

The Types Of Training Needs For Multicultural-Based Sociology Learning To Enhance Teachers' Professional Competence

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Abstract—This study scrutinized “what is the type of training needs for multicultural-based to enhance the professional competence of sociology teachers. The objectives of this study were: (1) to describe the initial condition of professional competence in multicultural-based sociology learning; (2) to describe the type of training conducted recently; and (3) to describe the type of training needs for multicultural-based sociology learning. The methods of data collection were observation, interview guide, and documentation questionnaire. The techniques of data analysis employed the percentage of descriptive technique, average analysis technique, and qualitative descriptive technique with interactive technique. The results of this study showed that: (1) professional competence in multicultural-based sociology learning was still low; (1) the type of training conducted recently has not met the needs; and (3) the types of training needs for multicultural-based sociology learning were: the objective of training was based on the needs, the training instructor was a professional in his field, the training materials were based on the needs, the learning method implemented andragogy method, pretest & posttest needed to be conducted, and follow up as well as the implementation of training result was necessary. The training materials consisted of multicultural competence, multicultural learning, and teaching practice (peer teaching).

Keywords: *training, multicultural learning, professional competence, sociology learning*

I. INTRODUCTION

Sociology subject in Senior High School is expected to make contribution to lower discrimination which occurs as an impact of multicultural society. It is a fact that Indonesian society is comprised of multicultural societies. The multiculturalism of Indonesian society is characterized by the diversity of ethnic group, race, and religion. The developing learning materials are mostly in multicultural living society theme. This is in accordance with the learning objectives of sociology which are to raise attitude, awareness, and social concern in multicultural living society.

As the learning objectives of sociology, it implies the need for multicultural based sociology learning. Through a multicultural based learning, it is

expected to be able to make ethnic groups, which consist of different social and cultural background will attempt to develop understanding and to tolerate cultural diversity, overcome ethnocentrism, reduce prejudice against other ethnics and enhance understanding of social, economic, ethnic, and psychological division, and also lower the possibility of inter-ethnic conflicts [3, 4, 5]. The results of the study revealed an experience of a white South African woman studying in doctorate program, the learning condition where she studied supported her to earn a doctoral degree. Additionally, according to the results of the study, there were school facilities for minority groups which helped them get an achievement and earned a degree.

In fact, teachers have not conducted multicultural-based sociology learning. In addition, teachers have no experience in joining a training of multicultural-based sociology learning. The training which has recently been conducted is limited in enhancing teachers' skills in arranging instructional documents. Therefore, it is necessary to conduct a study on the type of training needs for multicultural-based sociology learning to enhance teacher's professional competence. This research scrutinized: 1. How is the initial condition of teacher's professional competence in multicultural-based sociology learning? 2. What are the types of training which have recently been conducted? 3. What are the types of training needs for multicultural-based sociology learning to enhance the teacher's professional competence?

II. RESEARCH METHODOLOGY

This study employed a quantitative approach to generate description and analysis of the findings. The research focus of this study is on (1) the initial condition of teacher's professional competence in multicultural-based sociology learning; (2) The types of training which have recently been conducted; and (3) the types of training needs for multicultural-based sociology learning to enhance the teacher's professional competence.

This study used two types of data, qualitative data and quantitative data. Qualitative data is data

which are collected by the results of the interview. Quantitative data are collected by observation and close-ended questionnaire. The method of data collection used observation guidelines, close-ended questionnaire, interview guidelines, and document analysis. The data analysis employed average technique and qualitative analysis technique. Data which have been collected by close ended questionnaire were analyzed using average analysis technique. Data which have been collected by open-ended questionnaire and interview guidelines were analyzed using interactive quantitative analysis. [9]

III. RESULTS AND DISCUSSION

Teacher's professional competence in multicultural based sociology learning

Teacher's professional competence in multicultural based sociology learning can be seen by the teacher's skills in analyzing Basic Competence and Core Materials which contain multicultural values, teacher's skills in arranging multicultural based lesson plans (RPP) and doing the teaching (peer teaching). Based on the results of the study, it is shown that teachers still have difficulty in analyzing Basic Competence and Core Materials which contain multicultural values. Teachers also have difficulty in arranging multicultural based lesson plans (RPP) and doing the teaching. Teacher's difficulty in analyzing Basic Competence and Core Competence which contain multicultural values is due to their lack of understanding of multicultural values concepts.

Teachers need to master professional competence in order to develop the learning materials and do the innovation in learning during their class. The importance of professional competence for teachers has been shown by the results of the current studies. The results showed that teachers' professional competence has a significant impact on the learning process. If the students are taught by a teacher who has a good explanation skill, they will have greater opportunity to master after finishing the school: 1. successfully getting accepted in top universities and 2. earning higher take-home pay after getting a job. [11]

Types of Training Which Have been Conducted Recently

Based on the results of the study, it is shown that training of sociology learning which has currently conducted does not meet the needs, : (1) the objectives of training do not meet the needs; (2) The training instructors are not professional in their field; (3) The training materials are inappropriate for the needs; (4) the learning methods have not been implemented andragogy approach; (5) pretest and post-test are rarely conducted; (6) there are no follow-up and implementation of the study results. Training which has been recently conducted is formality and inefficiency. Whereas, there are reasons of employee having the training, they are.

Training is conducted to narrow the gap between employee's skills and capability and job demand; and (2) training program is expected to enhance employee's work effectiveness and efficiency in order to achieve set worked targets. [12, 13]. In education, benefits for teachers are to support innovation in doing teaching tasks. [14].

Types of Training Needs for Multicultural-based Sociology Learning

Based on the result of the study, it is found that learning should: (1) the objective of training is based on the needs; (2) the training instructor is a professional in his field; (3) the materials of training are based on the needs; (4) the leaning method implements andragogy method; (5) pretest & post-test need to be conducted; and (6) follow up and implementation of research result are necessary. The materials of training for multicultural-based sociology learning consist of: (1) multicultural competence, to provide the understanding of multicultural meanings and values; and (2) multicultural learning, to provide the understanding of multicultural learning objective, strategy, approach, model, as well as the procedure of arranging lesson plan for multicultural learning, and multicultural learning evaluation.

There are four training steps, they are: (1) evaluating the needs, (2) determining training objectives and development, (3) developing program materials, and (4) learning principles [15]. The results of this study show the importance of training for teachers. The more the teachers get training, the better they are to prepare students to face the future [16]. Training has great effects on developing the competence because many learning techniques, media, and models are included in the training program.

IV. CONCLUSION

Based on the result of the study, it is concluded that: (1) professional competence in multicultural-based sociology learning is still low; (2) the types of training conducted recently have not met the needs; and (3) the types of training needs for multicultural-based sociology learning are: (1) the objective of training is based on the needs; (2) the training instructor is a professional in his field; (3) the materials of training are based on the needs; (4) the leaning method implements andragogy method; (5) pretest & post-test need to be conducted; and (6) follow up and implementation of the research result are necessary. The training materials consist of multicultural competence, multicultural learning, and teaching practice (peer teaching).

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