

The Enhancing National Values Through Multicultural Learning

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Abstract: The purposes of this study were to examine the difference in mean scores of national values between those taught with multicultural, cooperative and conventional approaches that are controlled by the initial ability covariate; test whether multicultural learning approaches are higher than students taught with conventional approaches after controlling for initial ability covariates. Also, test whether the national values taught with the cooperative learning approach are higher than students taught with the conventional approach after controlling for the initial ability covariate. This research is a quasi-experimental research. The population is all high school students in Rejang Lebong, Bengkulu Province, Indonesia. Samples were selected by intact group technique. The instrument of this study was a personality test on national values. Data were analyzed by one-way ANCOVA. The results: there were differences in the mean scores of national values between those taught with multicultural, cooperative and conventional approaches that were controlled by the initial ability covariate. Second, the scores of national values taught by the multicultural learning approach are higher than students taught by the conventional approach after controlling for the initial ability covariate. Also, the scores of national values taught by the cooperative learning approach are higher than students who are taught with the conventional approach after controlling for the initial ability covariate.

Keywords: National Values, Multicultural Learning

1. INTRODUCTION

National values will enhance patriot attitudes toward the nation and state. That is a priority in educating the nation's children. As a good citizen, patriotism and nationalism can increase the nation's authority. Indonesia is a nation with a very thick cultural diversity. Indonesia's cultural diversity is one form and evidence that Indonesia is rich in culture. Every region in Indonesia has its own culture and characteristics. Cultural diversity and uniqueness is often intended as a threat by the community against minority cultural groups (Miftah, 2016). According to Özturgut (2011), to achieve multiculturalism in education, we need to have a clear definition of what we understand from 'multicultural education'. Through a clear definition, we can make the necessary changes in policy. After we make the necessary changes in policy, we need to have leaders with strong intercultural communication skills to communicate the vision of multicultural education. The process of defining multicultural education, making the necessary changes in policy, and finding leaders to communicate this can be achieved through serious and sincere application of each of these steps, respectively. Multicultural education becomes an integral part of every subject in school and in college. Multicultural education is a teaching and learning approach that seeks to empower individuals so they can function in a global society (Butler, Canett-Bailes, Conn, & Flotho, 1995). They stated that multicultural education is based on democratic values and beliefs. It is an attempt to foster cultural pluralism in a culturally diverse and interdependent world. To achieve a peaceful and prosperous society, multicultural education is important to be realized. Culture-based education becomes more meaningful.

Based on Derderian-Aghajanian (2010), if social and cultural values are encouraged and supported, through the use of context or through recognition of personal direction, teaching and learning will be more meaningful. Plurilingualism and cultural diversity alone provide an insufficient basis for training young people to live and work in an increasingly globalized and knowledge-based society. Monolingual and monocultural ideas about literacy need to be transcended and the plural dimensions of social processes and discourse need to be taken into account (Diez Itza, 2005). For this reason, teachers are needed who are able to teach in a multicultural atmosphere. Pre-service teachers to teach students who are culturally diverse are very important to support teacher's awareness, knowledge, and skills in providing equal education for all students (Sharma, 2005). In the world of education, especially in the transition to multicultural education, teachers have primary responsibility. Also, it appears that teacher education and the teacher's positive attitude towards multicultural education have an important role to live together; to be peaceful and respectful; to accept all identities with their cultural property without fear of separation of the state (Yılmaz, 2016). It states that teachers who are able to educate in a multicultural atmosphere can improve national attitudes and noble values of the nation. Teachers who are able to educate in multiculturalism can increase the meaningfulness of national character education. However, the implementation of multicultural education often occurs irregularities, especially the multidimensional concept, the dimensions of meaning, the dimensions of content, the dimensions of culture, the dimensions of primordialism, the egocentric dimension, and the dimension of religion. (Suyahman, 2006). According to him, the implementation of multicultural education in the future must be improved both in quantity and quality. It requires a deep awareness from citizens that pluralism is a very valuable investment. With plurality, it can be dynamic, creative and innovative. Multicultural education can provide services to all students regardless of socioeconomic status, gender, sexual orientation, or ethnic, racial or cultural background, and equal opportunities for learning in school. Multicultural education is an educational policy and practice that recognizes, accepts, and confirms human differences and

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similarities related to gender, race, disability and class (Hanurawan & Watenvorth, 1997). Multicultural education is based on the fact that students do not learn in a vacuum. Their culture influences students to learn in certain ways. The implementation of multicultural education faces complex problems, thus, the implementation of multicultural education in the future must be able to minimize the various forms of problems that currently arise (Suyahman, 2006). If we want to equip our students to function in a 21st century world where geographical boundaries no longer determine the limits of our interactions with others (Butler et al., 1995). Therefore, understanding of diversity must be broadened. This is the century in which we live in global diversity, in a super-smart society. Teachers must be able to educate in an atmosphere of students who are all sophisticated. This requires 21st century skills. That is the skill that is considered the most important is challenging, namely critical thinking, creativity, metacognition, problem solving, collaboration, motivation, self-efficacy, awareness, and grit or perseverance (Lamb, Doecke, & Maire, 2017). Technology has the potential to have an impact on curriculum content in secondary schools as well as the methods used to teach it (Coffland & Xie, 2015). In 21st Century Skills, student poses, and technology integration as vehicles to transform education become an integral part of the nation's goals. According to Lamb et al. (2017), a variety of skills and related dispositions are regularly considered important for schools in the 21st century, including thinking skills, social and emotional skills, and attitude skills such as motivation and self-efficacy. Relevant skills form a dense conceptual web, that is, constructs are related in complex ways and sometimes overlap with each other. It is difficult to make a clear distinction between knowledge, skills and dispositions based on student behavior. As such, various theoretical frameworks seek to understand this complexity. Because these skills will directly affect performance in their respective fields. Dewi Herawaty (2016) states that (1) emotional intelligence has a direct positive effect on performance; (2) participation in scientific forums has a direct positive effect on performance; (3) self-efficacy has a direct positive effect on performance; (4) work motivation has a direct positive effect on performance; (5) emotional intelligence has a direct positive effect on work motivation; (6) participation in scientific forums has a direct positive effect on work motivation; (7) self efficacy has a direct positive effect on work motivation; (8) emotional intelligence has a direct positive effect on self efficacy; (9) participation in scientific forums has a direct positive effect on self efficacy; (10) emotional intelligence has a direct positive effect on participation in scientific forums. In many educational studies based on cultural diversity can improve 21st century skills. That is a very good result to be implemented in learning. Like the results of the study Widada, Herawaty, & Lubis (2018) that to improve understanding of mathematical concepts, learning must begin with tangible objects in everyday life, oriented towards local cultural diversity. The students' metacognition process is based on the culture of the Rejang Lebong community as a thought process. This activity can make students think creatively about geometric concepts related to traditional Rejang Lebong home culture (D. Herawaty, Widada, Novita, Waroka, & Lubis, 2018). Also, through cultural diversity and youtube-based learning,

can improve problem-solving skills (Nugroho, Widada, & Herawaty, 2019). Students are also able to reach higher order thinking characters (extended trans level) (Widada, Herawaty, Ma'rifah, & Yunita, 2019). Thus, the integrity of all cultures across eras, cultural equality, cultural celebrations, selection of cultural heroes, and the need to incorporate children's cultural values from the outset (Hanurawan & Watenvorth, 1997). Multiculturalism is based on the principles and concepts of nation states that emphasize regional, linguistic, and cultural unity (Yilmaz, 2016). Teachers' perceptions about multicultural education and various approaches to pedagogy and multicultural curriculum are explored. The findings indicate that a thorough and balanced course preparing pre-service teachers to teach students from culturally diverse cultures is essential to support the teacher's awareness, knowledge, and skills in providing the same education for all students (Sharma, 2005). Teachers should be equipped with a multicultural learning approach. The results of research on multicultural and multilingualism in Europe show that Europe is rich in culture and language, and also in educational initiatives. Some European institutions support and promote partnerships in the field of multilingual and multicultural education to avoid fragmentation, but in most cases they are not research oriented. However, European integration is very dependent on strategic research in this field. This means there is a challenging need for general policy in education - regarding the integration of languages, cultures, and curricula - which must be supported by research carried out within a framework of international and multilateral partnerships (Díez Itza, 2005). Meanwhile, multicultural conditions in Indonesia can be described as a double jeweled sword; one side is a modality that can produce positive energy but on the other hand, when diversity is out of control, it will be a destructive explosion that can damage national structures and principles (Miftah, 2016). Students can improve problem solving skills through culture-based learning (Nugroho et al., 2019)(Widada et al., 2019). As such, we are interested in implementing multicultural learning to enhance national values for students in Rejang Lebong, Indonesia.

2. METHOD

This research is a quasi-experimental research. The population is all high school students in Rejang Lebong, Bengkulu Province, Indonesia. Samples were selected by intact group technique. It is composed of three groups with 30 (thirty) students each. Research design, see Table 2.1.

Table 2.1 Research design

SAMPLING	GROUP (G)	COVARIATE (X)	PERLAKUAN (T)	POSTTEST (Y)
1	E1	X1	Multiculture	Y1
2	E2	X2	Cooperative	Y2
3	E3	X3	Conventional	Y3

Table 2.1 shows that there are three treatments namely multicultural learning in group E1 with pretest (X1) and posttest (Y1). The second treatment is cooperative learning for group E2 with pretest (X2) and posttest (Y2). Finally, the E3 group was given conventional learning with pretest (X3) and posttest (Y3). The research instrument was a personality test about national values. The instrument has been tested for validity and reliability rigorously. Data were collected through pretest as covariate data, and posttest as the dependent variable. That is to control the uncontrolled variable conditionally or escape experimental control; to increase the precision of the experiment by reducing the error variance; to understand or criticize the effectiveness of the treatment being investigated; also to determine the difference in mean deviation of variables (Y) between groups formed by the treatment factor. Data were analyzed with one-way ANCOVA. This analysis also determines the homogeneity of a set of regression coefficients or the assumption of linear effect X on Y in all groups / categories.

3. RESULTS AND DISCUSSION

Personality test data on national values on the study sample were tabulated and analyzed. We show the distribution of data for the three treatment groups. Descriptive statistics can be seen in Table 3.1.

Table 3.1 Descriptive Statistics

Dependent Variable: national values			
Learning Approach	Mean	Std. Deviation	N
Multiculture	8.10	1.39	30
Cooperative	6.93	1.17	30
Conventional	5.77	1.10	30
Total	6.93	1.55	90

Table 3.1 shows that the highest mean scores on national values are groups of students taught through the multicultural approach (= 8.10), followed by cooperative students (= 6.93) and the lowest are conventional students (= 5.77). Furthermore, the data of the three groups of students were tested for homogeneity using the Levene's Test. The results see Table 3.2.

Table 3.2 Levene's Test of Equality of Error Variances^a

Dependent Variable: national values			
F	df1	df2	Sig.
.952	2	87	.390

Table 3.2 tests the hypothesis $H_0: \sigma^2_1 = \sigma^2_2 = \sigma^2_3$; H_a : besides H_0 . Levene's test of the variance error is $F = 0.952$ with $df(2, 87)$ and $p\text{-value} = 0.390 > 0.05$ which means H_0 is accepted. That shows that the average parameter scores of the national values of the three sample data groups have the same / homogeneous variance. To be able to test the research hypothesis, the regression equation must be parallel. Therefore data is tested through Tests of Between-Subjects Effects (See Table 3.3).

Table 3.3 Tests of Between-Subjects Effects

Dependent Variable: National values

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	190.093 ^a	5	38.019	135.854	.000	.890
Intercept	18.017	1	18.017	64.380	.000	.434
A	5.999	2	2.999	10.718	.000	.203
X	94.446	1	94.446	337.490	.000	.801
A * X	1.421	2	.711	2.539	.085	.057
Error	23.507	84	.280			
Total	4540.000	90				
Corrected Total	213.600	89				

a. R Squared = .890 (Adjusted R Squared = .883)

Based on Table 3.3 we test the pair of hypothesis $H_0: \beta_1 = \beta_2 = \beta_3$; H_a : besides H_0 . At Line A*X, the price $F_0 = 2.539$ is obtained; $df = (2, 84)$ with $p\text{-value} = 0.085 > 0.05$ or H_0 is accepted. It concludes that the regression coefficient / slope of the three groups is the same/homogeneous. The three-group regression equation (multicultural, cooperative and conventional approaches) are parallel. Because the prerequisites for testing the research hypothesis have been fulfilled, the first research hypothesis test can be done through Tests of Between-Subjects Effects (See 3.4).

Table 3.4 Tests of Between-Subjects Effects

Dependent Variable: National values						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	188.672 ^a	3	62.891	216.966	.000	
Intercept	26.026	1	26.026	89.788	.000	
A	42.485	2	21.242	73.284	.000	
X	107.005	1	107.005	369.156	.000	
Error	24.928	86	.290			
Total	4540.000	90				
Corrected Total	213.600	89				

a. R Squared = .883 (Adjusted R Squared = .879)

Based on Table 3.4, then F count = $F_0(A) = 73.284$, $df = (2, 86)$ with $p\text{-value} = 0.000 < 0.05$. This means that there are differences in mean scores of national values between those taught with multicultural, cooperative and conventional approaches that are controlled by the initial ability covariate (pretest results). Next, we do a further difference test, namely Parameter Estimates. The test can be seen in Table 3.5.

Table 3.5 Parameter Estimates

Dependent Variable: National values						
Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	1.537	.241	6.377	.000	1.058	2.017
[A=1, 00]	1.711	.143	11.984	.000	1.427	1.994

[A=2, 00]	.674	.141	4.766	.000	.393	.955
[A=3, 00]	0 ^a
X	.778	.041	19.213	.000	.698	.859

a. This parameter is set to zero because it is redundant.

Table 3.5 shows that $t(A1 \times A3) = 11,984$, $db = 86$ p -value = $0,000 < 0.05$. That means that H_0 was rejected. Thus, the scores of national values taught with the multicultural learning approach are higher than students taught with the conventional approach after controlling for the initial ability covariate. Also, $t(A2 \times A3) = 4,766$, $db = 86$ p -value = $0,000 < 0.05$, and H_0 is rejected. The conclusion is the score of national values taught by the cooperative learning approach is higher than students taught by the conventional approach after controlling for the initial ability covariate. Based on the results of data analysis, there are three conclusions obtained by this study. First, there are differences in the mean scores of national values between those taught with multicultural, cooperative and conventional approaches that are controlled by the initial ability covariate. The scores of national values taught by the multicultural learning approach are higher than students who are taught with the conventional approach after controlling for the initial ability covariate. Finally, the scores of national values taught by the cooperative learning approach are higher than students who are taught with the conventional approach after controlling for the initial ability covariate. The results of this study support previous studies. Cultural diversity shows different visions and systems of life. So culture needs another culture. That will open the horizon of understanding multiculturalism. Cultural differences can strengthen and contribute to the development of a country. The urgency of understanding multiculturalism in developing countries is needed to realize it concretely. Also, spread understanding and teach the public about the urgency of multiculturalism that can bring the nation to justice, prosperity, and wealth (Miftah, 2016). Multicultural education is important to improve nationalism. Although there are still gaps in the ability of teachers to actually carry out multicultural teaching. However, teachers already have a high level of perception related to multicultural education (Huang, Cheng, & Yang, 2017), teachers need to be trained for that (Umam & Nugroho, 2019). Through the application of local culture-based education, increasing student academic achievement (W. Widada, Herawaty, Falaq, et al., 2019)(Dewi Herawaty et al., 2019)(W. Widada, Herawaty, Nugroho, & Anggoro, 2019)(W. Widada, Herawaty, Falaq, et al., 2019). Local culture-based learning models are better than conventional learning to improve pedagogical understanding abilities. Also, the inquiry approach is better than non-inquiry (Julita, Falaq, & Anggoro, 2019). As such, we believe that multicultural-based learning has a positive impact on students' personality and academic development.

4. CONCLUSIONS

The results of data analysis concluded that there were differences in the mean scores of national values between those taught with multicultural, cooperative and conventional approaches that were controlled by the initial ability covariate. Second, the scores of national values taught by the multicultural learning approach are higher

than students taught by the conventional approach after controlling for the initial ability covariate. Also, the scores of national values taught by the cooperative learning approach are higher than students who are taught with the conventional approach after controlling for the initial ability covariate. Therefore, we suggest that multicultural education can be a learning approach for each subject. It has been proven to improve student personality about national values and academic achievement also.

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