

ISBN : 978-602-70378-0-9

PROCEEDINGS

The 1st Sriwijaya University Learning and
Education International Conference (SULE-IC) 2014
held by FKIP Unsri in Collaboration
with Communication Forum for Indonesian
State FKIP Deans

Improving the Quality of Education to Strengthen the Global Competitiveness: A Response to the Current Curriculum

Presented by :



Palembang, May 16-18, 2014
Chief Editor: Hartono

Faculty of Teacher Training and Education
Sriwijaya University
South Sumatra - Indonesia



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Published by:

Faculty of Teacher Training and Education, Sriwijaya University
Palembang, South Sumatra, Indonesia, 2014

Chief Editor: Hartono
Faculty of Teacher Training and Education,
Sriwijaya University, 2014

The proceeding can be accessed at: <http://eprint.unri.ac.id/>

ISSN 1978-602-70378-0-1



Process editing of all the articles in proceeding was conducted by the editor board of the 1st Sriwijaya University Learning and Education International Conference.



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This Paper has been presented at
The 1st Sriwijaya University Learning and Education International Conference
"Improving the Quality of Education to Strengthen the Global Competitiveness:
A Respond to the Current Curriculum"

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Faculty of Teacher Training and Education
Sriwijaya University
Palembang, South Sumatra, Indonesia
2014

Preface

Assalaamu'alaikum Warahmatullahi Wabarokatuh.

First of all, we would like to say alhamdulillah, thank to Allah SWT, the most gracious and merciful, that the proceedings of the First Sriwijaya University Learning Education International Conference (SULE-IC) can successfully be completed. The conference was held on May 16-18, 2014 by the Faculty of Teacher Training and Education Sriwijaya University in collaboration with the Communication Forum (FORKOM) for Indonesian Deans of State Teacher Training and Education Faculties. It is an honor for us to be entrusted by the Communication Forum to organize the meeting of FORKOM and the First Sriwijaya University Learning and Education International Conference (SULE-IC). The theme of the conference was: "Improving the Quality of Education to Strengthen the Global Competitiveness: A Respond to the Current Curriculum".

We are very happy and proud because we have seventh keynote speakers in their expertise and five invited speakers from five continents such as H. Alex Noerdin, Sofandi, M.A., Ph.D. from Indonesia; Prof. Dr. Maarten Dolk from the Netherlands; Prof. Dr. Bruce Waldrup from Australia; Prof. Dr. Mahzan B. Arshad from Malaysia; Mr. Eran M. Williams from the United State of America; Moses Phahlane from Republic of South Africa. We are also very happy since we have numerous participants from Indonesia, Oman, Shanghai, Malaysia, and Australia. Alhamdulillah, there were 131 papers related to language education, mathematics education, science education, early childhood and elementary education, vocational and technology education, and social studies that have been presented on the conference parallel sessions.

We are very grateful to all editors who have been dedicated to editing the articles of the proceedings. The editors are: Hartono (Sriwijaya University), Maarten Dolk (Utrecht University), Bruce Waldrup (Tasmania University), Mahzan B. Arshad (University Pendidikan Sultan Idris), Mr. Eran M. Williams (RELO, United State of America), Nurhayati, (Sriwijaya University), Ratu Ilma Indra Putri (Sriwijaya University), Izzail Petrus (Sriwijaya University), Machdalena Vianity (Sriwijaya University), Rita Hayati (Sriwijaya University), Zainal A. Nuzung (Sriwijaya University).

The proceedings contain as many as 131 articles. The authors of the articles came from several institutions. We hope that the proceedings would be useful not only for the authors but also the readers to get creative and innovative ideas that can improve the quality of education to strengthen the global competitiveness especially in Indonesia.

Palembang, May 2014
Chairman of the Committee,

Prof. Dr. Zulkardi, M.I.Kom., M.Sc.

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MULTICULTURAL INDOONESIAN LEARNING IN PRIMARY SCHOOL**Muhammad Fuad and Edi Suryanto***FKIP Universitas Lampung**Email: abuaztsah59@yahoo.co.id***Abstract**

The development of Indonesian language learning, especially in SD / MI high grade can basically be developed by the teacher in order to attract the students. The concerns of parents on the information technology development can be minimized since the beginning of its utilization it was socialized through the learning process. Activities are implemented through three stages, namely preparation, implementation, and evaluation. Implementation and evaluation are grouped into 4 rounds. Each round involves two elementary school consisting of SD Negeri 1 and 1 MI. At the end of each round there are an evaluation models, the evaluation revised the model for the second round and so on until the fourth round. Model development was conducted over a 10-month study, involving 8 schools (4 elementary public and private faith-based 4th), 16 teachers and 409 students. The minimum requirement of the involved school are: the principal is supporting, the teachers are innovative, and the schools have the computer / laptop and LCD equipments, VCD and TV monitor, or mobile phone. The results of the students' pretest showed that the majority of students (89 %) did not know the cultural diversity of the children in Lampung Province, and the small percentage of students who know are allegedly known by seeing the television broadcast. The posttest results indicated that the children's knowledge increased in accordance with what is expected in the model. Multicultural values developed, such as: tolerance, solidarity, empathy, courage to express themselves, to be honest, and fair are clearly expressed on the posttest students. One of the Indonesian SD / MI Instructional Materials Package were developed using the Dimension Series: Success Steps to Get the Achievement easily understood and can be integrated with all areas of study that could be a theme in the thematic learning model.

Keywords: *language learning, elementary school, multicultural*

INTRODUCTION

Along with the times, learning Indonesian, especially in elementary school (SD) high grade should continue to be developed in order to attract students. It is based on the fact that in general, the students have different cultural background and mother tongues. Culture, especially the the students' mother tongue are still productively used in society as a means of communication. In order the students have a positive cultural horizons, language skills learning (listening, speaking, reading, and writing) should be implemented variatively. The culture-themed subject can be served by utilizing ready to use technology that is now popular in the community.

The easiness to access the cultural diversity through the electronic media, especially mobile phones have positive and negative influent toward the development of elementary school students. The diversity of cultures, both locally and internationally presented completely and can be enjoyed anytime and anywhere. One of the cultural product that is in demand is the form of games, such as games and animated films. Various game is easily accessible via mobile phones. Unwittingly, the games are quite time-consuming even there is a reluctant tendency for the students to learn. The results of the last three years survey (see Suryanto, 2013) found that more than 83 % of primary school students (high grade) have a mobile phones. Survey was conducted in 18 primary schools spread across the Pesawaran District, Lampung Province. Only 13 % of mobile phones are use for formal function, to contact the



family, while the rest is used as the media for gaming.

Reality above shows that the students' ownership toward the mobile phone is not a ban, but it is some kind of a parents' reason to easily communicate. Although the school forbids students to bring cell phones, but they are quite enjoying it after school, especially when they are at home or when they are playing with friends. This fact should receive the attention, particularly how functional mobile phone as a medium of learning for students with the argument that they are skilled enough functioning the intended appliance. This argument can be understood that the available software can be filled with material related to the lessons learned in school, particularly with the regard to the diversity of Indonesian culture. It is very important for students as they are introduced early on their own cultural products that it is not necessary just enjoy foreign products. Indonesian children, from an early age have to know the diversity of cultures that exist in the country, namely ethnicity, race, language, social status, religion, and geographical location. In language, especially, the majority of them are bilingual, they are able to speak in mother tongue and in Indonesian. They are have both normal functioning in accordance with the communication context. Students are very understanding when, where, and by whom they should choose to speak in their mother tongue or in the Indonesian language.

As the implementation of the problems above, one aspect that is quite important to the teacher to understand in a multicultural classroom is the student characteristics level of diversity and students' different backgrounds. Structural groups in the multicultural can be identified through six categories, namely ethnicity, race, language, social status, religion, and geographical location. This category has sixth equality and equity, equality and justice right to learning in civic life (see, Murniati et. al., 2006).

Indonesia, which is one of the largest multicultural country in the world has approximately 13,000 large and small islands, and approximately 200 million people population, consisting of 300 tribes are using nearly 200 different languages. The diversity can also be seen from socioculture and geographically, including religious affiliations. Therefore, learning Indonesian through cultural themes in SD is one of the important concepts in the current era of globalization. Thus, the society should be started to overcome all the problems by doing the arrangement systemically and methodologically through the learning process. Multicultural can be formed through a process-based multicultural learning, learning process is more directed to respect the differences among people to realize the serenity and tranquility of a society order. This study was aimed at developing a multicultural learning model by integrating the material in a textbooks *Divercat* in Indonesian primary school curriculum. In this model, students are introduced to the rich diversity of ethnic, language, and culture of the children in Lampung Province so that students have an attitude of tolerance, solidarity, empathy, courage to express themselves, honest, and fair. Some of the benefits can be stated as helping students in recognizing Indonesian contextual function that contains social meaning, training students to comprehend and express the content of the reading text orally and in written form by using Indonesian communicatively, and building a sense of unity in students from an early age through the material presentation of the diversity of ethnic, language, and culture, as well as some examples of its implementation.

Context of Indonesian Learning in Primary School

Multicultural learning is a learning process that guiding, building, and prepare students to have a mental condition or characteristic to live in the middle of complex differences, both ideological differences, social differences, economic differences and religious differences (Mahfud, 2011). With a multicultural learning the graduates will be able to have an attitude of independence in recognizing



and resolving all the problems they faced in the community.

Along with the fast development of the media, such as mobile phones or the internet which is influenced by the globalization of many socio-cultural crisis happening in the community. For example, the lack of understanding and interpreting the diversity of cultures and languages which can weaken multicultural understanding by elementary school students. Therefore, the learning process is the appropriate forum for building awareness of multiculturalism in Indonesia, particularly in Lampung Province.

Multicultural education has two major responsibilities, namely preparing the Indonesian nation to be ready to face the outside cultures in a globalization era and unite the nation itself which is composed of a wide variety of cultures. If both of that responsibility can be achieved, then the possibility of nation disintegration and conflict can be avoided. Rahmat (2005) states that regional conflicts often occur due to lack of understanding of diversity or multiculturalism. Therefore, to prevent or minimize such conflicts, multicultural education should be developed. Interaction and intercultural communication in a multicultural society can be established by using the language. Indonesian is a communication tool to unite the diversity within the community. Multicultural education can be integrated in Indonesian learning because Indonesian has a strategic role and functions to educate students by broaden their knowledge and cultural diversity of the surrounding community and the world.

Multicultural-based learning of Indonesian can be directed to the building of students' character, that character which is appropriate to our national identity, such as religious, honest, fair, disciplined, responsible, thoughtful, social, tolerant, proud of our language and nation, and so on. Thus, multicultural education is effective to be used for the student character building.

The importance of learning Indonesian in multicultural contexts related to (1) the nature of language learning, (2) the purpose of Indonesian learning, and (3) the function of Indonesian learning. The essence of language learning is the learning to communicate and literature learning is learning to appreciate the human and its human values. Indonesian learning aimed at improving students' ability to communicate in Indonesian, both orally and written, and cause an appreciation of the results of Indonesia's human creativity (MONE , 2004:7). The function of Indonesian as the instructional language in education brings very broad implications. Indonesian learning supposedly able to convey and disseminate the various concepts of science (basic science, social science, culture and science / humanities) for the purposes of formal education institutions and for broader purposes . In addition, Indonesian learning is also demanded to be able to develop the concepts of science to deliver the society and Indonesia towards civilization and modern life in accordance with the level of advancement of science and cutting-edge technology (Alwi, 2002:4).

Implementation multicultural learning context can also be done when teachers convey apperception, examples, being the moderator when students discuss, until reflection before learning ends. Learners are always reminded to not only accept cultural differences that exist around them, but also want to acknowledge, and appreciate them.

Education in Lampung has quite a lot of private schools founded by religious-based. School variations based on the status of religion could be a potential course that will bring stratification or limitations that prevent cooperation and give rise to various tensions that threaten harmony and peace if not addressed wisely . Particular school is also loaded with students who have different cultures, ethnic, religion, and social status so they require a different treatment from the monocultural schools. In this case, Setyana (2007) explained that the implementation of Indonesian learning is



monocultural and still fixated on curriculum and textbook. Multicultural education has not received the attention from the school where students come from a variety of different ethnic, including Javanese, Chinese, Batak, Arabic, Sumatra, Sunda, and Dayak.

Nurgiyantoro (2003) asserts that Indonesian learning which only emphasizes on the language system, not how to use language, is not appropriate to cultural and multicultural language learning. That language learning ignores the cultural factors that are an integral part of the language. As a result, Indonesian learning becomes boring, monotonous, and not challenging. Therefore, it is necessary to reinvent the Indonesian learning in schools. In addition it should educate students to use language in a concrete context, the material must contain multicultural insights which exist in various social and cultural groups, including the culture of the people themselves. With that material expected that students have the knowledge and understanding of different cultures, so it will bring the attitudes and the feeling of respect and tolerance.

Language learning should consider and involve the socio-cultural factor Indonesian learning is very important in understanding another culture, such as, students are introduced to literary works that elevate a community's social background. For example, by reading the story of the *Timur Enas*, novel *Bila Malam Bertambah Kelam* (Putu Wijaya), *Suberit Gadis Bali* (I Gusti Panji Tama). In order to achieve the goal of intercultural understanding through literature or discourse, the learning of literature in schools should provide opportunities for students to engage directly reading literature.

CONCLUSIONS

Based on the results of the discussion there are several conclusions that can be described below.

1. Multicultural learning model in the development of Indonesian material in primary school dimension series contains the diversity of ethnic, language, and culture in Lampung Province is quite effective.
2. After multicultural learning model have developed students have the attitude of tolerance, solidarity, empathy, courage to express themselves, honest, and fair.
3. Before the model is developed, the results of the pretest students showed that most of students (89 %) did not know the cultural diversity of the children in Lampung Province, and a small percentage of students who know about it is assumed that they knew it from the television.
4. After the model have developed, the results indicate that knowledge of children's posttest increased in accordance with what is expected in the model.

SUGGESTIONS

1. The model is quite effective and can be applied or developed for science and social studies or the others.
2. Learning strategies should be designed attractively in order to create a fun activity as long as the learning is done by a conventional manner, especially for the social sciences; only science lessons which have an attractive media so children are less interested in social studies.
3. The values which are taught in this multicultural education model can be applied by students in daily activities. Teachers and students involved become peer facilitators who suggested that this model is applied also to students in other schools so students in other elementary schools can appreciate their friends who come from other tribes, and understand that Indonesia has a variety of ethnic groups, so inter- religion or ethnic conflict does not happen anymore.



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