

School policy in teaching the values of equality and democracy in schools



Siti Irene Astuti Dwiningrum
Faculty of Education, Yogyakarta State University
ireneast@yahoo.com
siti_ireneastuti@uny.ac.id

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Introduction

- **Multicultural education** is a concept that continues to develop in the field of education. Multicultural education **became a global commitment** as recommended by UNESCO in October 1994 in Geneva.



United Nations
Educational, Scientific and
Cultural Organization

**New Zealand National
Commission for UNESCO**

Te Kōmihana Matua o Aotearoa mō UNESCO

Introduction

- Indonesia has to become a nation with both national and global competence.
- In this context school have role to prepare students who understanding of national and global culture.



Introduction

- **Teachers' beliefs about how students** from different racial backgrounds learn and the expectations that they have **for different racial** groups may influence the way they conduct their lessons (Sadker et al. 2008).
- **Teachers with lower expectations** for their students could lead to lower achievement (Burt et al. 2009) especially when there is cultural discontinuity that influences attitudes and expectations ((Keengwe, 2010).

this study aims to determine

- 1) how school policy to appreciate the diversity in the school;
- 2) how the school programs to teach the values of equality and democracy



Research method

- Research conducted in four junior Yogyakarta. Data were collected through questionnaires (300 students) , active participation, observation, FGD (teachers) , and documentation.
- The data collected were those related to the practices and problems of multicultural education.
- Moreover, data collected within this research were in the form of quantitative data.

Result and Discussion



The concept of multicultural education

- Multicultural Education Advancing and Advocating for Social Justice & Equity explain that Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S.

Banks describes five dimensions of multicultural education, i.e.:

- **Content integration**, which is concerned with how teachers use examples and various cultural content to describe concepts, principles, generalizations, and main theories used in their subjects or fields of study
- **Process of knowledge building**, which is related to how teachers help students understand, observe, and learn implied cultural values, perspectives, and prejudices
- **Reduction of prejudices**, which focuses on the characteristics of students racial attitudes and how these attitudes can be reshaped using a certain teaching method and material
- **Pedagogy of equality**, which is present when teachers transform their way of teaching to promote the academic achievement of students coming from various ethnicity, culture, and social class
- **School culture and structure**, which include the practices of grouping and naming sport participation, achievement, and interaction among staff and students of various ethnicity and race

multicultural education helps students

- **(1) understand personal and cultural background of an individual or group in the society,**
- **(2) respect and appreciate the variety of culture and ethnicity,**
- **(3) reduce ethnocentric and prejudicial way of thinking,**
- **(4) understand social, economic, psychological, and historical factors that cause ethnic polarization,**
- **(5) increase the capability of analyzing problems critically through a democratic process to envision a better, fairer, and free society, and**
- **(6) develop a meaningful identity for everyone (Zamroni, 2011)**

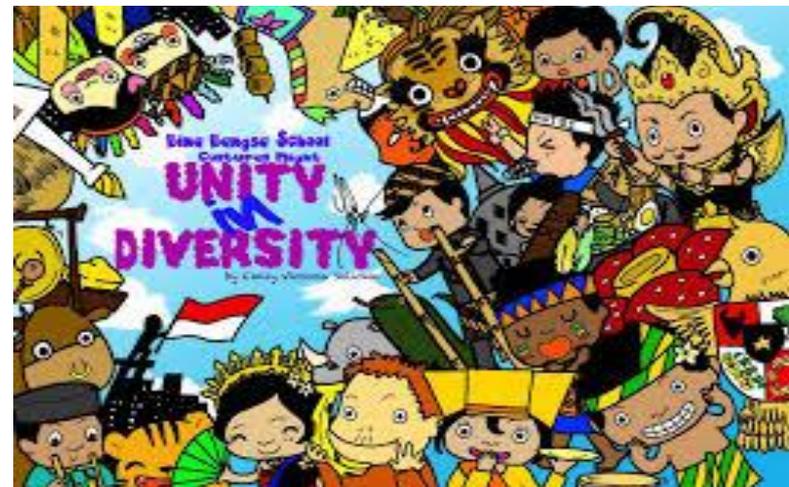
The principles of “Bhinika Tunggal Ika”

- “Bhinika Tunggal Ika” is the motto or slogan Indonesia.
- The phrase is derived from ancient Javanese and is often translated with the phrase "Different but still one". the word diversity means "diverse" or different



The principles of “Bhinika Tunggal Ika”

- In deep unity in diversity 'has no meaning in Indonesia although there are a lot of ethnicity, religion, race, art, customs, language, and so forth, but remains a single entity and compatriots.



Bhinika Tunggal Ika

- The school policies are designed based on the principle of "Bhinika Tunggal Ika" (BTI) to develop students' ability to appreciate differences in ethnicity, race and religion in Indonesia.
- Values in the BTI shaping the moral character of the Indonesian nation is strong enough in shaping attitudes and behavior that is aware of the difference.
- Filofofi BTI became the foundation for the citizens for the citizens of Indonesia.
- The values contained in the BTI has always pursued by insitusal of education as a basis for education in schools.



- Equality and diversity is becoming more important in all aspects of our lives and work for a number of reasons:
- We live in an increasingly diverse society and need to be able to respond appropriately and sensitively to this diversity.
- Learners in the healthcare setting will reflect this diversity around gender, race and ethnicity, disability, religion, sexuality, class and age.



- Your organisation believes that successful implementation of equality and diversity in all aspects of work ensures that colleagues, staff and students are valued, motivated and treated fairly.
- We have an equality and human rights legal framework covering employment practices and service delivery and we need to ensure we work within this and avoid discrimination



- Democracy is typically represented as a system of voting and representation, or as instantiated through a set of rights, such as 'freedom of speech', etc.



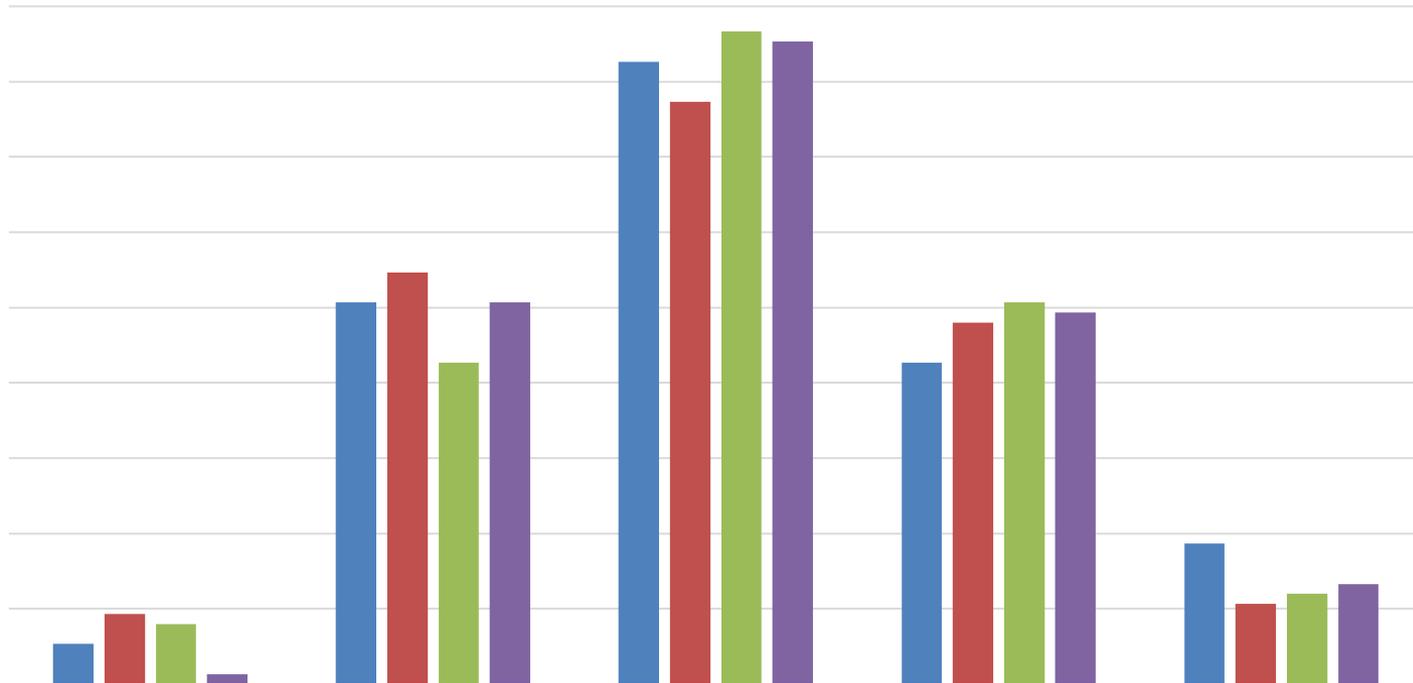
Teaching strategies describes with

- a) **meetings go better when there are clear rules** for talking and listening and consequences of breaking them, and when students help to set the agenda;
- b) **meetings can deal with problems** (cutting in lunch line, put-downs, homework problems) or help to plan upcoming events (the day, a field trip, a cooperative activity, the next unit);
- c) **problem-solving class meetings** have the best chance of helping students go beyond "saying the right words" to actually improving their moral behavior when: the teacher poses the problem in the collective voice

Profile of Cultural Competence

- Multicultural education goals are centered on raising personal awareness about different categories of individual differences, and how these differences enhances or hinders the ways students and teachers generally interact with each other.

THE SUMMARY OF ENTIRE ASPECTS OF STUDENTS' OPINIONS ABOUT MULTICULTURAL EDUCATION



	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
■ SMPN 1 YOGYAKARTA	2,67%	25,33%	41,33%	21,33%	9,34%
■ SMP MUH 2 YOGYAKARTA	4,67%	27,33%	38,67%	24,00%	5,33%
■ SMPN 5 YOGYAKARTA	4,00%	21,33%	43,33%	25,33%	6,00%
■ SMP KESATUAN BANGSA	0,67%	25,33%	42,67%	24,67%	6,66%

- The results of the data analysis of cultural competence related to students' knowledge of multicultural education can be explained as follows:
- The chart displays that entire students tend to be uncertain about all aspects of multicultural education. A school which shows the highest number of doubt are SMP Kesatuan Bangsa (42.67%) and SMPN Yogyakarta (43.33%).

The school policy to appreciate the diversity in the school

School policies associated with multicultural education have not optimally designed; schools even do not have a clear rules.

As suggested by Junior High School teachers in which the suggestion is related to a national policy on multicultural education aspect, multicultural education should be applied in subjects and educational service at school to avoid discriminations by educators on the students.



The school programs to teach the values of equality and democracy

Equality values	Democratic values
Schools cooperate with schools in the same country and in the foreign countries;	Schools facilitate students in holding classes which accommodate their talents such as language class, research class, tahfid class, and National Science Olympiad (OSN);
Schools hold interregional, interprovincial, and international cooperation programs and character building programs, and student exchange programs	Schools hold a graduation ceremony according to the students' areas. Inserting principles of diversity in every learning process for using a possible method which can emerge and implement multicultural education in all subjects;
Schools hold interregional and international student exchange, i.e. Asian's corner and final performance at the end of a semester;	Schools hold social services, literacy, <i>pojok baca</i> , <i>pesantren</i> , <i>tadarus</i> , or music performances

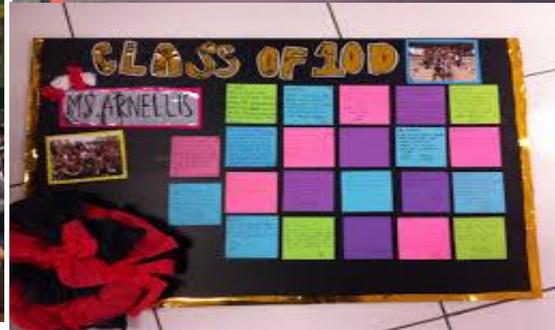
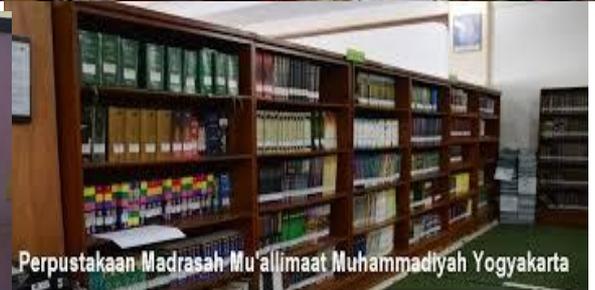
Equality values



Democratic values



Contoh Program Kerja Pesantren Kilat SD SMP 9MA Lengkap Format Word



music performances



the implementation of multicultural education

Perfomance culture	Comparative study
Exploring and demonstrating the cultural diversity that the students are able to see, understand, and respect through various programs. Schools are also designing a curriculum that implements multicultural education;	Holding the study exchange activity with schools from other countries such as Japan, Korea, Thailand, and Malaysia;
Singing <i>Indonesia Raya</i> before the teaching-learning process is started;	Inserting principles of diversity in every learning process for using a possible method which can emerge and implement multicultural education in all subjects;
Placement of students of different religions, etnis in each class; different background social-ecomics	Not accentuate the differences and show unity in in the school services. Such as social service like Eid al-Adha (Qurban) to the target area

Performance culture



Comparative study



Conclusions

- The practices of multicultural education in Indonesia is implemented at schools, there is no national education policy establishing this.
- The principles of multicultural education have become the bases for school programs that are intensively and comprehensively designed although this has not reached an optimum result. Junior High School teachers in which the suggestion is related to a national policy on multicultural education aspect.
- Multicultural education should be applied in subjects and educational service at school to avoid discriminations by educators on the students.
- The results of this study concluded that 1) The school policies are designed based on the principle of "Bhinika Tunggal Ika" to develop students' ability to appreciate differences in ethnicity, race and religion in Indonesia; 2) The cultural approach with "performance culture" and "comparative study" as a strategy to teach the value of respecting diversity and democratic values in school.

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