model. This research and development was conducted in Surakarta City. The subject of research was Social Studies teachers of Junior High Schools. The qualitative and quantitative data were collected. The results of the research and development show that (1) TOT was a form of training currently used, with a multilayered principle at central, provincial, and regency/city government level; (2) the teachers wanted to improve their competencies through MEBSS training; (3) the MEBSS training model was developed with three stages: planning, implementation and evaluation; (4) the expert team and practitioners rated that the MEBSS training model had met the principles of training management and could be used for the teacher training; (5) participants rated that the MEBSS training model was applicable, and useful for improving the teacher's competency; and (6) the final form of MEBSS training model contained three stages: the planning stage includes demand analysis, decision establishment, program design, and training kits, the implementation stage includes multiculturalism competency, analysis on KD, syllabus and RPP development, and peer teaching; and training evaluation stage includes follow-up program implementation and implementation of training result in the field.

© 2013 Universitas Negeri Semarang

ISSN 2085-4943

✉ Corresponding author:
Email: arif_mussadad_fkip@yahoo.co.id

INTRODUCTION

Many parties rate our education quality as low. The low quality of our education results from many factors, but teachers are considered as the main factor because they are human resources connecting directly with the students. Such the assumption can be justified because the core of education is learning. In this case, Diez (2010: 448) states that teacher plays a very important role and responsibility in facilitating learning. The teacher's duty and responsibility is closely related to the presupposed ability. The basic ability includes, among others, teacher's competency (Saud 2009: 44). Thus, every professional teacher should develop his/her competency continuously. Danim (2010: 3) states that to meet such the professional criteria, the teacher should undertake professionalization or an ongoing process toward actual professional degree. The demand for continuous competency improvement is due to the ever changing and developing study substance and learning context (Saud, 2009: 98). Although the government has attempted and is attempting to improve the quality of its teachers, up to now there is still some community's complaint about the teacher's low ability of undertaking his/her duty. Regarding Social Studies learning, Sardiman (2010: 149) confirms that many criticisms are still forwarded to Social Studies subject that is considered as too replete with material, cognitive and rote. Because of teaching material-oriented, the Social Studies learning will be entrapped into the process of gathering information and of accumulating facts. Social Studies becomes boring, not interesting, and is considered as burden to the students.

Sumaatmaja (1998; 2000) states that Social Studies subject aims to develop the students' potential in order to be sensitive to the social problems occurring within the society, to have positive mental attitude to the improvement of any gaps occurring, and to be skillful in dealing with the problems occurring daily to both themselves and societal life. Meanwhile, Zhao (2010:424) recommends the school to be able to equip the students with skill, knowledge, and values to live within interconnected and interdependent society recently. Our society is the plural one, consisting of a variety of ethnics, cultures, races, religions, and social-economics. The difference existing so far frequently triggers inter-group conflict incidence. For that reason, Multicultural Education-Based Social Studies learning should be developed. Multicultural education is a transfer of knowledge about value and ideology of mutual

respect, appreciation, and tolerance to the variability developing among the plural societies (Ali, 2009: viii). Cultural education is a policy in responding to and anticipating the negative effect of globalization that compels life pattern and style homogenization and hegemony. It can also be a bridge connecting multipolar and multicultural world that tries to reduce a single worldism into two colliding poles between West-East and North-South (Baidhaw, 2005: 17).

Recalling that Multicultural Education-Based Social Studies learning has been a must that cannot be bargained anymore, an attempt should be taken to improve the teacher's competency. One attempt that can be taken is through training. For that reason, as study on the development of Multicultural Education-Based Social Studies training model to improve teacher's professional competency is conducted.

The problems of research can be formulated as follows: (1) what is the existing training model; (2) what the MEBSS training model is needed for the teachers of Junior High Schools in Surakarta; (3) how is the previous MEBSS training model for the teachers of Junior High Schools in Surakarta; (4) what is the result of expert and practitioner teams' evaluation on the MEBSS training model; (5) what is the result of participant's evaluation on MEBSS training; and (6) what is the effectiveness of MEBSS training final model.

METHODS

This study was conducted using a research and development (R&D) approach. Sukmadinata (2006: 160-182) quotes Borg and Gall's opinion that the implementation of R & D encompasses ten steps. Meanwhile, the research and development of multicultural education-based Social Studies training management model was carried out through three steps: (1) preliminary study, including: literature study, teaching-learning survey in the field related to the information of Social Science learning condition, survey to LPMP of Central Java to find out the condition of teacher training that has been conducted so far, and the development of draft training model and its kits; and (2) development, including the following activities: validating model and training kits by practitioner team, revising model and training kits, individual try-out, group trial, limited field trial, and final model.

This research and development was conducted in Surakarta City. There are 70 Junior

High Schools, consisting of 27 State Junior High Schools (two of them are SMP RSBI = Pilot International Standard Schools) and 43 private Junior High Schools. These 43 private Junior High Schools can be divided into: 18 Islamic-based Junior High Schools, 9 Christian -based Junior High Schools, 6 Catholic-based Junior High Schools, and 10 general private Junior High Schools. The population of research and development was all 186 Social Studies teachers of Junior High Schools of Surakarta City. There were two types of data used in this research and development: qualitative and quantitative data.

RESULTS AND DISCUSSION

The framework of the training model used currently is ISD (*Instructional System Design*) model. Other than ISD model framework, in practice, there are still some weaknesses because PPPPTK PKn and IPS used a ranked TOT training form. These weaknesses include: (1) the training material is inconsistent with the participant's requirement because the material has been determined by the central government, (2) the training does not differentiate the characteristics of each area of study, the characteristics and capability of participants because the materials were in the package system, (3) the learning experience given was inconsistent with the participant's expectation, (4) it was not effective to improve the Social Studies teacher's competency in Junior High Schools, and (5) as system, it was unclear about involvement of components in each step of training.

Initial Form of Multicultural Education-Based Social Studies Training

Based on the training form used currently, and the analysis on the demand for multicultural education-based Social Studies training, the initial form of MEBSS training model is developed, as shown in the diagram 1.

Overall, the multicultural education-based Social Studies training model is divided into three main functions: (1) training planning, consisting of (a) analysis on training demand, (b) training objectives, and (c) training program and set development; (2) training implementation, encompassing six activities: (a) competency training, (b) analysis on standard competency and multiculturalism-potential basic competency, (c) syllabus development, (d) the development of multicultural education-based Social Studies lesson plan, (e) peer teaching, and (f) follow-up program development; (3) training evaluation,

including (a) follow-up program implementation, and monitoring and evaluation. Act Number 14 of 2005, more known as Teacher and Lecturer Act, provides good news to the teacher as an educator, namely the recognition of teachers as professional personnel. Article 1 clause (4) of the act states that profession is the occupation or activity an individual does and becomes a the source of livelihood that needs expertise, skill, or competency meeting the standard quality or certain norm as well as requiring professional education. It means that on the one hand there is a very valuable recognition for the teacher, but on the other hand, there is a demand for hard work to the teacher because for being professional, several requirements are needed that are difficult to comply with, including that pertaining to the competence needed. Article 8 of Act Number 14 of 2005 explicitly mentions that teacher obligatorily has academic qualification, competency, educator certificate, is physically and mentally healthy, as well as has competency to realize the objective of national education. Based on Article 8, it can be seen clearly that the competence should be obligatorily possessed by every teacher. Furthermore, Article 10 clause (1) states that the teacher's competency as mentioned in Article 8 encompasses pedagogical, personality, social, and professional competencies. Training is the process of adjusting the personnel's knowledge, attitude, and skill to his/her job field in the present form by equipping him/her with supplementary knowledge and skill corresponding to the job he/she wrestles with (Kamilah, 1999: 9). In training, an environment is created in which the employees can obtain or acquire specific attitude, ability, skill, knowledge, and behavior relevant to his/her job (Meldona, 2009: 232). Training usually focuses on equipping the employees with specialties that can be used directly to undertake job and to help them correct their weakness of performance.

The benefits of teacher training, according to Lynton (2002: 256), are as follows: (1) the product of training to support innovation in undertaking the learning assignment, (2) the product of training for the relationship of personal to organization (school, National Education Service), and (3) the product of training to obtain secondary services.

Social Studies is a study on interrelation of social studies in studying the social symptoms and problems occurring within the society (Sumaatmadja, 1998: 172). Meanwhile, according to Mahood et al., (2001: 10), "The Social Studies are comprised of those aspects of history, geography, and philosophy which in practice are selected for instructional purposes in schools and colleges". It means that Social studies are the combination of historical, geographical, and philosophical aspects that are selected for

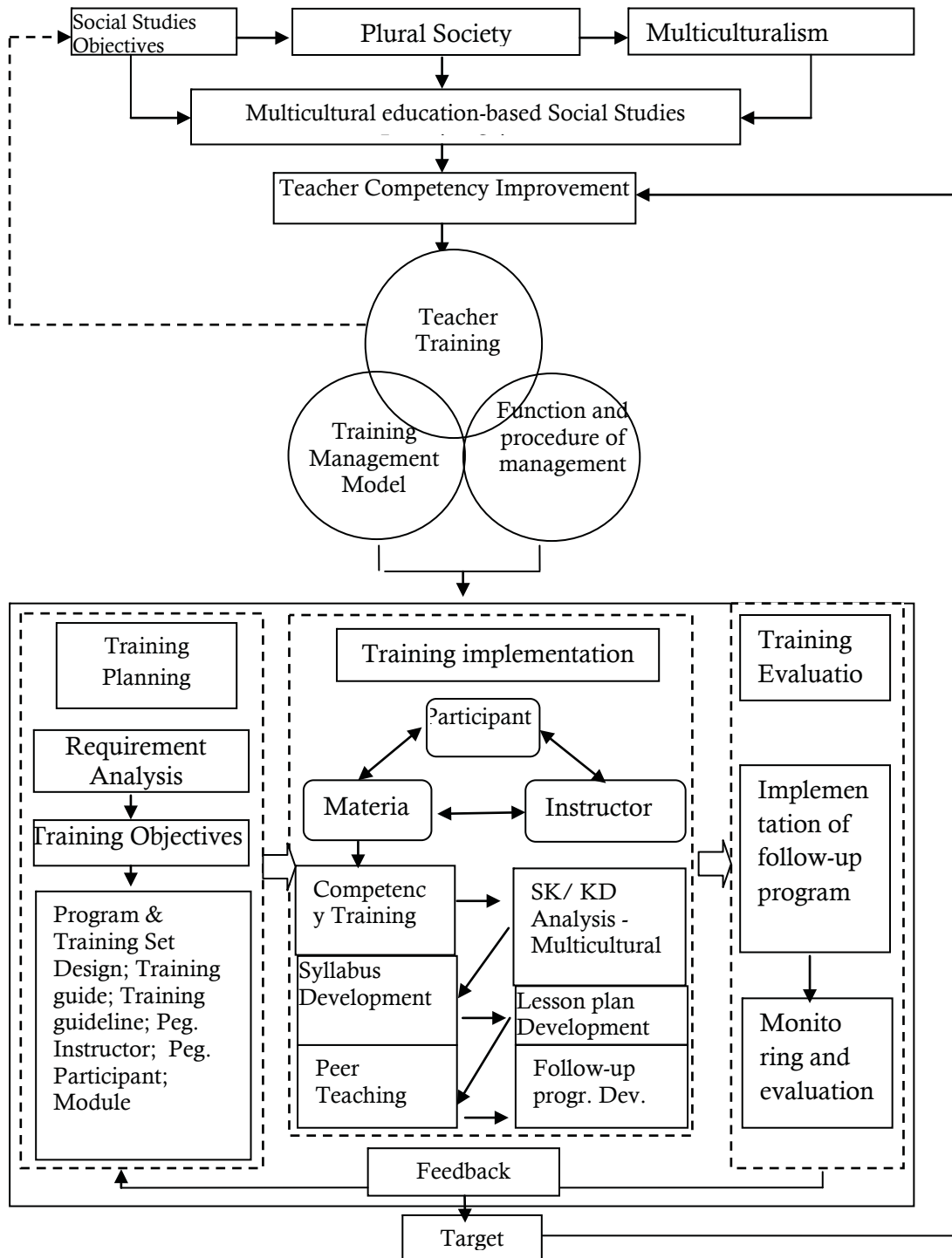


Diagram 1. Initial Form of MEBSS Training Model

the learning objective at school.

Relevant to that definition, Soemantri (2001: 92) confirms that Social Studies education program is a combination of social and behavioral science branches including religion, philosophy, and education. Even Social Studies can also take certain aspects of natural sciences and technology. With such the definition, it means that Social Studies is a sufficiently comprehensive subject to treat and to solve the socio-nationality problems in Indonesia, corresponding to competency and development levels of the students. As the subject at school, Social Studies should be more educative than academic.

The development of Social Studies, the basic idea of which is from Social Studies (in United States of America), then experiences adjustment with the condition existing in Indonesia, particularly pertaining to its objective, material, and management. Because it is a simplification of Social Studies, in Indonesia the Social Studies becomes a subject for students at Elementary School (SD) and Junior High School (SMP/MTs). Meanwhile for the level above, from Senior High School (SMA/MA), and College, the social studies is studied based on the branches of such the science. Social Studies is an education program selecting educational materials from social and humanity disciplines (education and history) that are organized and presented scientifically and psychologically for education purposes based on *Pancasila* (Five Principles) and Indonesian culture (Soemantri, 2001: 92).

Mahfud (2009: 167) states that multicultural education is defined as an education concerning cultural variability. Furthermore, Mahfud (2009: 169) also defines multicultural education as education for people of color. It means that multicultural education wants to explore the difference as God's endowment. Next, the issue is how we can treat such the difference with a full tolerance and egalitarian manner.

In line with the above thought, El Ma'hady argues that multicultural education is the one about cultural variability in responding to demographic and environmental cultural change in certain society or even in the whole world (2004: 1-3). In his book *Multicultural Education : A Teacher Guide to Linking Context, Process, and Content*, Hernandez defines multicultural education as a perspective recognizing political, social and economical reality every individual experiences in culturally complicated and varied human encounters, and reflecting the importance of culture, race, sexuality and gender, ethnicity, religion, social status, economy, and exceptions in education process (Hernandez, 1999: 57).

Maksum and Ruhendi (2004: 191-192) sug-

gest four features of multicultural education: 1) its objective of creating 'cultural man' and of creating 'cultured (civilized) man', 2) its material that teaches humanity noble values, national values, and ethnic (cultural) group values, 3) its democratic method that appreciates cultural difference and variability aspects of nation and ethnic (cultural) group, and 4) its evaluation that is determined by the assessment of students' behavior including perception, appreciation and action on other cultures.

Final Model of Multicultural-Education-Based Social Studies Training

The result of expert and practitioner teams' assessment on multicultural-education based Social Studies training model was finally used as the consideration to refine the model. In every try-out, the participants were asked to assess the training model implemented, and the result of participants' assessment was made as the basis to refine the model. Based on the result of expert and practitioner teams' assessment as well as participants' assessment, the final model of multicultural education-based Social Studies training was made as shown in the following diagram.

The MEBSS training model is foreshadowed by the objective of Social Studies learning, namely, to embed knowledge, skills, attitudes and values so that the students can be good citizens and society members. Indonesian society is the plural one, viewed from ethnic, religion, culture, language, and social economic status. Recalling the existing variable vulnerable to conflict occurrence, the multiculturalism issues emerge. Many parties appeal the multicultural education to be taught at school. MEBSS learning needs special capability of the teachers. Meanwhile, in the field, the teacher has not had adequate competency; for that reason, there should be training for Social Studies teachers. For the training to run efficiently and effectively, the procedure and the function of management should be made as guideline.

The result of training demand analysis as elaborated in the previous section represents that the teachers of Junior High Schools in Surakarta City needs multicultural education-based Social Studies training. The result of research is expected to improve their competency in undertaking the MEBSS learning.

Simamora (2006: 290) shows such benefits that can be felt through the training activities as: (1) improving the quality and quantity of productivity, (2) reducing the learning time the personnel takes to achieve the acceptable standard per-

formance, (3) creating attitude, loyalty and more beneficial cooperation, (4) meeting the requirement of human resource planning, (5) reducing the number and cost of work accident, and (6) improving the personnel in their personal improvement and development.

Meanwhile, there are six reasons of why the training is held for the teachers: (1) science and technology explosion requires the increasingly high quality of teachers in order to transfer the development of science and technology to the students, (2) curriculum that has been structured needs elaboration when applied to the learning, (3) the existence of teacher in the past was isolated and less oriented to the teacher's need for developing his/her profession continuously, (4) idea of education innovation will be successful when the teacher feels needing higher standard achievement. Thus, the teacher feels challenged by the curriculum development, as the consequence of education technology innovation and improvement, (5) the improvement of students in the intended standard as the result of high-quality teaching-learning process, both from attitude, skill, and in knowledge, and (6) the government's growing determination to improve the quality of education, so that the opportunity of training for the teacher is increasingly opened (Nurtain, 2005: 98).

Thus, the MEBSS training program is the process of developing the education human resource (teachers), that is programmed and planned, implemented in short time, and intended to improve the knowledge, capability and skill useful to refine the competency relevant to the implementation of multicultural education-based Social Studies Learning.

MEBSS training model is a ready-made model that can be implemented to the field. This model is made in a long process, takes time, thinking, and involves many parties. To be a final form, this model was designed through literature study, and then, demand analysis. After the draft training model had been created, the validation was done by the expert and practitioner teams. Having been refined based on the expert team's input, the model was then tried out in the field, either individual or group or limited tryout. Finally, the result of training participants' assessment was made as input to the model accomplishment, so that this final form of MEBSS training model resulted.

Conclusion

Despite the fact that ISD model framework

is in use, in practice, there are still some weaknesses because PPPPTK PKn and IPS use a ranked TOT training form. As a result, the training model is not effective in improving the teacher's competency. The teachers need multicultural education-based Social Studies training very much. They expect that the competency acquired from the training can be used to equip the students with the multicultural values relevant to Social Studies material, so that the student can live well in the mid of plural society. The expert and practitioner teams consider the MEBSS training model and set developed as very good. The hypothetical training model developed is considered as having met the principles of training management and can be used for MEBSS training for Junior High School teachers. The final form of MEBSS training model includes three stages: (a) training planning encompassing some activities (training demand analysis, decision establishment, program design, and training set); (b) training implementation including some activities (multiculturalism competency, analysis on KD with multiculturalism potential, syllabus and RPP development, and peer teaching; and (c) training evaluation with some activity (training follow-up program and implementation of training result in the field).

References

- Ali, N. 2009. *Multikulturalisme dalam Islam*. Yogyakarta: Idea Press.
- Baidhaway, Z. 2005. *Pendidikan Agama Berwawasan Multikultural*. Jakarta: Erlangga.
- Danim, S. 2010. *Karya Tulis Inovatif Sebuah Pengembangan Profesi Guru*. Bandung: Remaja Rosdakarya.
- Diez, M.E. 2010. "It is Complicated: Unpacking the Flow of Teacher Education's Impact on Student Learning". *Journal of Teacher Education*. Vol. 61. No. 5. pp. 441-450. <http://jte.sagepub.com/content/61/5/441.refs.html>. Downloaded on 28 April 2012.
- El-Ma'hady, M. 2004. "Multikulturalisme dan Pendidikan Multikultural". *Article*. 27 Mei 2004.
- Hernandez, H. 1999. *Multicultural Education: A Teacher Guide to Linking Context, Process, and Content*. New Jersey & Ohio: Prentice Hall.
- Kamilah. 1999. *Manajemen Pelatihan*. Bandung: Remaja Rosdakarya.
- Lynton. 2002. *Pelatihan dan Pengembangan Tenaga Kerja*. Jakarta: Karya Unipress.
- Mahfud, C. 2009. *Pendidikan Multikultural*. Yogyakarta: Pustaka Pelajar.
- Mahood, W., et.al. 2001. *Teaching Social Studies in Middle and Senior High Schools*. Macmillan: Toronto.
- Maksum, A., dan Ruhendi, L. Y. 2004. *Paradigma Pendidikan Universal*. Yogyakarta: IRCiSoD.
- Meldona. 2009. *Manajemen Sumber Daya Manusia, Per-*

- spektif Integratif*. Malang: UIN Malang Press.
- Nurtain. 2005. *Perencanaan Pelatihan*. Jakarta: Pusdiklat Dikbud.
- Sardiman A.M. 2010. "Revitalisasi Peran Pembelajaran IPS dalam Pembentukan Karakter Bangsa". *Cakrawala Pendidikan*, XXIX, Special Edition for Dies Natalis UNY
- Saud, U.S. 2009. *Pengembangan Profesi Guru*. Bandung: CV. Alfabeta.
- Simamora, H. 2006. *Manajemen Sumber Daya Manusia*. Yogyakarta: STIE YPKN.
- Soemantri, N. (ed. Dedi Supriadi dan Rohmat Mulyana). 2001. *Menggagas Pembaharuan Pendidikan IPS*. Bandung: PPS, FPIPS dan Remaja Rosdakarya.
- Sukmadinata, N. S. 2006. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Sumaatmadja, N. 1998. *Metodologi Pengajaran Ilmu Pengetahuan Sosial (IPS)*. Bandung: Penerbit Alumni.
- Zhao, Y. 2010. "Preparing Globally Competent Teachers: A New Imperative for Teacher Education". *Journal of Teacher Education*. Volume 61. No. 5. pp. 422-431. <http://jte.sagepub.com/content/61/5/422>. Donwloaded on 28 April 2012.