

# Transformation of Multicultural Education Management in Primary School

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**Abstract**—Transformation of multicultural education management must be considered in schools and countries. Because the conditions of different ethnic, religions, languages and cultures have potential wealth as well as problems that will arise because of it. The problems associated with this assessment relate to the functions of multicultural education management, the focus is: (1) school vision, mission, and values are transformed into multicultural education planning (2) implementation of multicultural education (3) evaluation of multicultural education. To answer three problems, the researcher uses secondary data from researchers thesis with the qualitative approach with case study design. Research findings and discussion of this journal can be concluded that: (1) vision, mission, and multicultural values are transformed into school program planning, event programs, and classroom programs. (2) Implementation based on planning with multicultural values as the spirit. (3) evaluation is divided into two evaluations management and learning, both based on democratic principles.

**Keywords**—Transformation, Education, Management, Multicultural, Multicultural Education.

## I. INTRODUCTION

The Indonesian nation is a large nation with tens of tribes, 17 thousand islands, various religions, and more than 525 languages and dialects. This is the multicultural richness of Indonesia, amidst the enormous flow of globalization. The problems faced are also complex and diverse. The identity of the Indonesian nation with the various cultures within it requires the adhesive of unity to avoid division.

The glue is through education, this is because education becomes a path of transformation to build a civilized human being. It is important to look at the need for an educational model that is capable of maintaining unity and diversity. Education that is able to create the next generation is not a crusher as a solidity, tolerant, and appreciation of the difference and diversity and openness to various changes in the problems and challenges according to the times. The World Bank illustrates how much the role of education, so described can change the face of the world. The magnitude of the influence of education in changing the face of this world, should not be interpreted only gave birth to the intellectual alpha will reality and society but also become the wealth and identity of a nation, amid association with other nations in the world, and develop a civilized society and know the identity of the nation.

Education in Indonesia is not without problems, one of which is the problem of diversity itself that has not been resolved in school. Education that should be a nursery of multicultural values is tarnished by some cases of intolerance. This is not without data, because a study has shown that our education is not completely clear of intolerance.

Pusat Pengkajian Islam dan Masyarakat UIN Syarif Hidayatullah Jakarta (PPIM UIN) revealed that 69.3% of teachers and lecturers have followed intolerant actions against people who are considered deviant from religious teachings, while 24% have been involved in intolerant actions against other religions. Among students and students, as many as 34% had been involved in intolerant action against certain communities, and 17.3% had joined intolerant action ([1].

Based on the above, the educational institutions need to clean up, but apart from that in Yogyakarta, there is a foundation that has several schools including elementary school. Grade Elementary School has several elementary schools two of which are SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta. Both are private educational institutions that stand in Yogyakarta. This institution takes shelter in one of the parent institutions namely Yayasan Edukasi Anak Nusantara. So that this institution can continue the spirit of multicultural education starting primary and secondary education. Multicultural values transformed into a basic education and should be included as an effort to strengthen the transformation of understanding, inclusive and multicultural thinking. Without this process school organization will not be able to make changes. As confirmed by [2] "Organization cannot transform itself until it transforms its thinking. And thinking within an organization is defined as the mental activity of every member of the organization". This process is certainly very interesting to study.

The SD Tumbuh 1 and SD Tumbuh 3 education institutions are the same as other schools that conduct regular primary education. But when looking closely about the implementation then we will find students who wear free clothes, with diverse backgrounds with different circumstances blend into one and learn together. Diversity in diversity, culture, and education is inherent in the SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta. It is interesting to learn about the transformation process of typical multicultural education management in SD Tumbuh.

## II. METHOD

### A. Research design

A research method in this research is a qualitative research method. Qualitative research methods are the focus of attention with a variety of methods, which include an interpretive and naturalistic approach to the subject of the study [3].

### B. Research subject

The subjects of the study were the transformation of multicultural learning management at Tumbuh Elementary School in Yogyakarta (SD Tumbuh 1 and Tumbuh 3 Tumbuh Elementary School), which included the transformation of school values into vision, and how the vision was transformed into planning, from planning to implementation, and how evaluation is implemented.

### C. Location and Time of Study

The location of this research is at SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta, located at Jl. AM Sangaji 48 Jetis, Yogyakarta. and Jl. nDalem Mangkubumen KT III / 264 55132 Yogyakarta. The study estimates the length of time required for the study, ie for two months ie from January to May 2018 with will be continued if the data is still considered less.

### D. Data Sources

1) *Primary data sources*: The primary data source here is Head of School, Head of Curriculum, Headmaster, Teachers, and staff of SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta who became informants for this research

2) *Secondary data sources*: Secondary data sources are documents in the form of scripts or data that includes literature sources such as books related to transformation and multicultural education, print media; newspapers, magazines, documents SD Tumbuh 1 dan SD Tumbuh 3 like profile, plan, and others, as well as records - records relating to this study

3) *Presence of researcher*: In qualitative research, the presence of a researcher is an obligation that must exist. Because the researcher is a research instrument. The higher the accuracy and accuracy of the researcher the higher the validity and validity of the research results. Data collection technique

4) *Deep interview*: Researchers interviewed the informant's me expertise; head of school from Yayasan namely Elga Andriana, head of curriculum Sri Aryaningsih, head of the SD Tumbuh 1 Rina Febi Pratiwi and SD Tumbuh 3 Yogyakarta Sri Rahayu Widyastuti, and teachers - elementary teachers Tumbuh 1 Antonius Dimas, Hema Suryani, Siska Pratiwi and SD Tumbuh 3 Siska Budi, and Indah Dwi located in each school in Yogyakarta . Interviews will be held face-to-face.

5) *Documentation*: Researchers with the method of documentation have obtained the documents from the research

subject by melegkapi advance various administrative requirements. Researchers have obtained documents related to research at SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta, such as school planning documents (SD Tumbuh annual plan, school manual, school evaluation (meeting documents), school profiles related to history, vision, and missions and education programs, structures, lesson schedules with the material.

6) *Participant observation*: Researchers directly involve themselves in school activities at Tumbuh 1 Elementary School and Tumbuh 3 Elementary School Yogyakarta for some time in accordance with the schedule of March, April and May in 2018, while the researchers conducted a follow-up observational study in January to February 2018. Researchers observed how the management processes in schools, learning, and the running of school education programs. Researchers look deeply at the issues that focus on the study of the transformation of multicultural values. The life and atmosphere of the school environment are the subjects of research, related findings documented with camera photographs and field notes.

### E. Data Analysis Technique

1) *Single site data analysis*: Reference [4] argued that activity in qualitative data analysis is conducted interactively and continuously to complete with the following steps:

a) *Data condensation*: It is the process of selecting, simplifying, abstracting, and transforming data that is close to the entire section of field notes in writing, interview transcripts, documentation, and other empirical material. This technique is done to gather data in the field continuously through participant observation, interviews, and documentation so that the data collected be many and exhaustive.

b) *Presentation data*: It is the next step after the data on the transformation of multicultural education management condensed. The presentation of data can be a brief description, charts, relationships between categories, flowcharts, and the like. With the data presented on how the transformation of multicultural education management at SD Tumbuh 1 and SD Tumbuh 3 Yogyakarta will make it easier to understand what happened, to plan further work based on what has been understood

c) *Withdrawal conclusion*: The conclusions in qualitative research are expected to be new findings that have not previously existed. The findings can be a description or description of an object that was previously still gray so that after the examination becomes clear. Its application in this research journal, the researcher do data collection with three methods, that is an interview with the informant, then observation and documentation. After the data collected then the next step is the condensation of sorting and selecting data that is accurate and related to the focus of research, the last is to draw conclusions

2) *Cross-Case analysis*: Cross-site data analysis used in this study using the theory of [5] that the cross-site analysis is

done by comparing and mengkomparasikan conceptual findings that exist on sites that made the object of research. The cross-site analysis is intended as a process of comparing the findings obtained from each site, as well as the process of integrating between sites. Initially, the findings obtained from SD Tumbuh 1 were arranged by categories and themes, then developed conceptually inductively and compiled narrative explanations arranged into conclusions. Conclusions were then analyzed by comparing with kesimulan conclusions II. The comparison is used to find the differences and characteristic equations of each site as a theoretical conception based on the differences.

#### F. Data validity

1) *Triangulation*: The triangulation technique used in this research includes two things, namely triangulation of data sources and data collection methods. Triangulation of data sources is done by testing the correctness of the data or specific informants with other informants. In this study asked the same question with different informants, what our headmaster said to match what the head of school, teacher, and other staff say. Triangulation of data collection method in this research by using the method of documentation, depth interview, and participant observation. *Secondary data sources*: Secondary data sources are documents in the form of scripts or data that includes literature sources such as books related to transformation and multicultural education, print media; newspapers, magazines, documents SD Tumbuh 1 dan SD Tumbuh 3 like profile, plan, and others, as well as records - records relating to this study

2) *Discussion*: Friends of colleagues who researchers invited to discuss and contribute in this study are friends S2 S2 Management Education Sahri Ardalina, Masrur, Bayu Rahman judge, and Nurhayati.

### III. RESULTS AND DISCUSSION

#### A. School vision, mission, and values transformed into school planning

1) *Vision, mission, goals and values that reflect multicultural value (respect against diversity)*: Citing what is conveyed by [6] that establishing a multicultural society in the sense that a society that values diversity must begin with a vision that reflects an inclusive culture that must be trusted and firmly held to serve as a guide in the realization of a goal. His view is very clear, "To build culturally inclusive communities, we must believe in the vision of cultural inclusion people should learn, grow and work with others of similar and diverse cultural backgrounds in the regular school, work, and community environment". Both schools have the same vision and are full of meaning, among others, "appreciate diversity and local wisdom," "love the homeland," and "character learner," and "consciousness as a citizen of the world." So when looking at the findings in the field that SD Tumbuh 1 and SD Tumbuh 3 with a vision that reflects

multicultural education with an appreciation of diversity became the initial foundation is very important in school goal achievement. This is because the process of transformation must begin with an ideal vision, in this vision is a vision that reflects multicultural values

2) *Transforming school vision, vision, and values into planning in the annual/semester program plan and school handbook*: Vision and mission reflect strategic thinking that leads to a perspective. From strategic thinking is transformed into long-term planning that leads to position and embodied in tactical planning that leads to performance [7]. Tumbuh Primary 1 and 3 Primary Schools as schools under the school's foundations Tumbuh to have the same strategic plan. What distinguishes it is in its tactical plan. Both schools as Morrisey has a system that sequence how the process of transformation of the vision, mission into planning. In tactical planning itself, there are school programs that reflect multicultural education among others; Assembly is the students gathered together every Monday morning. Mini trips at least 3 times/semesters, conducted within hours of learning by managing one subject or integrated several subjects. The next program resource person, invites with specific knowledge and skills, Multiage Activity is joining two higher classes with lower classes to develop peer tutoring, cooperation, language, and more. A library visit is a visit to the library to do book browsing activities, a project using i-pad, make reviews or other tasks. The program involves the parents as well as parents participation, such as English reading Program involving teachers or other resources encourage students to read books in English accompanied by a journal. Family books collection is a student taking turns bringing a collection of books from home to be kept in school for a week to share and become reading material. The teacher arranges the students' turn in the weekly program. A Swimming program is a fun program. Sekolah has six units inquiry program the students will learn throughout the year, such as: (1) who we are; (2) diversity; (3) Indonesia; (4) our earth; (4) technology & innovation; entrepreneurship. There is also an event program is a program with the activities of the celebration of certain events. The Foundation provides references such as 4 references from foundations namely international events, national, local (cultural), and religion. Schools in this position are freed to choose religious events for example in the year there are embark, mauled, Nyepi, waisak, the school may choose what event will be taken. In this event program, children are taught high tolerance values across nations, languages, cultures, and religions.

3) *Have Child-Centered program*: Reference [8] defines multicultural education as a set of beliefs and explanations that recognize and value the importance of cultural diversity and ethnicity in the form of lifestyles, social experiences, personal identities, educational opportunities of individuals, groups or countries. In education, the transformation must begin with the awareness of the teacher. Reference [9] explains, teachers

'awareness about the diversity of learners' character in the global reality has its own uniqueness and uniqueness and needs different approaches, becoming one of the foundations of the transformation movement of education. In both schools, SD Tumbuh 1 and SD Tumbuh 3 have programs, especially events (national, international, local (cultural), and religious) programs that teach tolerance and respect for diversity. The characteristics of diverse background students become something of its own potential and challenge, with a child-centered vision, this can be seen with words of vision, (the child grows and develops) makes the programs that are organized should be student-centered. These characteristics make school programs including event programs, classroom programs (learning), directed in an effort to embrace the diversity of learners' needs. It is also an attempt to instill diversity values.

4) *Involving all school residents*: As for the planning of the program itself, there are some aspects of the first program prepared for students, both support programs, events, classes related to the learning process. There are also programs prepared for teachers and staff, there is a program of growth for teachers and new, seminars and workshops, learning tasks for teacher and staff development, while for guardians and committees and communities there are programs like, parents teaching in the classroom, there are parents meetings, seminars organized by both committees and schools, in mini trips involving visits to community communities. This is in line with those presented in the Wilson & Johnson study (2015), in education should involve activists or educational observers in giving aspirations to educational leaders for the preparation of strategic plans, including a forum involving families and communities.

#### *B. Implementation of multicultural education in schools*

1) *The implementation of multicultural education implemented through program, activity, and learning*: The implementation of multicultural education in SD Tumbuh 1 and SD Tumbuh 3 has the first three paths through learning (classroom program), other activities, and school programs that include religious event programs, idhul adha, and paskha. At this celebration, all the school residents participate both Muslim and non-Muslim. In this celebration, the universal values are not rituals of worship, such as distributing meat to the underprivileged by all students both Muslims and non Muslims, on Easter celebration of all children decorate eggs with the theme of national cultures, it trains them in togetherness, not only the students of the teachers and the members of the school are involved so that this gives the planting of the diversity of love that can be comprehensive. In the class program (learning) consists of activities of students in the classroom accompanied by two teachers, the classroom decoration, knick-knacks, no morning carpet program filled with storytelling activities of each student before the lesson. Classroom activities such as collaboration in the preparation of inquiry project tasks, the democratic classroom-

making of students is an important part of the process of cultivating the values of multicultural education. In line with the results of the research [10] explains, the implementation of multicultural education pays attention to class discussions, inquiry-based learning, social media and technology, activities outside of education, culture, social, and different languages.

2) *Annual program implementation involving school residents and headed by master's*: SD Tumbuh 1 and SD Tumbuh 3 programs involve all teachers and are chaired by one or called the PIC. As written by [11], that the role of teachers is very important in teaching schools as a spearhead in the cultivation of multicultural education should actively examine the potential of the environment that can be excavated to support learning. Reference [12] explains that to understand the vision of multicultural education, teachers must continue to develop strategies in an effort to combine the vision of multicultural education with justice and plural society in pedagogical ability. This means that multicultural education should start with teachers who have understood the eating and the value of multicultural education before being transformed into the school. SD Tumbuh 1 and SD Tumbuh 3 to have a ketumbuhan program in which to train and equate, socialize the school's vision to new teachers and staff to serve as the foundation of a multicultural educational transformation process. Apart from that, there are development programs such as seminars, workshops, and learning tasks.

3) *Associated with the education curriculum*: Education curriculum is important in education. The curriculum as well as educational means in which will increase students' knowledge. Reference [13] states the curriculum that enables complex and varied representations are beneficial to all students by increasing knowledge and critical thinking. As the theory is, the education curriculum at SD Tumbuh 1 and SD Tumbuh 3 is implemented with the aim of giving space to all students to develop as their own ability. Education curriculum at SD Tumbuh 1 uses K 13 and Cambridge International Primary Program (CIPP) while in SD Tumbuh 3 uses K 13, International Primary Curriculum (IPC), and CIPP. All of which help the process of multicultural education cultivation, where the school also does not target students to take the KKM but in accordance with the needs of students' abilities, learning is accompanied by cooperation practices. But what happens at school in both schools feels that there is a hidden curriculum that effectively and significantly instills tolerance values, motivates students to train them. The data in the field show that different students' backgrounds provide them with advantages over the experience of diverse life, students from Javanese, Chinese, expatriate (overseas) families, as well as different teachers providing life experiences and patterns of social relationships unplanned form with what is called a hidden curriculum that is not formally written. back. In harmony with that stated by [14], "The curriculum that we have been attempting to define, has varied in many respects, has at least one implied commonality;



it is visible. Whether it is a document or an ongoing set of activities, it is visible. But, like the moon, the curriculum has a face that is never openly exposed; or, if you prefer, every curriculum has a hidden dimension. Hidden curriculum as the unplanned curriculum. At some schools students learn to appreciate diversity; at others, students learn to avoid students with different backgrounds. As another example states, "The art promotes the hidden curriculum of social behavior to improve self-discipline, self-motivation, self esteem, and social interaction".

4) *Making classroom rules involving children:* Classroom rules in Grade 1 and Grade 3 are built together with students. Students are invited to make their own rules to instill awareness about the responsibilities of decisions and policies that have been taken by themselves. Making children a subject of education is not an object by giving them breadth in setting rules in the learning process. Children become more mature and understand consciousness in complying with the agreed rules. Paradigm about the students is a child who is immature and still empty is then opposed to a new paradigm in the stretcher by Paolo Freire. According to Freire, liberating education, by contrast, lies in its reconciliation efforts. This education should begin with the solution of the teacher-student contradiction, by referring to the poles in the contradiction, so that the two together are teacher-disciples [15].

5) *Child-centered learning with multiple methods:* As Henson (2001) writes in his book there are three main themes namely; constructivism is the belief that learning occurs only when the learner ties newly acquired information to previously gained understanding. Multiculturalism refers to establishing and maintaining a classroom climate where students learn to appreciate their uniqueness. Education reform refers to systematics approaches at national, state, or local level to make a significant improvement in education. Good education reforms, as reviewed by the author, use practices or activities that help all students meet the goals of constructivists and multiculturalists. So the findings of research at SD Tumbuh 1 and SD grew 3 illustrates good education reform has been implemented well with the existence of UDL (Universal Design Learning) diversity of methods for student diversity, and good interaction between teachers and students, as well as students and pupils in the learning in classes that employ diverse methods including the process of class discussions in completing inquiry projects, provide experience in diplomacy in student decision making.

6) *Multicultural Value Planting Through Programs, School and Classroom Learning and Special Subjects such as Religion, PKN, and IPS:* In the subjects of the social sciences, and the subjects of language, the objectives that have been formulated on multicultural education can be achieved without providing a particular subject. In the subject of citizenship or moral education is a place to accommodate multicultural education programs [16]. Ramirez and Taylor, however, see the importance of social science teachers as "sociology

studies." they hope to address in their communities" [11]. This means that in the process of multicultural education transformation, the planting of multicultural values can be through certain subjects. Value planting should be in every joint of learning in school because the multicultural value will be the spirit in every educational activity. But in the process of planting can be emphasized into certain subjects such as Religion, IPS, or PKN. In harmony with this, in SD Tumbuh 1 and SD Tumbuh 3 even so. Religious studies, for example at school, are called religious, are the subjects that are in Tumbuh school. Students follow the lessons according to their respective religion. In a religious study, the Head of Curriculum (HoC) of the school will supervise what materials the teacher conveys, the HoC will watch for example there is an intolerant charge which will be dealt with. Other subjects such as IPS and PKN became other subjects in which it delivered and embedded multicultural values.

### C. *Forms of multicultural education evaluation*

1) *Evaluation reflects the democratic multicultural values and openness:* Evaluation of Tumbuh Primary 1 and Tumbuh Primary 3 already have large social capital with a diversity of teachers and staff. This diversity is sustained by an open and dynamic social relationship. This has been read by [17] in his book *The Pluralism Project* which says that how social capital that we can care and develop in accordance with democratic procedures, to achieve democratic quality and constitution as well. The process of self-evaluation in schools is carried out in an effort to maintain the sustainability of the achievement of the vision. To assess and measure whether the management and learning processes are in line with the vision, and planning, also see the shortcomings and strengths, after a long run. In harmony with it that the process of strategy transformation at least includes three main stages as described by [18] namely the stage of formulation, stage of implementation and evaluation phase.

2) *Evaluation related to management evaluation (program) and evaluation of learning:* Evaluation at SD Tumbuh 1 and SD Tumbuh 3 with regard to the two things that are management evaluation, in this case, is the program and evaluation of learning. SD Tumbuh 1 and SD Tumbuh 3 do not apply KKM system to student learning outcomes. This is because schools impose students as subjects. Students with uniqueness are highly appreciated and standardization is not something that should be emphasized, because classroom teachers who know well about the competence of their students will provide learning in accordance with the portion, Consistent with [19] that, starting with OECD data 2001, 2004, 2007 on the average mathematics of students in countries such as the US, UK, Canada, Australia, Japan, New Zealand and Finland, education in Finland consistent in average rate frequency, this implies that the frequent standardized student test is not a necessary condition for improving the quality of education, as many competing public-sector policy advocates maintain. Furthermore, Salberg

writes, the education system in Finland follows the principle of inclusion in the treatment of students with different characteristics and needs and competencies. This is in line with SD Tumbuh 1 and SD Tumbuh 3 that the principle of inclusion or openness with all the abilities of students, it has also been aligned with [20] in which it is written that the needs 21st century skills are not just about cognitive skills but communication skills, innovation, teamwork in diversity, and leadership. About the management evaluation related to the program has been discussed in the previous discussion. Management evaluation is executed as part of the management process itself that is about the process of assessing and measuring as well as the process of maintaining the sustainability of the vision and what has been planned.

3) *Mechanisms, Parties, and School Management Evaluation Authorities*: In this discussion will begin with an evaluation mechanism related to management. Evaluation of management in SD Tumbuh 1 and SD Tumbuh 3 in relation to annual plans held for once a year. There are several weekly and monthly evaluations by the school. Management evaluation at SD Tumbuh 1 and SD Tumbuh 3 involves all parties related to the school. Beginning with an evaluation at the top management level is related to top management of the director, head or head, and principal. Evaluation meetings at the upper management level relate to programs and policies at the macro level or at the foundation level. Thereafter there are evaluations at this school level relating to principals, choir curriculum, student choirs and teachers. The school-level evaluation also involves pupils, especially in children's learning progress. At the school level, major evaluations are held once a year in the lead-up to working meetings to formulate operational plans for a year. Duties and authority vary according to the hierarchical organization, at the top management level, the director will oversee the performance of the leaders (Head of School, Head of Curriculum, Head of Finance, Head of General Resource). After that at the next level Head of School will oversee and evaluate the performance of principals in which including principals SD Tumbuh 1 and Elementary School 3. At the school level, each principal has the duty and authority in supervising the teachers, and his staff. This distribution of authority has long been recognized even by the government with the decentralization of education. The world of education is back to life, multicultural awareness began to grow as evidenced by the birth of Law no. 22 of 1999 on the granting of authority and freedom to the regions to take care of the interests of local communities according to their own initiative based on community aspirations. UU no. 22 of 1999, then amended by Law no. 32 of 2004, namely the law of regional autonomy which is then regulated by Government Regulation no. 33 of 2004 is the shift of authority from the central government to regional governments in various fields including education except for religion, foreign policy, defense and security, judiciary, monetary and physical [21]. The illustrations of the school distribution model grow by giving principals the

authority to evaluate their schools in the preparation of the tea and semester programs. However, in order to maintain that vision, the foundation keeps a watch on the principal through the Head of School, as well as guidelines for multicultural programs such as events (international, national, and religious) programs.

#### IV. CONCLUSION

Referring to the results and discussion it can be concluded that the transformation of multicultural education management at SD Tumbuh Yogyakarta originated from a vision that reflects the forward-looking multicultural values which are then translated into planning through school programs, events, and classes. This process then continues at the stage of implementation where the planning of the program is implemented, involving all parties, school programs and events running with the involvement of teachers, students, staff, leaders, community, and parents. Communicating with community communities, parents make schools more open to the environment and provide a rich learning space for students. The curriculum reflects multicultural education with IPC, CIPP, and K 13 in addition to the existence of a hidden curriculum which greatly encourages transformation, where the patterns of social relationships, values, and norms are formed, will make a life with a breath of appreciation for diversity. D Implementation of learning with UDL (Universal Design Learning) method which is centered on the students, the absence of standardization, maximizing the subjects of Social Studies, Religion, PKN for the planting of tolerance values.

The evaluation used is differentiated in evaluations related to management and learning. With regard to evaluation management, there is a mechanism that provides space for all elements of the school to participate. In relation to evaluation, learning has a student-centered principle of inclusiveness that varies in no particular standard all centered on the students. The absence of a KKM provides ample space for teachers to develop students' competencies in accordance with their talents, no targets that burden students and appreciate the diversity of potential students.

The conclusions listed above provide an outcome that can give advice, especially to the school that a clear vision that is forward-looking along with a multicultural value makes the foundation for a transformation. The ones that have to be consistently transformed in the implementation and evaluation. Multicultural values in the vision will be the spirit in the implementation of education in all areas of the school environment and surrounding environment will build a tolerant life and uphold diversity

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