



Application of Multicultural Outing Class Method in Man 2 Model Medan

Aditya Darma* ; Leo Agung S; Hermanu Joebagio

Sebelas Maret University, Indonesia
Email: arwan.ibnu12@gmail.com

<http://dx.doi.org/10.18415/ijmmu.v5i4.322>

Abstract

The objective of this research was to investigate the application of multicultural outing class in *X IPS MAN 2 Model Medan during academic year 2017-2018*. The population of this research was the tenth grade of IPS MAN 2 Model Medan which consists of 1 class. The sample of this research was taken from X IPS MAN 2 Model Medan consist of 35 students. This research was qualitative research which was dealt to describe and analyze the phenomena, event, social activities, trust attitude, humans' perspectives individually or grouply. The instrument of this research used in this reaserach was documentation, observation, interviews which would be analyzed by data colecction, data reduction, data presentation, conclusion and verification. The result showed was the multicultural values of students' awareness who could build the respect behaviour towards them which has a different beliefs, cultures, ethnics, and social classes.

Keywords: Multicultural; Outing Class; Students;

Introduction

The education process has never separated from human's communication with the environment of human's life and culture. In Indonesia society's life definitely the interaction definitely happened individually or in groups, the process of socialization concerned with the culture learning process in relation to social systems. In the process, an individual from childhood to adult learns patterns of action in interaction with all sorts of individuals around him who occupy the various social roles that may exist in everyday life. As happened at MAN 2 Model Medan school, which is one of the Islamic schools based on in Medan. Religious-based schools tend to seem very exclusive, the school is famous with the thought patterns and behaviors that are displayed in social life, so the school seems to shut down in looking at different things and perspectives outside the school.

As one of the schools which is located in the middle of Medan city with a pluralistic life of ethnic, racial and religious inside the society, the school should be aware of the pluralism and want to open themselves by trying to introduce and study non-Islamic figures who have contributed to the progress of the Indonesian nation, especially in Medan City. The School did not only focus on studying Islamic figures. Because, Islam is a "Rahmatan lil alamin" which means grace for all. Thus, it can be

traced how the teachings of Islam related to human values and justice. Therefore, Islamic school should not shut down to learn from non-muslim people.

By introducing and learning the non-Islamic figure, the students know and analyze how was the life of the figure who was totally different with them in term of ethnic, culture and religious. So, the students can understand that the diversity in social life is not a problem or threaten but it such a something which could be a strong power in order to achieve the mutual progress.

In Indonesia, multicultural education is a relatively new discourse and is seen as a more appropriate approach for heterogeneous Indonesian society, especially during the autonomy and decentralization period since 1999/2000. Directly or not, the policy of regional autonomy has an impact on the world to create education autonomy. Therefore, the multicultural education developed in Indonesia is in line with the democracy being carried out and in line with the policy of decentralization and regional autonomy. If not carefully implemented, the policy will actually plunge us into national disintegration (Mahfud., 2013: 6).

According to Mahfud (2013: 216) it is important to apply learning based on multicultural in Indonesia, because it can be as transformative media for learners in understanding the nation's multiculturalism, such as: 1) as an alternative media of the conflict resolution; 2) as a transformative media of the nation's cultural values; 3) as the foundation of the development of the national curriculum; and 4) toward multicultural Indonesian society.

According to Sanjaya (2010: 147) method refers to the way used to implemet the plan the palnning which has already arranged in the reality to achieve the goal which has arranged maximally. Outing Class learning based on the environments' situation or can also be done at certain places such as libraries, soccer fields, tourist attractions. Outing Class learning method is intended to break the boring situation because they usually learn in the classroom but now learning can be done outside the classroom. Students can directly in touch with what they will learn in the environment they are studying and they can also see how the environment is in order to create a caring attitude towards the environment and a high curiosity about the objects they see. Students are also easier to understand the material being taught because it directly sees the objects related to the material. Teachers can also add games in teaching and learning process so that students not only get knowledge, but also get the entertainment which will not make students feel bored. Therefore, this research will be conducted on class X students of IPS Specialization because at that level learners have been able to analyze each material explained by the teacher so that the substance of the material can be learnt and implemented by the learners.

Research Focus

In order to avoid the deviation of the description and the focus of discussion a researcher needs to limit the scope of the research, so researchers do not fall in the widespread study. The scope of this study takes Multicultural Analysis. The details of this research are focused in class X- IPS Specialization, the material discussed in Multicultural Analysis in this research is development of local history of China City site in Medan. In Learning History in MAN 2 Model Medan. Analysis in this research use Outing Class, that is learning which is done outside class.

This study applied qualitative research which is aimed at describing and analyzing phenomena, events, social activities, attitudes of trust, thinking people individually or in groups. So the data obtained really original from the object. So it can be concluded Multicultural Analysis is aimed at students of class X so that they understand the values-values of local culture through the enrichment of historical material.

Formulation of the Problem

From the background of the problems that have been described above, the formulation of the problem to be studied in this study are as follows:

1. How is the planning of multicultural- outing class method in MAN 2 Model Medan?
2. How is the application of multicultural- outing class method in MAN 2 Model Medan?
3. How is the evaluation of multicultural- outing class method in MAN 2 Model Medan?

Research Objectives

1. Describe the planning of multicultural-outing class method in MAN 2 Model Medan
2. Analyze the application of multicultural-outing class method in MAN 2 Model Medan
3. Analyze the evaluation of learning process of multicultural-outing class method in MAN 2 Model Medan

Methodology

This research was conducted in MAN 2 Model Medan. The reason for choosing this school because of some consideration such as: 1) The School location is not far from the Kota Cina site which is located at Kota Cina street Paya Pasir Medan Marelan Medan City North Sumatra, Kota Cina Site is one place which is the culture reflect multicultural values, and 2) Culturally, students in MAN 2 Model is very diverse because they are from Minang, Batak Toba, Mandailing, Karo, Java, Malay and Aceh ethnic. The process of this research started from the preparation stage, implementation, and finally writing the research result.

Understanding of the various sources of data is a very important part for researchers because the accuracy of selecting and determining the type of data will determine the accuracy and wealth of data or the depth of informatio (Sutopo., 2006: 56). Information to be extracted from various data sources and types of data sources as follows:

1. Informants, including teachers of History Subject, students, as well as teachers and other staffs to support the argument or information. In this research the researcher interviewed Mr. Samsul Bahri as the history teacher, Mr. Burhanuddin, as a head master of MAN 2 Model Medan, and students.
2. The document is usually a written material which is related to one events or certain activities. These include the vision and the mission of the school, the school's main data comprising the list and the number of teachers and students, the inventory of school facilities and infrastructure. Documents collected in the form of learning tools consist of curriculum, syllabus, lesson plan, list of subject values.

The technique sampling used in this research is purposive sampling/ criterion based selection/ internal sampling which is a snippet technique in field data, either interview, observation or document. Researcher only select informants who are considered to know the problem and can be trusted as a source of data that is completely reliable, factual, and the responsibility can be assured. Collection or selection of field data can develop in accordance with the needs of researcher in obtaining data. This means that researchers determine the informants based on important positions in research problems (Sutopo., 2006: 56).

Data Collection Technique

Observation

This observation can be done directly either formally or informally by observing the process of teaching and learning activities in the classroom or other activities in the school. In obtaining more meaningful data, these observations were made during school visits until the data collection process finished (Sutopo., 2006: 77). In this study, researcher conducted observations during the learning process in MAN 2 Model Medan in X-IPS specialization class.

Interview

In this study will be conducted interview processes to teachers who teach the history subject so it can be known how the problems faced in teaching local history and at the same time looking for solutions when the learning process faced the constraints. Meanwhile interview process with students are done to find out the students' responses about learning history about Kota Cina Site. Interview is also used to reveal about the methods and learning resources used by teachers in conveying the material and obstacles faced by learners in understanding the material presented by the teacher. So, it is helpful to solve the problems encountered in this study.

The type of question in this in-depth interview was open ended and leads to the depth of information and was done in a way that is not formally structured to explore the informant's perspective of many things which were very useful for being the basis for the exploring of his further, complete and deep information. When conducting interviews, an intimate and open situation is endeavored by researcher (Sutopo., 2006: 69-70). People interviewed in this research were the history subjects teacher, Mr. Samsul, students, Mr. Burhanuddin as the headmaster of MAN 2 Model Medan, as well as teachers or other staffs as supporters of the information provided.

Documentation

In collecting data through documentation, the researcher utilizes teacher's record in the form of student's work, both written test result and student's paper resulted from the visits Kota Cina Site. In addition, data were also obtained from learning tools used by teachers (annual program, semester program, syllabus, and Lesson Plan). The data obtained from the documentation, will be used by researchers to see how the understanding of teachers and learners of the concept of multiculturalism in teaching learning process subject.

Data Analysis Technique

The analysis conducted in this research was inductive. The nature of inductive analysis was closely related to the flexibility and openness of the study and emphasizes the importance of what actually occurred and was found in the field that is essentially specific based on the characteristics of the context in natural conditions (Sutopo., 2006: 105). The process of analysis in this study used interactive analysis model in which each data unit obtained from various data sources are always interacted or compared with other data units in order to find the various things required in accordance with the purpose of research. In this analytical model used the analysis was developed by Miles and Huberman (in Sutopo., 2006: 113) consists of three activity lines namely data reduction, data presentation and conclusion that occur simultaneously. The three steps were as follows:

Data Reduction

Data reduction refers to the first component in the analysis which is the process of selecting, focusing, simplifying, and abstracting of all types of written information in a fieldnote. In data reduction, the researcher in the analysis activities do the sustainable activities during the research started from the stage before the data collection until the verification process is completed by coding, focusing the theme, determining the limitation of the problem and also writing the memo.

Data Presentation

Data presentation refers to the information organization assembly, a description in the form of a complete narrative which further allows the conclusion of the research to be conducted. This data presentation is prepared based on the topics contained in data reduction, and presented using the sentence and language of the researcher which was a logical and systematic arranged sentence, so that when the process of reading it will be easily to be understood. Data presentation in this research not only in the form of narrative sentence it also includes various types of matrix, drawing or scheme, network of activities and table linkage in order to support the narration to find a meaning from data that have been collected and then arranged systematically from complex information form become simple information.

Conclusion and Verification

Drawing conclusions is an analytical phase that provides a systematic explanation in accordance with the formulation of problems that have been described. The conclusions obtained from the data presentation are temporary because they are still growing in line with the discovery of new data. Therefore it was necessary to verify that it is a repetition activity for the purpose of consolidation, retrieval of data back quickly, possibly as a result of second thoughts arising across the researcher at the time of writing the data presentation by looking back briefly on the field notes. Conclusions need to be verified to be good enough and completely accountable (Soetopo., 2006: 115). More explicitly, the technical data analysis for this study can be seen in Figure 1.

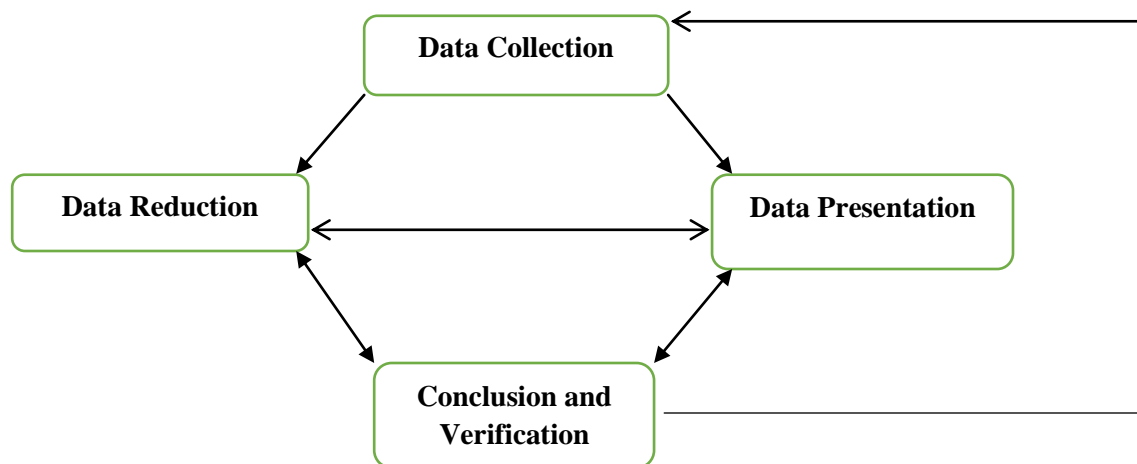


Fig. 1 Interactive analysis model

Discussion

Learning Planning Based on Multicultural Outing Class in Man 2 Model Medan

The learning planning is a stage that has a strategic function in the success of a teaching and learning process in school. This stage should be well prepared by the teacher so it is very easy in implementing it in the classroom. Because if the teacher prepares the material based on the planning in the lesson plan it will be obtained the maximum result. Similarly, in the context of the implementation of multicultural education that led to the formation of student characters should be planned first in the planning of learning so that easily to be internalized to the students.

When the researcher conducted an interview with the history teacher obtained the data that multicultural education was planned in the lesson plan. However, when the researcher do the cross-check in history subject documents related to historical learning planning that integrates multicultural education found that multicultural education has not been planned in advance in the Lesson Plan. Multicultural learning planning in Lesson Plan was done with the intent and purpose that, the result of existing multicultural learning process at educational institution MAN 2 Model Medan would produce maximal result that is provide next generation nation that able to cooperate, responsibility and love and peace and also appreciate various difference owned by this nation.

This is in line with the statement of James A. Banks (2005) that the goal of diversity education is to recognize equal opportunities for learners from different groups to gain knowledge in school. With the formation of equal opportunities to study in the school will be formed the groups that come from various ethnic with each characteristic.

The Implementation of Learning History Based on Multicultural Outing Class in MAN 2 Model Medan

After doing the planning process by teacher, then implemented it in class. In the process of learning the ability and creativity of teachers is needed, where the teachers who were able and creative in providing learning materials will be able to create a good classroom atmosphere and the students was very enthusiastic in following the lesson so easily absorb every material that has been given by teachers. Then, the implementation of multicultural education that is integrated with each subject is in need of teachers' creativity in internalizing it to students. Multicultural learning is very important to do because start from the multicultural learning the students can be given an understanding of the importance of the tolerance.

The implementation of multicultural learning in MAN 2 Model Medan has been integrated with the history subjects. The integration of this multicultural learning can be proven by interviews with students that the subject history teacher in carrying out the learning always appealed to the students to always accept or mix with friends of different ethnic, ethnic, and customs. Because by mixing then the students will get a lot of new things from fellow friends and it can be minimize the conflicts caused by misunderstandings. In addition, Teachers in conducting learning in the classroom always provide equal treatment to students without privileging certain students. Thus, it can be said that the successful implementation of multicultural education to in still the values of goodness in the personality of each student is very dependent on the creativity of teachers in internalizing it. Yaqin (2005) who said that teachers and lecturers play an important role in instilling values of harmony in school and university that is not only able to make students understand the subjects taught, but also expected to arouse awareness of students to always be fair, respectful, and the most important one understand the existence of other ethnicity as part of their lives.

The interview results with history teacher found that the implementation of learning in MAN 2 Model Medan has and always integrate multicultural learning, for example MAN 2 Model Medan is a school that has students come from various cultural backgrounds, ethnic tribes and social class. But in the learning process there is no difference in treatment, all students receive the same rights. Based on the researcher's observation, the processes of teaching and learning which is provided by the teacher were very interactive. The teacher convey the material by the easy language so it was easy to be understood. The relation of student and teacher during learning implementation was flexible. Where all students were always given the same opportunity to express their opinions and ideas related to learning materials. The developed learning model was an exploring of the 2013 curriculum that demands student activeness (student-centered). Teachers can also create a humane, relaxed and fun classroom atmosphere.

Portrait of existing history teachers in MAN 2 Model Medan was a future teacher who was able to guarantee and maintain the integrity of the Indonesian nation. Yaqin (2005) argues that every teacher should have sufficient understanding and insight about the anti-discrimination attitude, strong sensitivity to the symptoms of ethnic discrimination, and is expected to provide a direct example through his or her attitude and conduct that are impartial or not applicable discriminatory against students with certain ethnic or racial backgrounds. Yaqin (2005) adds by using the steps, it is expected that students will be able to imitate and practice little by little to behave fairly towards their friends.

Evaluation of Learning Based on Multicultural Outing Class in MAN 2 Model Medan

Assessment is an important part of evaluating the teaching and learning process in schools. This assessment activity is intended to check the level of student absorption of the subject matter that has been given the teacher. Similarly, the evaluation process of multicultural learning is done by the teacher to know the level of application of student behavior in applying tolerance in their daily life. The interview result with history teacher can be seen that the assessment process conducted by teachers is objective based on academic potential and affective. However, history teachers tend to put emphasis on character education assessment which was the goal of multicultural learning which emphasizes more on fostering a sense of peace, tolerance and nationalism of students. Because for history teachers, it is better to produce learners as the next generation which has a good mental and moral than a has good academic but with bad mental and moral.

This is in line with the statement of Aman (2011) that the measure of the success of history learning is not enough to be judged only from the aspect of academic proficiency, but it is necessary to look at the results of the assessment of aspects of historical consciousness and nationalism. Aman (2011) added that the aspect of nationalism concerns students' sense of pride as the nation of Indonesia, the love of the homeland and the nation, willing to sacrifice for the nation, accepting plurality, pride in diverse cultures, appreciating the heroes' services, and putting public interests as the priority.

It was also found that in the assessment which is done by teachers to the students, there is no dichotomy caused by differences in religious, ethnic, cultural and social class backgrounds but it were very multicultural. Such the assessment systems can create and provide a sense of comfort to students in following the learning process and receive every outcome of the process. Similarly, Aman (2011) says that in historical learning, which aims to foster nationalism and national integration, a suitable approach is a multiperspective and multicultural approach. Referring to teacher attitudes as mentioned concerning value assignment to students who are very subjective and tend to emphasize the attitude of students without looking at other factors, it can be said that the teacher in teaching the values of kindness in the context of tolerance to the students not only limited to the provision of material or lecture but teachers can also manifest words related to uphold tolerance for others in their lives. Thus, students will easily imitate what the teacher has done.

Conclusion

Based on the principal of the findings that have been established and the discussion of research results mentioned above, there were some conclusions were drawn as the following:

1. Planning of learning of multicultural classroom in MAN 2 Model Medan contextually did not yet included in lesson plan or RPP. However, in the implementation of history learning in the classroom teachers have applied it.
2. Implementation of learning in MAN 2 Model Medan has applied learning outing class multicultural. Teachers in doing history learning in the classroom or outside the class always directs all students to apply the attitude of tolerance and peace love to fellow friends of different religions, ethnic groups, and cultures. In the formation of discussion groups, students are always mixed up so that no one is exiled. Discussion activities as well as teaching and learning activities in the classroom and outside the classroom, all students are given the opportunity to be able to propose ideas and ask questions. Then, the teacher summarizes all those opinions into an answer or conclusion that all students can accept.
3. Assessment of learning multicultural outing class in MAN 2 Model Medan conducted fairly and objectively, assessment was done based on academic value (cognitive) and affective students. In the context of multicultural learning assessment in MAN 2 Model Medan, history teachers tend to emphasize affective aspects. This was based on the idea that it was better to produce children who have good moral and mental qualities even though their academic potential is in the standard position than has a good academic but moral and mental bad.

Implications

MAN 2 Model Medan is very potential in the development of multicultural learning in the classroom and outside the classroom. This school gives freedom to the whole society from any circle to be able to send their children in this Islamic education institute. In the process of learning in the classroom, students are treated equally without any students receiving octroi right from the teacher from the learning process until the giving of the value. Educational institutions MAN 2 Model Medan is an Islamic educational institution, however, Islam only appears in adherents on Islamic holidays but in everyday activities visible colors of nationalism in the surrounding institutions.

Perceptions which were owned by history teachers and all teachers about multicultural learning in MAN 2 Model Medan as a capital development. Until today the students of this institution have never been involved in fighting either between MAN 2 Model students and with students from other schools. Rather there was an attempt to inherit the footsteps of our founding fathers that there is no element of parocialitiation in viewing the diversity that is owned by the nation and the State of Indonesia. Learning planning prepared by history teachers in order implement multicultural learning was well prepared that includes three points in the realm of student attitudes assessment that shows the behavior of cooperation, responsibility, and peace love. Then in the implementation of learning, teachers have applied multicultural learning as an effort to minimize the level of horizontal conflict that was directing students to always appreciate the differences that exist in school to rule out the stereotypes and prejudices against differences owned by all school residents. Assessment used by teachers in assessing students 'multicultural awareness integrated with historical learning has been done which was value was given based on students' attitude or affective judgment.

Suggestions Teachers

Teachers have to make an effective the planting of multicultural learning outing class to the students that is the learning of multicultural outing class should be planned first in RPP so that it can be easily implemented. In addition, if necessary use updated teaching methods including the use of video if in a class that is multicultural so that students understand and apply it easily. Because nowadays so many videos that are not educating that leads to damage nation's marality and break Indonesia's unity.

Headmaster

It needs to apply a subject that can foster a sense of tolerance of students. Adding an extra schedule of activities on specific days oriented to the character formation of students as well as the arena of students' talent development. So, it is not impressed that school activities are only oriented towards improving students' cognitive and affective abilities but also as educational institutions that can produce creative output. In addition, improving the ability of teachers by providing training, especially about the mastery of learning models and the ability to shape the character of students about tolerance.

References

- Abdullah. (2012). Multicultural Islamic Education Curriculum Model at Islamic Islamic Boarding School Assalam Surakarta, 24(1).
- Adelia, Vera. (2012). Method of Teaching Children Outside Class (Ourdoor Study). Divapress: Yogyakarta.
- Aman. (2011). Historical Evaluation Model History. Yogyakarta: Waves.
- Arifuddin. (2007). Journal of Alternative Education Thinking. Urgency of multicultural education implementation in schools, 12(2). Issn: 220–233.
- Beachum, Floyd D. Et. All. (2010). An Analysis Of How The Gender And Race Of School Principals Influencetheir Perceptions of Multicultural Education. Journal Education, 5(4).
- Chang-Yau Hoon (The National University of Singapore). (2013). Multicultural citizenship education in Indonesia: The case of a Chinese Christian school ". Journal of Southeast Asian Studies, 44(3).
- Chun, Mei Zhao & David X, cheng. (2006). Cultivating Multicultural Competence Through Active Participation, NASPA, Vol. No. 43 4.
- Donna E. McKibbens. (2005). Promoting Equity and Accountability in Multicultural Classrooms: Pre-Service Teachers Use Student Work to Evaluate the Impact of Standardized-Based Instruction on Student Learning ". Journal of Thought, 40(3). ISSN: 00225231.
- Douglas F Warring (University of St. Thomas). (2005). Assessing Student Multicultural Attitudes, Knowledge, and Skills in Teacher Education. "Journal of Thought, 40(3).
- Juningsih, Lucia. (2015). Multiculturalism in Yogyakarta In Historical Perspective. Yogyakarta: Sanata Dharma University Yogyakarta.

- King and Mary. (2003). An Assessment of Multicultural Competence. *Journal NASPA*. 40(2).
- Mahfud, Choirul. (2013). *The Chinese Political Manifesto in Indonesia*. Yogyakarta: Student Literature.
- Naim, Ngainun & Achmad Sauqi. (2012). *Multicultural Education Concepts and Applications*. Yogyakarta: Ar-Ruzz Media.
- Nurul Zuriyah. (2011). The model of the development of multicultural citizenship education based on local wisdom in post-reform social phenomena in universities, 11(2).
- Sanjaya, Vienna. (2010). *Classroom Action Research*, Jakarta: Prenada Media.
- Sutopo. (2006). *Qualitative Research Methodology*. Surakarta: UNS.
- Stanley C. Trent and Alfredo J. Artiles. (1998). Multicultural Teacher Education In Special And Bilingual Education: Exploring Multiple Measurement Strategies to Assess Teacher Learning". *Remedial and Special Education*, 19(1).
- Yaqin, Ainul. (2005). *Multicultural Education Cross-Cultural Understanding for Democracy and Justice*. Yogyakarta: Nusa Aksara.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).