

Development of Learning Tools for Multicultural Education Subjects in the Development of Shame and Guilt Attitudes

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ABSTRACT

The purpose of this research is to develop learning tools for multicultural education subjects in the development of shame and guilt attitudes. This research is a type of research and development (Research and Development) which refers to the R & D Cycle of Borg and Gall and is aligned with the research objectives that have been determined. Based on the data obtained during the research, it can be concluded that the learning tools developed are valid, practical and has a potential effect in increasing student understanding of multicultural education course material. The learning tool was categorized as valid after getting the results of 92% from material experts. Then in the three trial stages getting positive responses from the students using it, the one to one trial got 88.19% responses and the small group trial got 86.67% responses, with 64% observation results. And in the field trial, there was an N-Gain of 0.4 with the moderate category from the comparison of the pre-test and post-test carried out.

Keywords: *Learning devices, Shame, Guilt, Palembang Malay.*

1. INTRODUCTION

According to Suryana and Rusdiana [1], the application of a multicultural education approach is used to open broad insights in students so that students have a tolerant attitude, respect others, and accept differences. It can be said that through a multicultural education approach it can foster an understanding of how students respond to existing differences. The phenomenal opinion expressed by Banks and banks, Multicultural education is an idea, an educational reform movement, and a process with the main objective to change educational institutional structures for gender equality, disability, racial, ethnic, linguistic and diversity culture in education [2]. Furthermore, the bank also argues, currently the diversity in education is increasing, so there is a need for an educational reform movement that is needed by students [3].

Educators or teachers can use a multicultural education approach in learning process. The multicultural educator approach has the aim of instilling the attitudes of students to be able to develop even though there are cultural, ethnic, racial and religious diversity that is different from each student individually,

but each student has the same opportunities, rights and obligations in the learning process.

Therefore, Marzuki, Miftahuddin, and Murdiono [4] see the importance of multicultural education, one of which aims to develop attitudes and beliefs about themselves. Some of the attitudes that need to be developed are shame and guilt. The same thing was previously stated by Sunita Sharma [10].

In developing multicultural education, developers (in terms of teachers and educators) must understand how local potentials exist in the surrounding community, both local potential that can increase social integration and local potential that can lead to conflict. By understanding these two things, teachers and lecturers can introduce different students to how and who their friends are. The local potential that can increase social integration and social harmonization of Indonesian society, especially the people of South Sumatra, is a culture of shame and guilt. Because according to Siti et al. [5] subjects are a political socialization tool for students.

The attitudes of shame and guilt are actually derived from the values of just and civilized humanity. Actually,

the culture of shame and guilt is owned by almost all ethnic groups of Indonesian society, even the people of Palembang City have a term for people who commit actions that violate the norms with the concept of "Katek Malu".

From preliminary studies and needs analysis in multicultural education courses, researchers see that the attitudes that need to be developed in multicultural education courses are shame and guilt. Therefore, this research will develop learning tools in multicultural

education courses to develop an attitude of shame and guilt.

2. METHOD

This study applied Research and Development study which referred to R & D Cycle of Borg and Gall [6]. Described briefly in the following Figure 1:

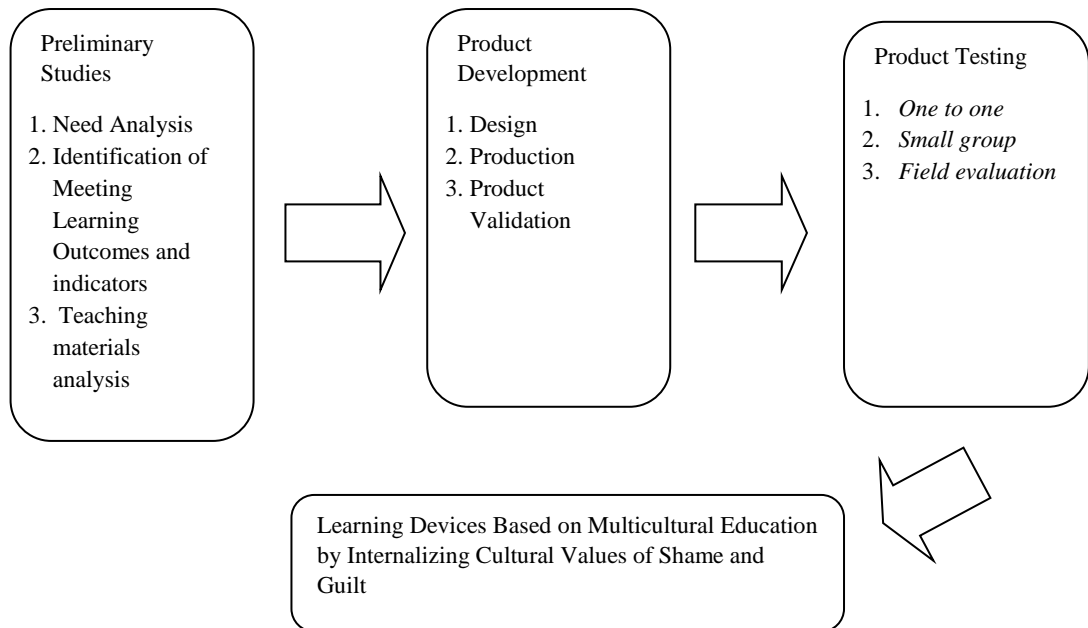


Figure 1. Procedure for developing multicultural education-based learning devices adapted from Modification of Sukmadinata [7]

From Crain [8], the research process of developing multicultural education-based learning devices is described as follows:

2.1. Preliminary Study

The first process in this study was a preliminary study. This preliminary study was carried out to obtain preliminary information related to the multicultural education lecture process. The first step was a needs analysis to obtain information about the needs in multicultural education course. One of the needs in the course was the importance of the cultural values of Malay society namely shame and guilt. The next step was to identify the meeting learning outcomes and indicators of multicultural education course that would be developed.

2.2. Product Development

The product development stage began by discussing the results of preliminary studies that were used to test multicultural education-based learning devices by

internalizing the cultural values of shame and guilt in multicultural education course. The next step was the product validity test conducted by the expert team, namely from the content expert. The last step was the finalization of the learning devices.

2.3. Product Testing

This stage was carried out by applying the multicultural education-based learning made. To support the improvement of the device, the observations were done during the trial. The results of the observations were then discussed as supporting data for the study. The trial implementation was carried out in several stages i.e. one to one trials, small groups and field evaluations. After doing various trials, it was expected that a multicultural education-based learning devices produced were valid, practical, and had a potential impact on increasing student attention to the lecture process.

3. RESULTS AND DISCUSSIONS

The participants of this study were the students of Pancasila and civic education study program of Palembang campus. Besides, this study was conducted from April to early October 2018.

The process that had been carried out in developing multicultural education-based learning devices by internalizing a culture of shame and a culture of guilt could be described as follows:

3.1. Preliminary Study

In this process, researchers tried to get initial information by analyzing the phenomena and obstacles faced by students in taking multicultural education courses. This activity was carried out through literature reviews and discussions with colleagues who also taught multicultural education courses. From the results of discussions with colleagues, it was concluded that a learning device was needed to internalize the cultural values of the Malay society, namely the culture of shame and guilt.

The first step in July was a needs analysis through questionnaires and observations to obtain information about problems or obstacles faced in multicultural education courses. The students observed were students who had taken multicultural education courses in the 2017/2018 academic year. In this study the students

were third semester students of Pancasila and civic education study program. The results of the needs analysis both through questionnaires and observations stated that the learning devices in multicultural education courses had not been compiled with internalizing a culture of shame and guilt.

The next step was to identify Learning Outcomes and Meeting Learning Outcomes and indicators for multicultural education courses to then develop RPS (Semester Learning Plans) and SAP (Lecture Program Units). Furthermore, after knowing the importance of internalizing the cultural values of shame and guilt into learning devices, the research team conducted an analysis of the learning strategies used, the methods chosen and the media used in compiling RPS and SAP. This stage was also carried out with discussions of the research team and the teaching team of other multicultural education courses.

3.2. Product Development

3.2.1. Product Design

This step was the steps to determine the learning outcomes and Meeting learning outcomes and learning objectives presented in RPS and SAP. Based on the analysis, it was obtained six subject chapters developed in the RPS, the development was as follows:

Table 1. Development design

No.	Learning Outcomes	Learning Materials	Learning Methods
1	Describing the concept of multiculturalism	- The concept of multiculturalism - From pluralism to multiculturalism - Multiculturalism and multicultural society in Palembang - Challenges for Indonesia's pluralistic society	Lecture Question and answer
2	Finding the cultural values of shame and guilt in Palembangese life as a harmony support in society	- Cultural values of shame and guilt in Palembangese life as a harmony support in society - The concept of "Katek Malu" in Palembang society	Group Investigation Simulation
3	Describing the importance of cultural values of shame and guilt in the multicultural society in Palembang	-Displaying various photos and videos of social tension due to the lack of cultural values of shame and guilt in Palembangese life.	Discussion PBL
4	Appreciating multicultural and local cultural wisdom	- Students asked (observation) to learning sources, reviewed related literature and discussed it in class with the lecturer as facilitator and activity director.	Group Investigation
5	Describing the essence of Multicultural Education	- The essence of Multicultural Education - Development of Multicultural Education in SMP and SMA	Discussion PBL
6	Describing multidimensional citizens from the	-Explaining the relationship between multicultural education in shaping civic competence	Discussion PBL

No.	Learning Outcomes	Learning Materials	Learning Methods
	perspective of Civics and civic competences		
7	Implementing learning strategies to develop attitudes that valued multiculturalism	- Creating a scenario for learning multicultural education for SMP and SMA	Group Investigation Simulation

3.2.2. Learning Device Production

Learning devices, RPS and SAP, were still prototypes because they were not been validated by the subject validator. Besides, the learning device was given to the expert to be researched, if an error was found in the process, then a revision would be held until valid

results were obtained. The product validity test was carried out by content expert.

3.2.3. Product Validation

The results of the first validation done by the material validator can be seen in the following table:

Table 2. Material Validation

No.	Aspects	SCALES			
		SB	B	TB	STB
1	RPS is prepared according to the learning outcomes of the course.	√			
2	RPS is arranged to internalize the value of shame culture and guilt culture.	√			
3	SAP arranged has internalized the value of shame culture and guilt culture.	√			
4	SAP is presented systematically	√			
5	The selected media in SAP can internalize the value of shame and guilt culture.		√		
6	The method chosen in SAP can internalize shame and guilt culture.		√		
7	The strategy chosen in SAP can internalize a culture of shame and a culture of guilt.	√			
8	The learning resources chosen can internalize the cultural value of shame and guilt.		√		
9	The material displayed can be understood by students well.	√			
10	The material presented is able to facilitate students to be actively involved in the learning process.	√			
Total Score		37			
Score		92,5%			
Conclusion		Valid			

Based on the validation results from content expert, the content contained in this learning device was categorized as valid with a validation value of 92.5% and the validator provided suggestions that the method with a student center approach should be mostly applied. Based on the content validation, it can be concluded that this teaching material showed valid

criteria so that it can be tested in classroom learning to see the effect of its use in understanding the teaching material. After being revised according to the expert's advice, the learning device material was tried out on three students who were selected based on the high, medium and low score categories. The results of the one to one stage trial can be seen in the following table:

Table 3. Recapitulation of Review Results for one to one stage

No	Name	Item Number											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Fathur Al Athun	4	4	4	3	4	4	3	3	4	4	3	4
2	Aizun Nabilla	3	3	3	4	3	3	3	4	3	3	4	4
3	Anisah	3	3	3	2	3	3	4	4	4	4	4	4
	Total	10	10	10	10	11	10	10	11	11	11	11	12

19% were obtained from one to one stage trial. This showed that the learning media developed by the research team was in valid category. However, even though it was categorized as valid, there were several points that became input from this one to one stage, namely: (1) The learning methods were more varied;

and (2) learning resources were more contextual. After being revised based on the results of one to one trial, the e-module was then tried out in a small group consisting of five students selected based on high, medium and low score categories. The results of the small group trial can be seen in the following table:

Table 4. Recapitulation of review results for one to one stage

No	Name	Item Number											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Rahma Dona	4	3	3	3	4	4	3	3	3	3	4	4
2	Meriyanti Sari	4	4	4	4	3	4	4	4	4	3	4	4
3	Levi Utami Putri	4	3	3	3	4	3	4	4	2	3	3	3
4	Riski Kurniasih	4	4	4	4	3	3	4	3	3	3	3	3
5	Siti Isnaini	4	3	4	3	4	3	4	3	3	3	4	3
	Total	20	17	18	17	18	17	19	17	15	15	18	17

The reviewing results showed that there were 86.67% responses from students in small group trial stage. It indicated that the learning media developed by the research team was categorized as valid after being

tested in small groups. In this stage, observations were done in classroom learning. The results can be seen as follows:

Table 5. Observation results for small group stage

No	Indicators	Total	%
1.	Students are enthusiastic in paying attention to lecturer's explanation.	5	100
2.	Students are not busy with activities outside the learning process.	5	100
3.	Students ask questions to the lecturer	1	20
4.	Students respond to questions asked by lecturers	2	40
5.	Students are actively involved during the learning process	3	60
Total			320
Average			64

Student activity at this trial stage was 64%, it can be concluded that at this stage students were classified as active. According to the results of reviews and observations made in small group trials, it can be concluded that the learning devices developed by the research team had fulfilled the elements of validity and made the students play active role during the learning process of multicultural education courses. That is why the developed learning devices were then field-tested by testing them on all students in the class. This stage was made to resemble the actual learning situation with the intention that if the product has been deemed feasible it can be used in other audiences.

The field trial stage began by giving a pre-test of 15 multiple choice questions to students who were the objects of the study. It was intended to measure students' initial abilities in civic education material. At the end of the learning process, a post test was held. The average scores from the tests are presented in Figure 2.

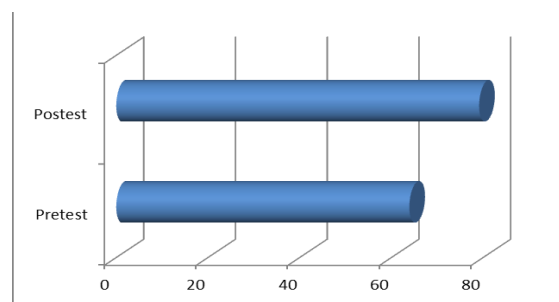


Figure 2. The Average scores of pretest and posttest

The graph 1 showed that the average pre-test score was 63.91, while the average post test score was 79.13. So it can be concluded that there was an increase of 15.22 and an N-Gain of 0.4 was obtained in the moderate category. This showed that the learning

devices had a potential effect on student understanding of multicultural education course material.

4. CONCLUSION

According to the data obtained during the study, it can be concluded that the learning devices developed were valid, practical and had a potential effect in increasing students' understanding of multicultural education course material. It was categorized as valid after getting the results of 92% from material expert. Then in three trial stages, there were positive responses from students using it and in the field trial, there was an N-Gain of 0.4 with the moderate category from the comparison of the pre-test and post-test.

Further recommendations need to be introduced to the positive attitude of other South Sumatran cultures, given the increasing wave of racism, including feeling that whites are superior to others.

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