

## Developing a Multicultural-Based Sociology Instructional Training Management Model to Improve the Teachers' Professional Competence in Semarang City

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### Abstract

The background of this study is that (1) the characteristics of sociology as subject suggest the need for multicultural-based instruction; (2) teachers have never participated in multicultural-based sociology instructional training; (3) there has not been any multicultural-based sociology instructional training management model. The objectives of this study are (1) to describe the current sociology teacher training management model; (2) to design the development of a multicultural-based sociology instructional training management model; (3) to describe the final form of the multicultural-based sociology instructional training management model. This study employed Research and Development (R & D) approach. Data were collected through interviews, closed and open questionnaires, and documentation studies. The data were then analyzed using descriptive percentages, mean analysis, and qualitative analysis techniques. The results show that (1) the current sociology teacher training management model includes four management functions: training of planning, training of organization, training of implementation, and training of evaluation; (2) the development of a multicultural-based sociology training management model includes three management functions: training of planning, training of implementation, and training of evaluation; (3) the final model of multicultural-based sociology instructional training management includes three management functions: training of planning, training of implementation, and training of evaluation. The conclusion is that the final model of the multicultural-based sociology instructional training management is effectively applied to the sociology teacher.

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## INTRODUCTION

The sociology subject is one of the social science subjects taught in high school (SMA). In contrast to the materials in other social sciences, the one in sociology subject developed more with the theme of a pluralistic society. This is in accordance with the Minister of National Education Regulation No. 22/2006 on Content Standards, that the goal of sociology learning is to grow attitudes and social awareness in a pluralistic society. The teaching of Sociology intends to contribute to reducing the conflicts that can arise as the impact of a plural society. It is a fact that Indonesian society is a plural society. The existence of plurality is a pride because it is a wealth that can be used as a capital base in the development of the nation. On the other hand, in pluralistic societies it is possible for conflicts to arise from such things as ethnocentrism, prejudice and stereotyping, economic and political situations (Suparlan, 2005).

The goal of sociology instructions implies the need for multicultural-based learning. Multicultural learning is the transfer of knowledge about values and views of respectful life and tolerance to diversity that develops in plural societies (Sunarto, 2004). As stated by Banks (as cited in Hanum, 2009), the goal of multicultural learning is to change the structure of educational institutions so that students, including those with special needs and who are members of different racial, ethnic, and cultural groups, will have equal opportunities to achieve academic achievement in school. Multicultural learning is expected to make different ethnic groups in their social and cultural backgrounds seek to develop understanding and respect for cultural diversity, minimize ethnocentrism and prejudice to other ethnic groups, and increase understanding of social, economic, ethnic and psychological differences and minimize the possibility of conflict among the ethnic groups.

Studies focused on multicultural learning have been widely practiced. Snyder (2014) examines the experiences of colored women in South Africa, India, and other black students studying on a doctoral program. The conclusions include four themes: (1) against

stereotypes and racial and gender assumptions; (2) balancing multiple roles; (3) regulating finance and access to resources; (4) finding support and encouragement. The implication of this research is how universities can support black female students to manage the programs they take. Another study was conducted by Wu (2014) aiming to demonstrate how schools in K-8 cities in the United States that have many students from diverse low-income communities offer education that values the minority status of students and implies that they are just like other communities. The results of the analysis show that teaching diversity in schools has a positive effect on minority students with academic achievement. This research favored critical understanding to create a fair education in schools.

Another study was conducted by Raihani (2010). The results of this study refer to three things: (1) the multicultural concept with respect to ethnic and cultural diversity with the religion subject as principles and guidelines for intercultural interaction; (2) the curricula and subjects related to multicultural education do not seem to have a solid framework of conceptual teaching that has led many teachers to place multicultural issues as the focus of learning; (3) leadership is still constrained by cultural factors that make modernization and renewal efforts toward multicultural education slow. A study conducted by Herimanto (2014) shows that (1) teachers have applied multicultural character-based learning through discussion, simulation, games, community service, observation methods but most teachers do not understand the concept of multicultural education; (2) teachers and stakeholders strongly support multicultural-based character building subjects; (3) learning behavior has been implemented on a multicultural basis through the process of learning, habituation, and modeling; (4) there are still many obstacles from students, teachers, school environment, funding, facilities, principals, parents, and government.

Although the sociology instruction should be multiculturally based, sociology is in fact still a cognitive and recital instruction. Field observations show that teachers provide more information while learners listen and take notes.

Learning activities are dominated by lecture methods and sometimes interrupted by question and answer. This kind of learning model is clearly not in accordance with the objectives of the sociology instruction. Meanwhile, teachers have never applied multicultural-based sociology instruction. Multicultural-based sociology instruction has not been implemented because teachers have not been trained. The results of research conducted by Mostofa et al. (2010) indicates that during this time the training held on Sociology teachers is limited to making learning tools, innovative learning models, and classroom action research (CAR).

The importance of teacher training has been proven through a number of studies. Jahangir's research (2012) concludes that in-service training is effective in improving the trainees' (teachers) perceptions. The importance of teacher training can not be underestimated: the better the teacher is trained, the better he or she can educate to prepare the learners to meet a better future. Ismail (2009) concludes that training using modules has increased the teacher's competence. The training module has a great effect in developing the competence as many techniques, tools, and learning models are incorporated into the training program.

The research conducted by Saputro (2012) shows that the natural sciences (IPA) integrated training management model can effectively improve the professional skill of junior high science teachers in Kudus District. It is recommended that IPA integrated training management model can be an alternative training model in MGMP of IPA junior high school in other districts. Another study conducted by Eliyanto (2013) resulted in the conclusion that the each level of education and training has a non-significant influence on teacher professionalism. However, teaching experience has a positive and significant influence on teacher professionalism. Furthermore, the level of education, training, and teaching experience altogether have a not significant effect on teacher professionalism. Hamid's research (2013) shows that the needs and success of the training are influenced by training materials, training programs, training forms, and training instructors. This research

produces model and package of professional competence based on sustainable professional development (PKB) which refers to management function (3 step planning, 5 step implementation, 2 step evaluation). The results of expert assessment and training participants through experiments show that the final model of the professional competence training based on PKB proved to be effective for elementary school teacher training.

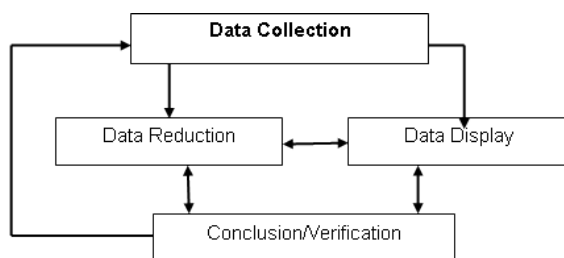
Given the importance of sociology-based multicultural learning and training has never been held, it is necessary to develop a management model of multicultural-based sociology instruction training. It is hoped that teachers can develop syllabus, make multicultural-based learning plan (RPP), and implement multicultural-based sociology instruction. In this regard, this study will examine (1) how is the current sociology teacher training management model being implemented? (2) how to design the development of management model of multicultural-based socio-cultural instruction? (3) how is the final management model of multicultural-based sociology instruction training?.

## METHODS

This Research employed a Research and Development (R & D) design. As Sugiyono (2011, p.297) points out, this research design is used to produce a specific product and test the effectiveness of the product. There are ten steps of research to be done, namely potential and problems, data collection, product design, design validation, design revision, product trial, product revision, usage trial, product revision, and mass production (Sugiyono, 2011, p. 298; Sutarna, 2012, p.185). These ten steps can be summarized into three sections: the preliminary study stage, the development study stage, and the evaluation stage.

A preliminary study was undertaken to determine the initial conditions of the teacher's professional competence in multicultural-based sociology instruction and to find the initial form of the current sociology instruction management training model (Factual Model). The

development study aimed to develop a multicultural-based sociology instruction management training model. The development of the model was based on the current training management model, the need for management of multicultural-based instruction training, and the theoretical models. The theoretical model used was "training design and evaluation model" developed by Parker (as cited in Kamil, 2015). Based on the existing model and the theoretical model a new model was developed using the principles of training management model. The principles of the training management model used were training planning, training implementation, and training evaluation (Handoko, 2008; Sugiyono, 2002). The developed model was evaluated through Focus Group Discussion (FGD), expert and practitioner validation test, and product trial. The product trial used two data: qualitative data and quantitative data. The data were collected using questionnaires, interview guides, and focused discussion record formats. Furthermore, the data were analyzed using percentage descriptive techniques, mean analysis techniques, and qualitative analysis techniques.



**Figure 1.** Components in data analysis (interactive model)

Qualitative methods were used to generate descriptions and analysis of the findings. The research was conducted in Semarang City, Central Java Province. The subject of the research was Sociology teachers of state and private high schools in Semarang City. Of the 78 Sociology teachers of High Schools in Semarang City 40 were selected as respondents and informants. The main instruments for collecting data were closed questionnaires, open questionnaires, observation guide, interview guide, and documentation. The data were analyzed using descriptive percentages and

qualitative descriptive analysis using interactive techniques (Milles & Huberman, 1998). Schematically the qualitative analysis techniques are presented in Figure 1.

## RESULTS AND DISCUSSION

### Current Training Management Model

Training manuals from LPMP of Central Java Province were reviewed to determine the training management model ever undertaken. The manuals under study were "Buku Panduan Penyegaran Narasumber Implementasi Kurikulum 2013 Pelajaran Peminatan SMA" and "Buku Panduan Pelatihan Kurikulum 2013 bagi Guru Sasaran Jenjang SMP Propinsi Jawa Tengah". The manual to be reviewed also includes the Education and Training manual issued by the government and Government Regulation (PP) Number 101 of 2000 on Civil Servant Education and Training.

Broadly speaking, the current model of management training for Sociology learning (factual model) includes four management functions, i.e. planning of training, organization of training, implementation of training, and evaluation of training. The planning of training includes (1) training objectives, (2) program design, and (3) training tools. The organization of training includes (1) organizational structure and (2) task and personnel functions. Implementation of training includes (1) presentation of the material, (2) selection of methods, and (3) pretest as well as posttest. The evaluation of training includes (1) follow-up and (2) implementation of training outcomes. Although the sociology teacher training management model held at that time was in accordance with the management function, in the implementation there were still many weaknesses. The weaknesses include (1) the training objectives are not based on the trainees' needs; (2) the trainees were appointed to take part in the training; (3) there were inadequate training facilities; (4) the training committee had been pre-determined; (5) the training instructors were not professionals in their fields; (6) the training materials were not yet based on the trainees' needs; (7) the learning method was not directly related to adult learning (andragogy); (8)

pretest and posttest were rarely performed; (9) there had been no follow-up and implementation of training results.

Schematically the current training management model is presented in Figure 2.

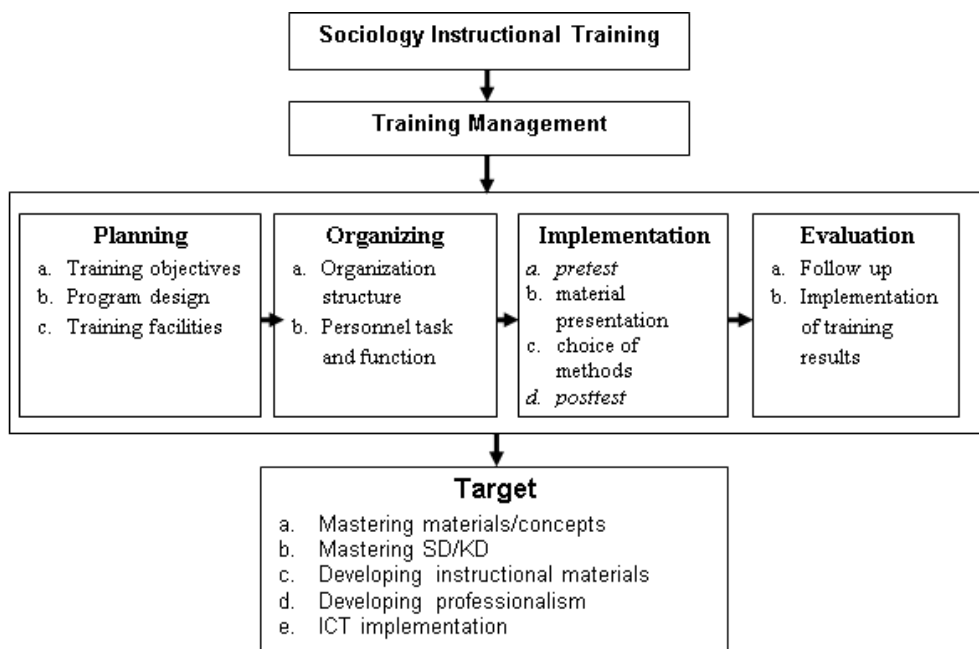


Figure 2. Current Sociology Learning Management Training Model (Factual Model)

**The Developed Multicultural-Based Sociology Instructional Training Management Model**

The results of the training needs analysis show that the sociology teacher in Semarang City is in need of multicultural-based instructional training. The training desired by the teachers includes (1) the need for the formulation of training objectives and significance; (2) training participants are appointed on basis of suitability between the training theme and the competency of the participants; (3) the training facilities should be equipped with information technology (IT); (4) the training instructors are professionals in their fields; (5) the training materials are chosen based on their real need; (6) the learning methods should be in line with adult learning (andragogy); (7) it is necessary to perform pretest & posttest; and (8) there needs to be follow-up and implementation of the training outcomes. Meanwhile, the training materials include (1) the mastery of multicultural competencies; (2) the analysis of Syllabus/Main Materials containing multicultural values; (3) the development of multicultural-based lesson plans; (4) implementation of peer teaching. They hope that

the competencies gained from the training can be used to equip learners with multicultural values so that they can live well in a pluralistic community.

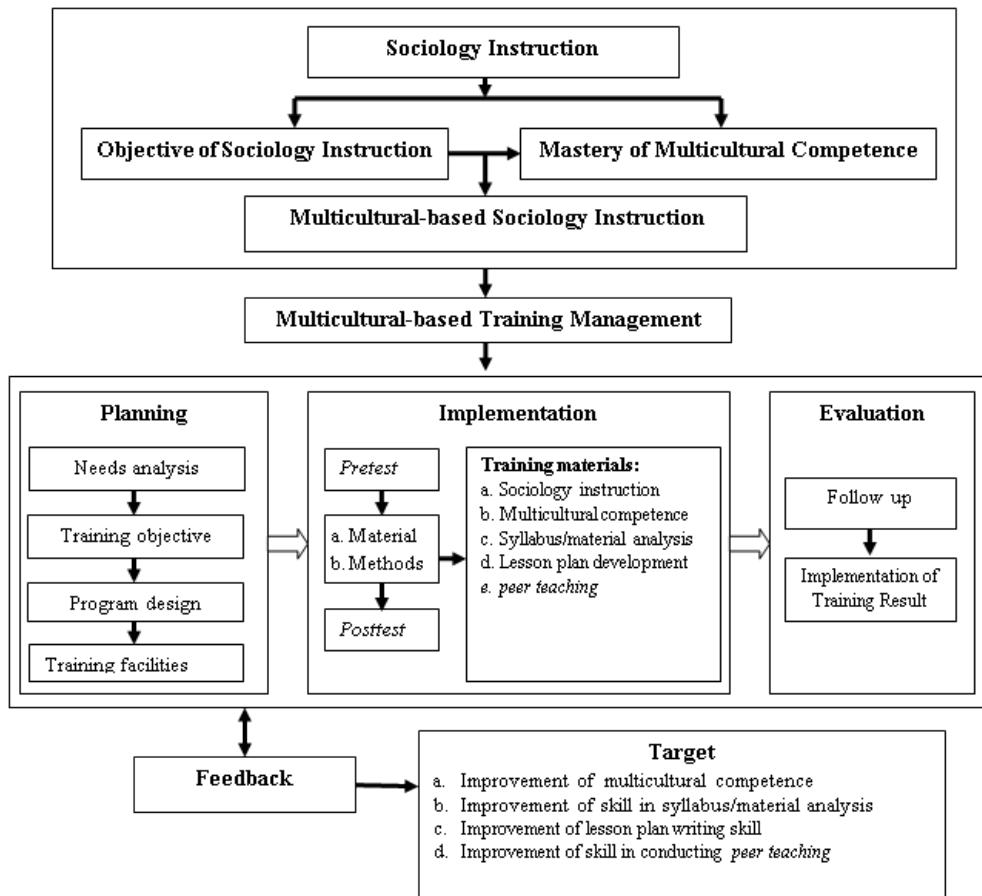
The multicultural-based training management model was developed based on the current training management model (Factual Model). The principles of management used include planning of training, implementation of training, and evaluation of training. The development of the training management model on the planning function emphasized in the needs analysis and training objectives, while the program design and training tools were relatively similar to the current training management model. The objectives of the training were (1) to improve the ability to understand multicultural competencies and multicultural values; (2) to enhance the ability to analyze basic competencies containing multicultural values; (3) to enhance the trainees' ability to create multicultural-based lesson plans; (4) to improve the ability to carry out peer teaching.

The development of training management model in the implementation function was done

through three stages, namely presentation of training materials, training method, and administration of pretest and posttest. The materials presented in the training included sociology learning, multicultural competence, syllabus analysis/learning materials containing multicultural values, creating multicultural-based lesson plan (RPP), and carrying out peer teaching. Andragogic approaches were used with various training methods such as exploration of participants' experience, exploration of needs assessment on training materials, lectures/question and answer, exercises, discussion groups, field assignments, outdoor learning, role plays, case studies, and demonstration as well as practice. At the end of the training, the participants were required to follow the evaluation in an effort to determine the improvement of their skills after they attended the training. The pretest results were compared the posttest results. The results of this evaluation were expected to show improvement

as a result of the multicultural competence improvement training.

The development of the training management model in the planning function emphasized on the aspects of the follow-up program and the implementation of the training results. After the training, there was a follow-up program, which is the dissemination of the training outcomes in the form of knowledge, skills and attitudes that had been obtained during the training to teachers who did not attend the training. The implementation of the training outcomes was an activity undertaken by the trainees to apply the results obtained during the training in the learning process in each school. The implementation of the training results aimed to measure to what extent the competencies that had been mastered by each training participant could be implemented in the learning. Schematically the multicultural-based sociology instructional training management model is presented in Figure 3.



**Figure 3.** The Multicultural-Based Sociology Instructional Training Management Model Developed in this study (Hypotetic Model)

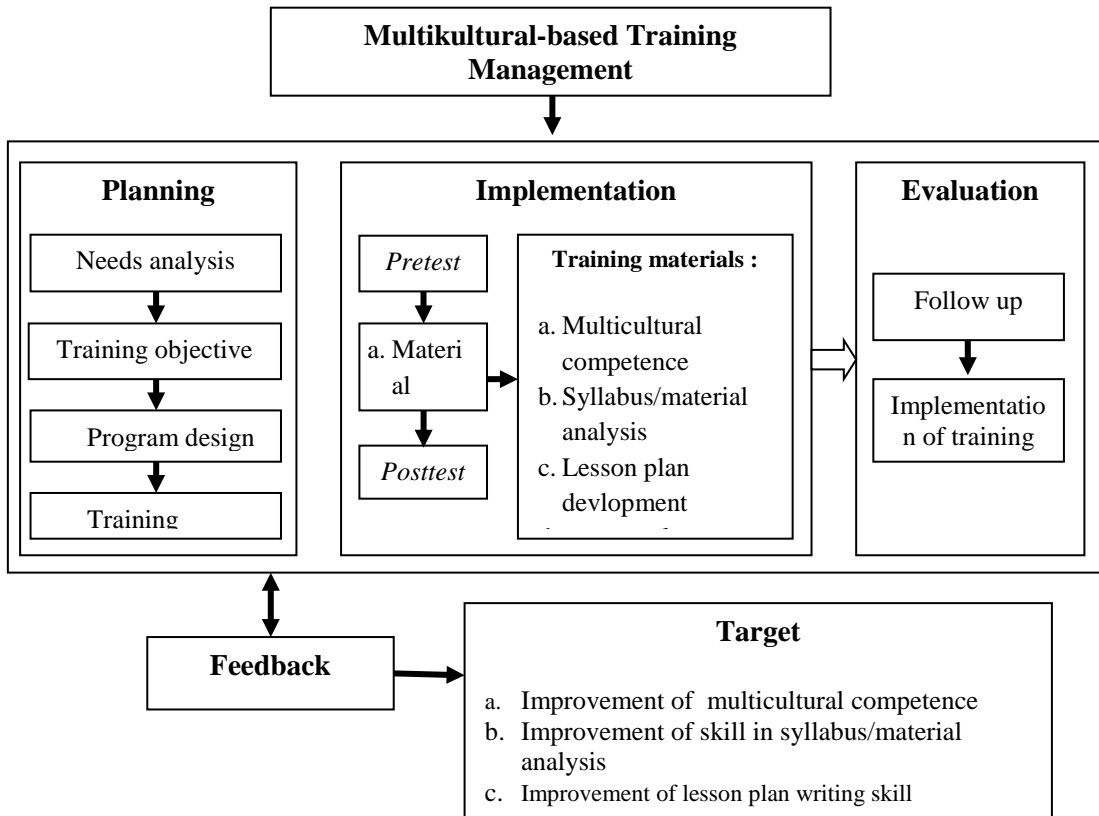
**Final Model of the Multicultural-Based Sociology Instructional Training Management**

The final model of the multicultural-based sociology instructional training management was designed through three stages: (1) training of planning, (2) training of implementation, and (3) training of evaluation. Training of planning consists of (1) needs analysis, that is an activity aimed to analyze data about teacher’s needs to attend the training; (2) training objectives, which are activities to set training objectives; (3) design of the training programs and tools, which is the planning stage of the training.

The implementation of the training consists of (1) pretest and posttest implementation, (2) presentation of training materials, and (3) training proper. Pretest and posttest were intended to determine the participants' ability to master the training materials before and after training. The training proper consists of material and training. The presentation of the material consists of (1) multicultural competencies intended to provide an understanding of the multicultural material, multicultural values, and multicultural

education objectives; (2) multicultural learning aimed to provide an understanding of multicultural learning objectives, strategies, approaches, multicultural learning models, procedures of preparing multicultural-based lesson plans, and multicultural-based learning evaluation. Meanwhile, training proper consists of (1) analysis of syllabus containing multicultural values; (2) development of a multicultural-based lesson plans intended to provide multicultural-based lesson plan training; (3) peer teaching, i.e. practice teaching multicultural-based sociology material.

Training of evaluation consists of (1) the implementation of training outcomes intended as a socialization of the training results to teachers who had not participated in multicultural-based sociology instructional courses; (2) the preparation of follow-up program, that is the activity of preparing the work program that should be implemented after the training. Schematically the final model of multicultural-based sociology instructional training management is presented in Figure 4.



**Figure 4.** The Final Model of Multicultural-Based Sociology Instructional Training Management

The multicultural-based sociology instructional training management model is a conceptual framework designed as a guide for planning, implementing, and evaluating the process of developing educational human resources, which is implemented in a short period of time, and is intended to improve teachers' multicultural competence. The multicultural competence to be improved includes (1) improvement of multicultural knowledge, (2) improvement of skill to prepare multicultural-based lesson plan, and (3) improvement of ability to implement multicultural-based instruction. The development of the multicultural-based training management model is based on sociological learning objectives, needs analysis, and development of a training management model that is held at the moment (factual model). Sociology instructional objective aims to improve attitudes, awareness, and social care in a pluralistic community.

#### **The Current Training Management Model**

Although the management model of sociology teacher training that held at this time is in accordance with the management function, the implementation still shows many weaknesses. The weaknesses include (1) the training objectives are not based on their needs; (2) the trainees' participation is based on appointment; (3) the training facilities are inadequate; (4) the training committee has been determined; (5) training instructors are not from professionals in their fields; (6) the training materials are not based on their needs; (7) the learning method has not been in line with andragogy learning; (8) the pretest and posttest are rarely administered; (9) there has been no follow-up and implementation of the training results.

The training that is impressive only in its formality resulted in (1) the participants did not actually attend the training; (2) the training materials were not beneficial to the competency development of the participants; (3) the lack of facilities resulted in less optimal training implementation; (4) the creativity and innovative spirit of participants were inadequate; (5) it was a waste of funds, energy, and mind.

Training that only tresses on formality causes the training objectives not to be achieved. As Sugiyono (2002, p.4) says, the reason an employee is trained is that in performing his duties he/she is unable to meet the expected performance standards as a result of the lack of knowledge and skills. According to Handoko (2008, p.103), there are two training objectives: (1) training is conducted to cover the gap between the skill or ability of the employee and the demand of the position and (2) training programs are expected to improve the efficiency and effectiveness of the employees in achieving certain predetermined job goals.

#### **Development of the Multicultural-Based Sociology Instructional Training Management Model**

The development of multicultural-based sociology instructional training hypothetical model focuses on the functions of the planning of training, implementation of training, and training evaluation. In the organizing functions, the developed training is relatively the same as the current training management model. The function of training planning includes analysis of training needs, formulation of training objectives, and design of training programs and tools. According to Sule & Kurniawan (2005), the activities in the function of training planning are (1) setting goals, (2) formulating strategies for achieving goals, (3) determining the resources needed, and (4) setting standards/indicators of success in achieving goals.

In the function of training planning, the very important factor is the determination of training objectives. The target of the training is based on needs analysis. As Siagian (2010, p.186) and Handoko (2008, p.109) point out, the target of the training is based on needs analysis. The needs can be technical and attitudinal. The goals should be as clear and concrete as possible, both for the trainers and the participants. The benefits of goal setting are (1) as a benchmark for the success of the training program, (2) as a consideration for determining the materials and methods used in the training, and (3) as feedback for the improvement of the training program. Similarly, the training program is determined on



the basis of the needs analysis and the targets to be achieved. The program can be either new knowledge or skills or attitude changes. The contents of the program, in essence, must fulfill the wishes of the organization and the participants. If the training does not meet the organizational desires, the training is ineffective and inefficient. In addition, if the training does not meet the participants' wishes it can decrease the motivation of the participants.

The function of training implementation includes training materials, learning methods, and pretest and posttest. According to Sule & Kurniawan (2005, p.8), the activities in this management function are (1) to implement leadership, guidance and motivation aspects of the workforce in order for the participants to work effectively and efficiently in achieving the objectives; (2) to provide routine tasks and explanations of the work; (3) to clarify the established policy.

The very important aspect in the training implementation function is the learning method employed during the training. According to Siagian (2010, p.186) and Handoko (2008, p.109), in order to run effectively and efficiently, the training activities can use the principles of learning appropriately. In essence, there are five principles of learning that can be applied, namely (1) participation, (2) repetition, (3) relevance, (4) diversion, and (5) feedback. Each of these learning principles has their advantages and disadvantages. Therefore, the selection of learning principles is highly dependent on the circumstances in the field. Occasionally, training uses one or two learning principles or a combination of these learning principles. Based on experience, the frequently used training techniques include (1) in-service training, (2) job rotation, (3) apprenticeship system, (4) lecture system, (5) vestibular training, (6) role-playing, (7) case studies, (8) simulations, (9) laboratory training; and (10) self study.

The evaluation function of the training includes follow-up and implementation of training outcomes. According to Sule & Kurniawan (2005, p.8), the activities in this management function include (1) evaluating the success in achieving the goals and target in accordance with the predefined indicators; (2)

taking steps to clarify and correct the possible deviations; (3) performing various alternative solutions to various problems related to the achievement of the goals. According to Siagian (2010, p.186) and Handoko (2008, p.109), the success of the training can be assessed from two perspectives, i.e. the improvement of the ability to carry out tasks and the behavioral changes that are reflected in the attitude, discipline, and work ethic. Therefore, it is necessary to conduct an assessment to find out those changes, with the steps (1) determining the evaluation criteria set before the training program is carried out with clear benchmarks related to the improvement of the capability and productivity of work in current or future positions; (2) conducting a test to determine the level of participants' knowledge, skills and abilities to obtain information on the appropriate training program being held; (3) implementing the post-training exam to see whether the transformation is indeed happening and whether the transformation is reflected in the performance of each work; (4) continually following up the transformation that takes place over a considerable period of time in the future.

#### **Final Model of the Multicultural-Based Sociology Instructional Training Management**

The multicultural-based sociology instructional training management model was designed in a long, time-consuming, thought-provoking, and involving a number of stakeholders. To achieve the final form, this model was designed through literature studies, field surveys, and needs analysis. After the draft was complete, it was validated by experts and practitioners. The results of the experts' assessment and input were used as consideration for the improvement of the model. Once fixed, the model was further tried in a limited field. The limited field trial was followed with a training. Finally, the results of the trainees' assessment were used as inputs for the improvement of the model so that it becomes the final form of a multicultural-based sociology instructional training management model.

The development of the multicultural-based sociology instructional training management model is based on a needs analysis

that is oriented towards sociology learning objectives, that is to grow attitudes and social awareness in a pluralistic community. The objective of sociology instruction suggests the need for the mastery of multicultural competencies. Therefore, the training materials include (1) the mastery of multicultural competence, (2) the analysis of syllabus/basic material containing multicultural values, (3) the development of multicultural-based lesson plan, and (4) the implementation of peer teaching. Githui Research (2011) found that as a discipline critical thinking and ethical learning have not been integrated widely with the current training and education systems. The study also found that students who think critically and ethically are more productive because of the understanding of good memory and awareness of retention. Haslinda's (2009) study shows that the information obtained can become practical if the management decides to analyze the evaluation and transfer of training elements discussed in this study in order to gain management support and to create a conducive environment to applying the skills and knowledge related to the work. According to Vasiliadou (2009), physical education teachers in the experimental groups have learned to improve the students' activity time and manage their waiting time significantly better than the teachers in the control group. In other words, the teachers are significantly better at managing the time to teach. It can be concluded that a brief but focused training can significantly affect the time management in the classroom.

The final form of management model of multicultural-based sociology instructional training is designed through three stages: training planning, training implementation, and training evaluation. The results of the previous research indicate that the training is able to improve the competence of the participants. The improved competence gained through the training is very useful to support the performance of each work environment.

## CONCLUSION

The results of this study can be summarized as follows.

The current management model of sociology instructional training (factual model) for the teachers includes four management functions, i.e. training planning, training organization, training implementation, and training evaluation.

The development of the multicultural-based sociology instructional training management model (hypothetical model) is focused on the function of training planning, training implementation, and training evaluation. The organizing function of the training in this study is relatively the same as the current training management model.

The final form of the multicultural-based sociology instructional training management model is designed through three stages, namely training planning, training implementation, and training evaluation.

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