

**THE IMPLEMENTATION OF MULTICULTURAL
EDUCATION IN PUTERA HARAPAN JUNIOR HIGH SCHOOL
PURWOKERTO**



UNDERGRADUATE THESIS

**Presented to Faculty of Tarbiya and Teacher Training, State Institute on
Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for
Obtaining the Scholar Degree in Education (S.Pd)**

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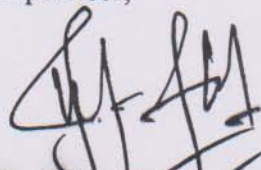
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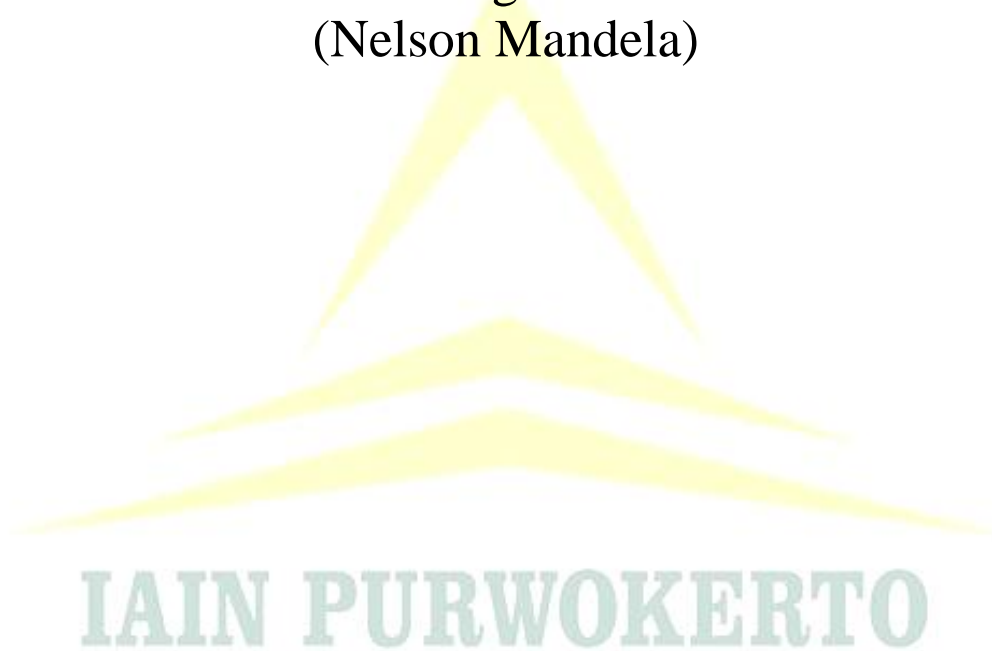


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MOTTO

The higher knowledge of someone, the bigger his
sense of tolerance
(Gus Dur)

Education is the most powerful weapon you can
use to change the world
(Nelson Mandela)



DEDICATION

This thesis is whole heartedly dedicated to:

My Almamater IAIN Purwokerto,
Father and Mother who always pray for the researcher's success,
And those who find time to read my opus



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There are no enough words that can express the researcher's gratitude, may good deeds will be accepted and blessed by Allah SWT as pious charity. Researcher also realized that there are still a lot of shortcomings in the writing of this thesis. Therefore, researcher demands all of suggestions and constructive criticism for the improvement of this thesis.

Purwokerto, November 28th2016

Researcher,

Nimas Ayu Yunitasari
S.N. 1223301212

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IAIN PURWOKERTO

THE IMPLEMENTATION OF MULTICULTURAL EDUCATION IN PUTERA HARAPAN JUNIOR HIGH SCHOOL PURWOKERTO

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ABSTRACT

Indonesia is a country that has diversity of cultures, ethics, traditions and languages. Indonesia recognizes diversity of ethnics, cultures and other differences by slogan of *Bhineka Tunggal Ika*. The diversity of ethnics, cultures, languages, customs and habits become stimulant for breaking of nation if the nation is not respect, honor, acknowledge, and tolerance about diversity. Effectively, the solution of diversity conflict is through multicultural education. The focus of Multicultural Education should be introduced in school, because school is integration place of education. Like Putera Harapan Junior High School Purwokerto.

The problems of this research i.e. Is Putera Harapan Junior High School Purwokerto based on multicultural education and how is multicultural education implemented in Putera Harapan Junior High School Purwokerto?

The subject of this research is 6 respondents, i.e. headmaster, curriculum section, student section, teacher, students, administration section. This type of research is field research which has the descriptive qualitative method with the location is Putera Harapan Junior High School Purwokerto. The data collecting method which is used in this study are observation, interview, and documentation. Then, the analysis of data which is used in this study are the data reduction, data display, and conclusion drawing.

From the result of research, the writer found Putera Harapan Junior High School Purwokerto based on multicultural education. This school is one of school that invests educational system based on multicultural education in Banyumas. The implementation of multicultural education in Putera Harapan Junior High School is through 4 stages, i.e. curricula, intra-curricular activity, extracurricular activity and Islamic education learning. In addition, Putera Harapan Junior High School is school based on multicultural education. This school develops multi languages as introductory language in learning. Multicultural education in Putera Harapan Junior High School is not stand alone in subject, but integrated in all of subject with inserting multicultural values.

Key words: implementation, multicultural education

CHAPTER I

INTRODUCTION

A. Background

Indonesia as a Unitary Republic of Indonesia (NKRI) has slogan *Bhineka Tunggal Ika*. It means the unity in diversity. Based on this slogan, Indonesia is a country that has diversity of cultures, ethics, traditions, races and languages. Indonesia recognizes diversity of ethnics, cultures and other differences by slogan of *Bhineka Tunggal Ika*. The diversity and plurality of races, cultures and ethnics in Indonesia is difficult matter in other world regions.

Really, Indonesia consists of various ethnics, culture, languages, customs, and habits that exist long ago. The diversity of ethnics, cultures, languages, customs and habits become stimulant for breaking of nation if nation haven't respect, honor, acknowledge, and tolerance about diversity. We could see the events in Aceh, Sampit, Sambas, Ambon, and other areas. These conflict among groups with primordial ties of fanatical and blindly. It produces many casualties and property. A clash between cultures, races, ethnics, languages in society would threaten integrity and resilience of Indonesian. Correspondingly, we as multicultural society should be wary of clash of civilizations.¹

From the explanation above, intolerance among faiths, cultures, and ethnics groups in society becomes social problem in Indonesia. This intolerant

¹Sudrajat, *Pendidikan Multikultural untuk Meningkatkan Kualitas Pembelajaran IPS di Sekolah Dasar*, (<http://pendidikannetwork>, 2004)Jurnal JIPSINDO, No. 1 Vol. 1 (Maret 2015), p. 2

stance can avoid by creating commitment to live in harmony, mutual appreciation and respect among society. From this phenomenon, inhabitants of Indonesia have not fully comprehensive insight about diversity in Indonesia. It easily can create conflicts in life of the nation and the state. A conflict of country's diverse or multicultural is fact matter that cannot deny, because in the multicultural country has power and stores disunity. Thus, it should manage properly and rationally. This condition needs proper solution, so it will not dangerous the unity of Indonesia. The solution must be systematic, programmable and sustainable.

From exposure above, a solution for this condition is an investment of multicultural values. Investment of multicultural values will develops tolerance stance to other society. Effectively, multicultural values invest through education world. Education is vital matter for human life, especially for character building of a civilization and progress of a nation. Education is one of most effective media for next generation, and this generation has a view, that is capable of making diversity as part of unifying nation.

According to Law of the Republic Indonesia Number 20 Year 2003 about National Education System Article 3, the national education serves to develop capability and forms character and civilization of nation's dignity in the minds of people life. National education aims to develop students' potentials to be human of faith, devoted to God Almighty, noble character, healthy, knowledgeable, skilled, creative, independent, and becomes citizens

of a democratic and responsible.²Essentially, the goal of education is humanizes human beings.

According to Ki Hajar Dewantara was cited by Veithzal Rivai Zainal and Fauzi Bahar stated that general education means efforts to advance morality (inner strength), mind (Intellect) and physical of children in order to lives harmony with nature and society. According to Marimba, education is consciously guide or lead by educators against physical and spiritual development of students toward the establishment of major personality.³

Basically, education is a process improvement, strengthening and consummation of all abilities and human potential. Education describes as a human endeavor to build their personality according to values and culture that exist in society.⁴ Education relates to culture. Culture can be seen as a human activity for giving meaning to themselves, the relationship among human and their world. Holistically, education is empowerment of human capability.⁵One of importance problem in education is a problem of nationalism and multiculturalism. The unity of the nation must be internalized together, and should be developed.⁶It should be emphasized for nation. Furthermore, education is a strategic domain for building personality of the nation, so it can realizes the noble ideals to be a civilized nation. Thus, the understanding

²Undang-Undang Guru dan Dosen UU RI No. 14 Th. 2005 & Undang-Undang SISDIKNAS (Sistem Pendidikan Nasional) UU RI. No.20 Th. 2003, (Jakarta: Asa Mandiri, 2006), p. 53

³Veithzal Rivai Zainal dan Fauz iBahar, *Islamic Education Management dari Teori ke Praktik*, (Jakarta: PT Raja Grafindo Persada, 2013), p.71-72

⁴Moh. Roqib, *Ilmu Pendidikan Islam*, (Yogyakarta: LKis Yogyakarta, 2009), p. 15

⁵M. Sastrapratedja, *Pendidikan Multidimensional*, (Yogyakarta: Sanata Dharma University Press,2015), p.2

⁶M. Sastrapratedja, *Pendidikan Multidimensional...*, p. 62

multiculturalism and investment of diversity value are needed for nation. Multicultural education is right solution for investing of diversity values in Indonesia.

Multicultural education should be introduced to cultural diversity. Multicultural education is life investment process of respect, sincere, and tolerant of cultural diversity in pluralistic society. The existence of multicultural education expected the nation's strength to face clash of social conflict.⁷

The focus of Multicultural Education should be introduced in school, because school is integration place of education. It accords with Banks theory, that Multicultural education is also a reform movement that is trying to change the schools and other educational institutions so that students from all social-class, gender, racial, language, and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the total school or educational environment; it is not limited to curricular changes.⁸

Several literatures describes about multicultural. Multicultural education aims to develop potential of students and creates harmony in diversity. Human was created by God of each, and they have advantages and disadvantages. Nevertheless, the obligation of the human develops God's mercy. Multicultural education has an important role in the life of the local society or universal society in development of human values and cultural

⁷Iis Arifudin, *Urgensi Implementasi Pendidikan Multikultural di Sekolah*, (Journal of Insania, Pemikiran Alternatif Pendidikan, P3M Purwokerto) Vol. 12 No. 2 (Mei- Agustus), p. 2

⁸James A. Banks and Cherry A. McGEE Banks, *Multicultural Education: Issues and Perspectives Seventh Edition*, (Wiley: the United States of America, 2010), p. 4

diversity. Cultural diversity is a fundamental element to build multicultural life.

In the implementation of multicultural education should not change the curriculum. The subject of multicultural education can be integrated on many other subjects. However, teachers need the guidelines for implementation of multicultural education. Teachers should teach students about human rights, togetherness, democracy, tolerance, and mutual respect. It is very valuable for students to equip their life in their future, and it is vital to establish human values.⁹ Humanity values and cultural diversity was supported by religious values. The interpretation of true religion in the religious perspective experts still forward human values and multicultural values, religious norms would not kill any differences.¹⁰

Education as nationalism glue through transferring values and knowledge that respects on cultural diversity. A school is education institution for transferring values that clearly and originally. A school becomes an importance role for investing of multicultural values on students from an early age. Multicultural values will be reflected in students' behavior if teachers invest multicultural values for students every day. For example, investment of multicultural values through empowering culture of school in daily life. If it succeeds owned by our younger generation, so the next life can be predicted to be relatively of peace and respectful among others can be realized. However,

⁹Iis Arifudin, *Urgensi Implementasi ...*, p. 2

¹⁰Rohmat, *Tinjauan Multikultural dalam Pendidikan Agama Islam*, (Purwokerto: STAIN Press, 2015), p. 2

the question arises: does school based on multicultural education, and how to implement it?

Putera Harapan Junior High School Purwokerto is the answer. Putera Harapan Junior High School Purwokerto is the National school 3 Languages and applies the principle of education for all, mutual respect, tolerance, and respect to the difference, progress in diversity of ethnics, cultures, and languages.¹¹

Putera Harapan Junior High School Purwokerto was founded by the entrepreneur associations Banyumas. This school is not a school with a particular culture, ethnic, language and race, but all of cultures, ethnics, and races can study in Putera Harapan Junior High School Purwokerto. Putera Harapan Junior High School Purwokerto is a private school based on multicultural education and develops multi languages, namely Mandarin, English and Bahasa. Education Department Banyumas has given legalization for Putera Harapan Junior High School as National School 3 languages. Putera Harapan Junior High School has diversity of cultures, ethnics, races and languages that much.¹²

From initial observation, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto is not only gives subject matter by theoretical, but also through practice in school and classroom. Putera Harapan Junior High School Purwokerto not implements multicultural education in a particular subject or changing curriculum, but developing

¹¹Interview with subject 1 on Wednesday, 11Th May 2016 at 10.15 am

¹²Interview with subject 1 on Wednesday, 11Th May 2016 at 10.15 am

curricula, and inserting multicultural values on all of learning, both academic or non-academic activity. For example, hold festivals, Chinese New Year celebrations recently, students are taught to appreciate ethnic of China.¹³

Based on the background above, the researcher is interested in doing further research by title “The Implementation of Multicultural Education in Putera Harapan Junior High School Purwokerto”.

B. Operational Definition

To avoid misinterpretation in understanding the title and problem of this research and based on the title of the research which is “The Implementation of Multicultural Education in Putera Harapan Junior High School Purwokerto” the researcher provides limitation of concept or the terms used in the title of the research as follow:

1. Education

Education is a process of repairing, strengthening and perfecting of all capabilities and potential of human. Education described as a human endeavor to develop their personality, it accords with the values and cultures that exist in society.¹⁴

Law on National Education System, Number 20 2003, Chapter 1 Article 1 Paragraph 1 stated that education is conscious and deliberate effort to create atmosphere of learning and learning process, so that students are actively to develops their potential to have strength spiritual

¹³Interview with subject 1 on Wednesday, 11th May 2016 at 10.15 am

¹⁴Moh. Roqib *Ilmu Pendidikan...*, p. 15

religious, self-control, personality, intelligence, character and skills needed him, society, nation, and state.¹⁵

According to Ki Hajar Dewantara in *Taman Siswa* first congress in 1930 stated that general education is an effort to promote the growth of morality (inner strength, character), mind (intellect), and the child's body.¹⁶ Basically, education is an effort to changes and develops human to be human better and perfect. Essentially, education is humanizing human beings. Education is dynamic and continuously.¹⁷

2. Multicultural

The word of multiculturalism is cultural.¹⁸ Cultural understanding among experts should be equated, because multiculturalism is an ideology and a tool or vehicle to increase the dignity of human and humanity.¹⁹ Multiculturalism is simply the recognition of cultural pluralism.²⁰

According to Lukes²¹, *Multi or pluri-culture* means a sort of “*giustapposizione*,” a “peaceful coexistence of cultures,” based on the principle of cultural relativism.

From the explanation above, multiculturalism is a fact that every human respects the rights and recognize the differences that exist in universal life. Multiculturalism means cultural diversity.

¹⁵*Undang-Undang Guru ...*, p.50

¹⁶Choirul Mahfud, *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2014), p. 33

¹⁷Moh.Roqib Ilmu Pendidikan ..., p. 18

¹⁸Choirul Mahfud, *Pendidikan Multikultural...*, p. 75

¹⁹Choirul Mahfud, *Pendidikan Multikultural...*, p.75-76

²⁰H.A.R. Tilaar, *Multikulturalisme: Tantangan-tantangan Global Masa Depan dalam Transformasi Pendidikan Nasional*, (Jakarta: Grasindo, 2004), p. 179

²¹Carl A. Grant and Agostino Portera, *Intercultural and Multicultural Education Enhancing Global Interconnectedness*, (New York: Routledge, 2011), p. 19

C. Problem Statements

Based on the background above, the researcher makes the problem statements as follow:

1. Is Putera Harapan Junior High School Purwokerto based on multicultural education?
2. How is multicultural education implemented in Putera Harapan Junior High School Purwokerto?

D. Objectives and Significance of the Research

1. Objectives of the Research

Based on the problem statements above, it can be determined that the objectives of this research as follows:

- a. To describe Putera Harapan Junior High School Purwokerto is school based on multicultural education.
- b. To describe the implementation of multicultural education in Putera Harapan Junior High School Purwokerto.

2. Significance of the Research

- a. Theoretically, this research is expected to give scientific information on the implementation of multicultural education in Putera Harapan Junior High School Purwokerto.
- b. Practical, this research as subject matter of consideration for development, improvement, and refinement of multicultural education in Putera Harapan Junior High School Purwokerto.

E. Literature Review

Literature review is a systematic description of testimonies collected from literature, the form of books, thesis, and papers that are similar or same with the title that is made by researcher.

Ismail Fuad's thesis from Islamic Education Departement in UIN Syarif Hidayatulloh Jakarta, 2009, entitled "*Pendidikan Multikultural dalam Pendidikan Islam*". This thesis discussed about birth of multicultural education, it was born because of the reality of multiculturalism that exist long age. It means a struggle and equality, democracy and human rights. The goal of multicultural education and multicultural education concepts discussed of structured, in this thesis.²²

Mukhlis Hidayat Rifai's thesis from Islamic Education Departement in UIN Sunan Kalijaga Yogyakarta, 2009, entitled "*Pendidikan Agama Islam Multikultural (Telaah Terhadap Buku Pendidikan Agama Islam berwawasan Multikultural karya Zakiyuddin Baidhawiy)*". This thesis discussed about the concept of multicultural vision in Islamic education according to Zakiyuddin Baidhawiy is derivation of multicultural education in general.²³

Nur Faiqoh's thesis from Education Science faculty in State University Semarang (UNNES), 2015, entitled "*Implementasi Pendidikan berbasis Multikultural sebagai upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai pada Anak Usia Dini di Kiddy Care, Kota Tegal*". This

²²Ismail Fuad, *Pendidikan Multikultural dalam Pendidikan Islam*, Thesis,(Jakarta :UIN Syarif Hidayatulloh tarbiyya Faculty, 2009).

²³Mukhlis Hidayat Rifa'i, *Pendidikan Agama Islam Multikultural (Telaah Terhadap Buku Pendidikan Agama Islam berwawasan Multikultural karya Zakiyuddin Baidhawiy)*, Thesis, (Yogyakarta: UIN Sunan Kalijaga Tarbiyya Faculty, 2009).

thesis discussed about the bases used as reference in the implementation of learning-based multicultural in Kiddy Care, that is the vision and mission of the institution Kiddy Care itself. The implementation based multicultural education through learning in the classroom Kindy, in the form of language/communication, beliefs of religion, and social status. Investment process the character values of honesty, tolerance, and peaceful in Kindy classes.²⁴

Siti Rochmaniyah's thesis from Islamic Education Departement in UIN Sunan Kalijaga Yogyakarta, 2014, entitled "*Implementasi Pendidikan Multikultural di Sekolah Inklusi SMP Tumbuh Yogyakarta*". This thesis discussed about the model and the implementation of multicultural education is fairly good, because all of elements of the educational component cooperated in the education process. Implementation of multicultural education in Tumbuh Junior High School creates innovations-critical and creates curriculum by introducing elements of multiculturalism-inclusive, namely by inserting multicultural education into all learning activities.²⁵

This research is further assessment of the existing research. This research is more emphasize on how the Implementation of multicultural education in Putera Harapan Junior High School.

²⁴Nur Faiqoh, *Implementasi Pendidikan berbasis Multikultural sebagai upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai pada Anak Usia Dini di Kiddy Care, Kota Tegal*, Thesis, (Semarang: UNNES Education Science Faculty, 2015)

²⁵Siti Rochmaniyah, "*Implementasi Pendidikan Multikultural di Sekolah Inklusi SMP Tumbuh Yogyakarta*", *Thesis*, (Yogyakarta: UIN Sunan Kalijaga Tarbiyya Faculty, 2014)

F. Writing Systematic

To know the general description of this thesis, then researcher explains this thesis consists of several chapters. In a big line, this thesis consists of three parts, there are: beginning part, contents part, and the last part.

Beginning part of thesis is formality part includes: page of thesis title, statement of originality, official note of supervisor, page of legalization, motto, abstract, transliteration guide, dedication, acknowledgment, and table of content. In content part consists of five chapters and several sub-chapters, there are:

Chapter I is introductory chapter which includes the background, operational definition, problem statements, objectives and significance of the research, literature review, writing systematic. Chapter II is basic of theory, this chapter consists two sub-chapters. The first sub is multicultural education that consists of definition of multicultural education, historical development of multicultural education, characteristic of multicultural education, goal of multicultural education, dimensions of multicultural education, approaches to curriculum based on multicultural education, and the values of multicultural education. Whereas, the second sub-chapter are Islam and multicultural education.

Chapter III contains research method that includes: Research Approach and Type of Research, Research Location, Research Subject and Object, Data Collecting Technique and Data Analysis Technique. Chapter VI contains result and discussion of research with sub-chapter that includes: general overview,

discussion and data analysis. Chapter V is closing that consists of conclusions, suggestions, and closing



CHAPTER II

BASIC OF THEORY

A. Multicultural Education

1. Definition of Multicultural Education

Condition of society in Indonesia is very plural from aspects of ethic, race, religion and culture. This condition gives contribution of development on society. From condition of society above, expression of multicultural education becomes important to enrich sensitivity of social problem and diversity on students, so students respect to this case, and then student can to confront social problem and differences in Indonesia.

Etymologically, multicultural education is derived from 2 words i.e. education and multicultural. Education is a process of repairing, strengthening and perfecting of all capabilities and potential human. Education is described as a human endeavor to develop his personality that is deal with the values and cultures that exist in society.²⁶ The word of multicultural originates from 2 words i.e. multi and cultural. Generally, multi means many, diversity or various. Whereas, cultural is culture. Based on explanation above, multicultural is cultural diversity. This cultural diversity is differences background of people. So, multicultural education is pay attention culture diversity of student.²⁷

²⁶Moh. Roqib, *Ilmu Pendidikan...*, p. 15

²⁷Abdullah Aly, *Pendidikan Islam Multikultural di Pesantren: Telaah terhadap kurikulum Pondok Pesantren Modern Islam Assalam Surakarta*, (Yogyakarta: PustakaPelajar, 2011) p. 104-105

Terminologically, multicultural education has many definitions. According to Banks that Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students—regardless of their gender, social class, and ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics.²⁸

Definition of multicultural education to Banks above is general. It means that multicultural education doesn't limit education. Multicultural education form a set of belief and explanation that confess the culture diversity and ethnic to built style of life, social experiment and personal identity. Confession of culture diversity for building of human behavior is prominent matter multicultural education. Banks gives definition of multicultural education, i.e.:

Multicultural education is also a reform movement that is trying to change the schools and other educational institutions for students from all social-class, gender, racial, language, and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the

²⁸James A. bank and Cherry A. McGee Banks, *Multicultural Education ...*, p.3

total school or educational environment; it is not limited to curricular changes.²⁹

Banks also named that Multicultural education is for the others.³⁰ It means multicultural education will explore the diversity as a gift from the God and multicultural education for all of people.

According to National Association for Multicultural Education (NAME) was cited by Taat Wulandari in her dissertation entitled “Eksplorasi Pendidikan Multikultural Pada SMP: Studi Pemikiran dan Praktik di SMP Yogyakarta”, that multicultural education is process that permeates all aspects of school practices, policies, and organization as a means to ensure the high levels of academic achievement for all student. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse group. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse group. Thus school curriculum must directly address issues of racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.³¹

Multicultural education include whole of practice in school life, beginning of curriculum until learning process in the classroom. Teachers

²⁹James A bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 4

³⁰James A. Banks, *Race, Culture and Education*, (New York: Routledge, 2006), p. 129

³¹Taat Wulandari, *Eksplorasi Pendidikan Multikultural Pada SMP: Studi Pemikiran dan Praktik di SMP Yogyakarta*, Dissertation (Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2013), p.77

and students are demanded to bethink critically and socially. So, multicultural education aims to effort how to think of diversity in society and create equal opportunities for students from background of race, ethnic, religion and culture that is differences. In fact, students individually have kinds of groups that are differences, i.e. races, ethnics, languages, gender, social class, nationality and etc. The diversity of the groups are listed in Figure 1.1.

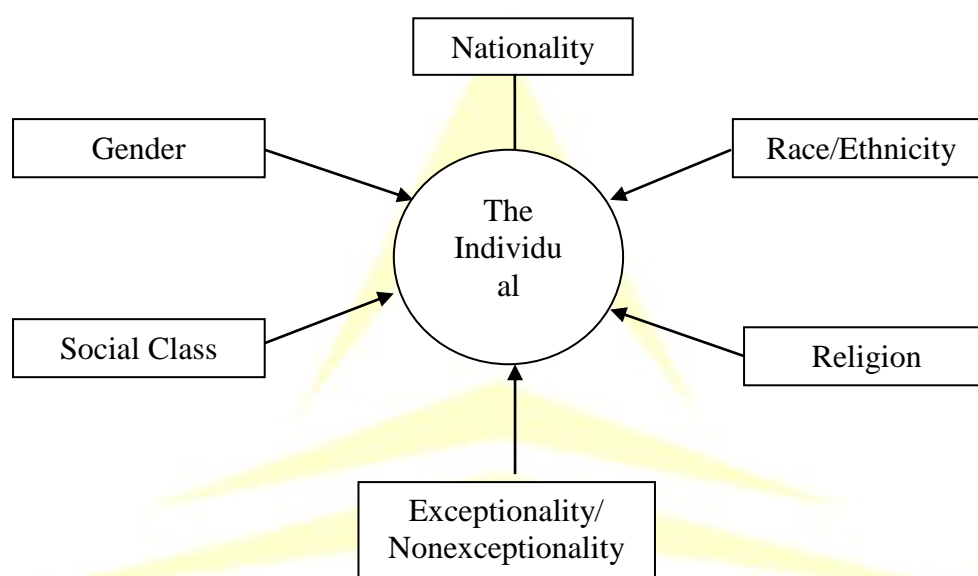


Figure 1.1 Multiple Group Memberships (Banks, 2010)

An individual belongs to several different groups at the same time.³²

Multicultural education is an idea stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, language, social class, ,or exceptionality, should experience educational equality in the schools. Some students,

³²James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 14

because of their particular characteristics, have a better chance to succeed in school as it is currently structured than students from other groups. Multicultural education is also a reform movement designed to bring about a transformation of the school so that students from both genders and from diverse cultural, language, and ethnic groups will have an equal chance to experience school success. Multicultural education views the school as a social system that consists of highly interrelated parts and variables. Therefore, in order to transform the school to bring about educational equality, all major components of the school must be substantially changed. A focus on any one variable in the school, such as the formalized curriculum, will not implement multicultural education. Multicultural education is a continuing process because the idealized goals it tries to actualize—such as educational equality and the eradication of all forms of discrimination—can never be fully achieved in human society.³³

2. The Historical Development of Multicultural Education

Multicultural education, which was born during the social protest of the 1960s and 1970s, is an international movement that exists in nations through out the world.³⁴ Multicultural education grew out of the ferment of the Civil Rights Movement of the 1960s. During this decade, African Americans embarked on a quest for their rights that was unprecedented in the United States. A major goal of the Civil Rights Movement of the 1960s

³³James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 25

³⁴James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 25

was to eliminate discrimination in public accommodations, housing, employment, and education. The consequences of the Civil Rights Movement had a significant influence on educational institutions as ethnic groups—first African Americans and then other groups—demanded that the schools and other educational institutions reform curricula to reflect their experiences, histories, cultures, and perspectives. Ethnic groups also demanded that the schools hire more Black and Brown teachers and administrators so that their children would have more successful role models. Ethnic groups pushed for community control of schools in their neighborhoods and for the revision of textbooks to make them reflect the diversity of peoples in the United States.³⁵

The first responses of schools and educators to the ethnic movements of the 1960s were hurried. Courses and programs were developed without the thought and careful planning needed to make them educationally sound or to institutionalize them within the educational system. Holidays and other special days, ethnic celebrations, and courses that focused on one ethnic group were the dominant characteristics of school reforms related to ethnic and cultural diversity during the 1960s and early 1970s. The ethnic studies courses developed and implemented during this period were usually electives and were taken primarily by

³⁵ James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 7-6

students who were members of the group that was the subject of the course.³⁶

The visible success of the Civil Rights Movement, plus growing rage and a liberal national atmosphere, stimulated other marginalized groups to take actions to eliminate discrimination against them and to demand that the educational system respond to their needs, aspirations, cultures, and histories. The women's rights movement emerged as one of the most significant social reform movements of the 20th century. During the 1960s and 1970s, discrimination against women in employment, income, and education was widespread and often blatant. The women's rights movement articulated and publicized how discrimination and institutionalized sexism limited the opportunities of women and adversely affected the nation. The leaders of this movement, such as Betty Friedan and Gloria Steinem, demanded that political, social, economic, and educational institutions act to eliminate sex discrimination and to provide opportunities for women to actualize their talents and realize their ambitions. Major goals of the women's rights movement included offering equal pay for equal work, eliminating laws that discriminated against women and made them second-class citizens, hiring more women in leadership positions, and increasing participation of men in household work and child rearing.³⁷

³⁶James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 6

³⁷James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 6

Other marginalized groups, stimulated by the social ferment and the quest for human rights during the 1970s, articulated their grievances and demanded that institutions be reformed so they would face less discrimination and acquire more human rights. People with disabilities, senior citizens, gays and lesbians formed groups that organized politically during this period, and made significant inroads in changing institutions and laws. Advocates for citizens with disabilities attained significant legal victories during the 1970s.³⁸

Multicultural education in Indonesia is form of school institute, because multicultural values have developed in life of society. Multicultural values have united in social relation of Indonesia nation. Moreover, reform of nationality is emerge *sumpah pemuda* that is manifestation of multicultural values that exist in nation of Indonesia. Attitudes of tolerance and respect of culture to be form of positive attitude.³⁹

Indonesia had regardless from colonialist, and then coincides with spirit of nation collective to wipe out all of social discrimination. Reforms of Indonesia put forward freedom which is beginning wipe out screen and discriminative behavior of national rights. Furthermore, Indonesia built fundament of national character that is Pancasila.⁴⁰

Historical formulation of Pancasila begins *Piagam Jakarta* that contains wiping out seven of word (*dengan menjalankan syariah Islam*

³⁸James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 7

³⁹Rohmat, *Tinjauan Multikultural ...*, p 16-17

⁴⁰Rohmat, *Tinjauan Multikultural...*, p. 18

bagi pemeluk-pemeluknya). It means respect attitude of Indonesia society that diversity. This attitude is beginning step to building Bhineka Tunggal Ika of Indonesia nation. Thus, pluralism values of Indonesia are social capital for developing education based on multicultural.⁴¹

3. Characteristic of Multicultural Education

Design of multicultural education for society that has many problems among groups, cultures, races, languages and ethnics, such as in Indonesia is not easy. We must be aware, that multicultural education not only “celebrates of diversity”, but also create tolerance of society.⁴²

Multicultural education has become the most popular terms used by educators to describe education for pluralism. We apply this term to a particular approach that multicultural education theorists discuss most often. As you will notice, this approach synthesizes many ideas from the previous three approaches. Its goals are to reduce prejudice and discrimination against oppressed groups, to work toward equal opportunity and social justice for all groups, and to effect an equitable distribution of power among members of the different cultural groups. These goals are actualized by attempting to reform the total schooling process for all children, regardless of whether the school is an all-White suburban school or a multiracial urban school. School is reformed around principles of pluralism and equality would then contribute to broader social reform.⁴³

⁴¹Rohmat, *Tinjauan Multikultural...*, p. 18

⁴²ChoirulMahfud, *Pendidikan Multicultural...*, p.191

⁴³James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p.66

Furthermore, according to Abdullah Aly, that the characteristic of multicultural education are include: a) multicultural education respects on democracy, equality and equity, b) multicultural education deals with humanity, cooperation, and peace, c) multicultural education develops attitudes of acknowledge, respect and approve cultural diversity.⁴⁴

a. Multicultural Education Respects on Democracy, Equality and Equity

Principle of democracy, equality and equity is basic of multicultural education, both on level idea, process or reform. This principle means all of students have equal opportunity to obtain education.⁴⁵

Characteristic of multicultural education respects on democracy, equality and equity same with program of UNESCO about education for all that is education program of giving equal opportunity for all of children to obtain education. According to UNESCO, education for all is a major of activity in educational world.⁴⁶ According to Lyn Haas was cited by Abdullah Aly that education program does not only give equal opportunity for student to obtain education. But also, obtain equal treatment for obtaining lesson in classroom. This obtaining equal treatment, students will realize competence of knowledge and skill that accordance with their interest.⁴⁷

⁴⁴Abdullah Aly, *Pendidikan Islam...*, p. 109

⁴⁵Abdullah Aly, *Pendidikan Islam...*, p. 109

⁴⁶Abdullah Aly, *Pendidikan Islam...*, p. 110

⁴⁷Abdullah Aly, *Pendidikan Islam...*, p. 111

From explanation above, multicultural education will assure all of students to obtain equal attention, without differentiate background of ethnics, races, languages and cultures.

b. Multicultural Education Deals with Humanity, Cooperation, and Peace

Development of multicultural education deals with humanity, cooperation and peace is through universal life. Universal life is humanity, cooperation, and peace. Thus, multicultural education practices of life which is blemish values of humanity, cooperation, and peace, such as conflict, violence, enmity and individualistic.⁴⁸

The first orientation of multicultural education is humanity. Humanity is a value that increases developing of human, existence of human, and prestige of human as consideration and action of human beings.⁴⁹

The second orientation of multicultural education is cooperation. This cooperation is attitudes of people toward other, or attitudes of people toward groups and communities. In addition, cooperation is value that underlying relationship among people and other, or among people and groups.⁵⁰

The third of multicultural education is peace. Peace constitutes all of people in life. In encyclopedia Wikipedia, peace has 3 definitions, i.e.: 1) peace as absence of war, 2) peace as a selfless act

⁴⁸Abdullah Aly, *Pendidikan Islam...*, p. 114

⁴⁹Abdullah Aly, *Pendidikan Islam...*, p. 114

⁵⁰Abdullah Aly, *Pendidikan Islam...*, p. 115-166

of love, and 3) peace as an absence of violence or of evil; presence of justice. From 3 definitions above, that peace of life in society can materialized through absence of violence, welfare, selfless, and present of justice. So, multicultural education form mindset of students about important to built harmonious in social life.⁵¹

c. Multicultural Education Developed Attitudes Of Acknowledge, Respect and Approve Cultural Diversity

Multicultural education has attention to develop social attitudes. This social attitude, according to Donna M. Gollnick and Lowrence A. Blum, i.e. form of acknowledge, respect and approve diversity. Thus, multicultural education pushes social attitudes that are racial, stereotype, and bad prejudice of people or groups.⁵²

According to Donna M. Gollnick was cited by Abdullah Aly, that attitudes of acknowledge, respect and approve diversity need to social life in society of differences. Because acknowledge, respect and approve of diversity as a mosaic in society. A mosaic in society includes all of culture from societies. In addition, according to Lowrence A. Blum that values of acknowledge, respect and approve on diversity as social attitude to building social connection, it means creating harmoniously in social diversity.⁵³

⁵¹Abdullah Aly, *Pendidikan Islam...*, p. 117

⁵²Abdullah Aly, *Pendidikan Islam...*, p. 119

⁵³Abdullah Aly, *Pendidikan Islam...*, p. 119

4. Goal of Multicultural Education

Reality of life in diversity religion, language, culture, ethnic and race needs reformation in the educational unit. Education directs students to learn on importance of diversity. Multicultural education as a process to build student that has equality and respect for other people.

Multicultural education has many kind of goal. The goals of multicultural education are special goal and general goal. The goal of multicultural education that used by school is accordance to contextual factor such as vision and mission of school, background of school, students and school environment. The goal of multicultural education includes 3 aspects of study, i.e. cognitive, affective and psikomotorik.⁵⁴ According to Zamroni was cited by Rohmat said that:

The goals of multicultural education are: 1) develop comprehension about process of creating system and equipping service of education which is equal, 2) connecting curriculum with teacher character, pedagogy, class climate, culture of school, and school environment, so that to built the vision "school environment is equal."⁵⁵

Furthermore, the goal of multicultural education is support education process that equal, as well as educational reformation in learning process and creating culture of school that is support the implementation of multicultural education.⁵⁶ According to Banks said that:

A major goal of multicultural education is to restructure schools so that all students acquire the knowledge, attitudes, and skills needed to function in ethnically and racially diverse communities and nations, and in the world. Multicultural education seeks to

⁵⁴TaatWulandari, *Eksplorasi Pendidikan...*, p. 60

⁵⁵Rohmat, *Tinjauan Multikultural...*, p. 19

⁵⁶Rohmat, *Tinjauan Multikultural...*, p. 19

actualize educational equality for students from diverse groups, and to facilitate their participation as critical and reflective citizens in an inclusive national civic culture.⁵⁷

From explanation according to Banks, a major goal of multicultural education does not only to modernize relationship among human. However, helping student to feel comfortable by themselves, or conserve language

5. Dimensions of Multicultural Education

One of the problems that continues to plague the multicultural education movement, both from within and without, is the tendency of teachers, administrators, policy makers, and the public to oversimplify the concept. Multicultural education is a complex and multidimensional concept, yet media commentators and educators alike often focus on only one of its many dimensions.⁵⁸

According to James A. Banks that Multicultural education is a broad concept with several different and important dimensions. Practicing educators can use the dimensions as a guide to school reform when trying to implement multicultural education. The dimensions are (1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture

⁵⁷James A. Banks, *The Routledge International Companion to Multicultural Education*, (New York: Routledge, 2009), p. 14

⁵⁸James A. Banks, *Race, Culture...*, p. 132-133

and social structure. Each dimension is defined and illustrated next.⁵⁹ The dimensions of multicultural education are listed in figure 1.2.

a. Content Integration

Content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. The infusion of ethnic and cultural content into the subject area should be logical, not contrived.⁶⁰

Content integration used by teacher to give explanation with “the word of key” in learning, that is renew subject material of differences. Especially, teachers consolidate content of subject material in to curriculum by several opinions that are differences. However, learning plan and learning unit doesn’t change. Especially, teachers only add several unit or topic that related to content of multicultural.⁶¹

b. The Knowledge Construction Process

The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.⁶² Multicultural teaching

⁵⁹James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 20

⁶⁰James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 20

⁶¹Taat Wulandari, *Eksplorasi Pendidikan...*, p.66-67

⁶²James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 20

involves not only infusing ethnic content into the school curriculum, but changing the structure and organization of school knowledge. It also includes changing the ways in which teachers and students view and interact with knowledge and helping students to become knowledge producers, not merely the consumers of knowledge produced by others.⁶³

Teachers can help student to understand about several perspective and formulate the conclusion of their knowledge through dimensions of knowledge construction process. This dimension also related to comprehension of students toward alteration of their knowledge.⁶⁴ The knowledge construction process helps teachers and students to understand why the cultural identities and positionality of researchers need to be taken into account when assessing the validity of knowledge claims.⁶⁵

To implement multicultural education successfully, we must think of the school as a social system in which all of its major variables are closely interrelated. Thinking of the school as a social system suggests that we must formulate and initiate a change strategy that reforms the total school environment to implement multicultural education.⁶⁶

⁶³James A. Banks, *The Routledge International...*, p. 16

⁶⁴Taat Wulandari, *Eksplorasi Pendidikan...*, p. 71

⁶⁵James A. Banks, *The Routledge International...*, p. 16

⁶⁶James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 22

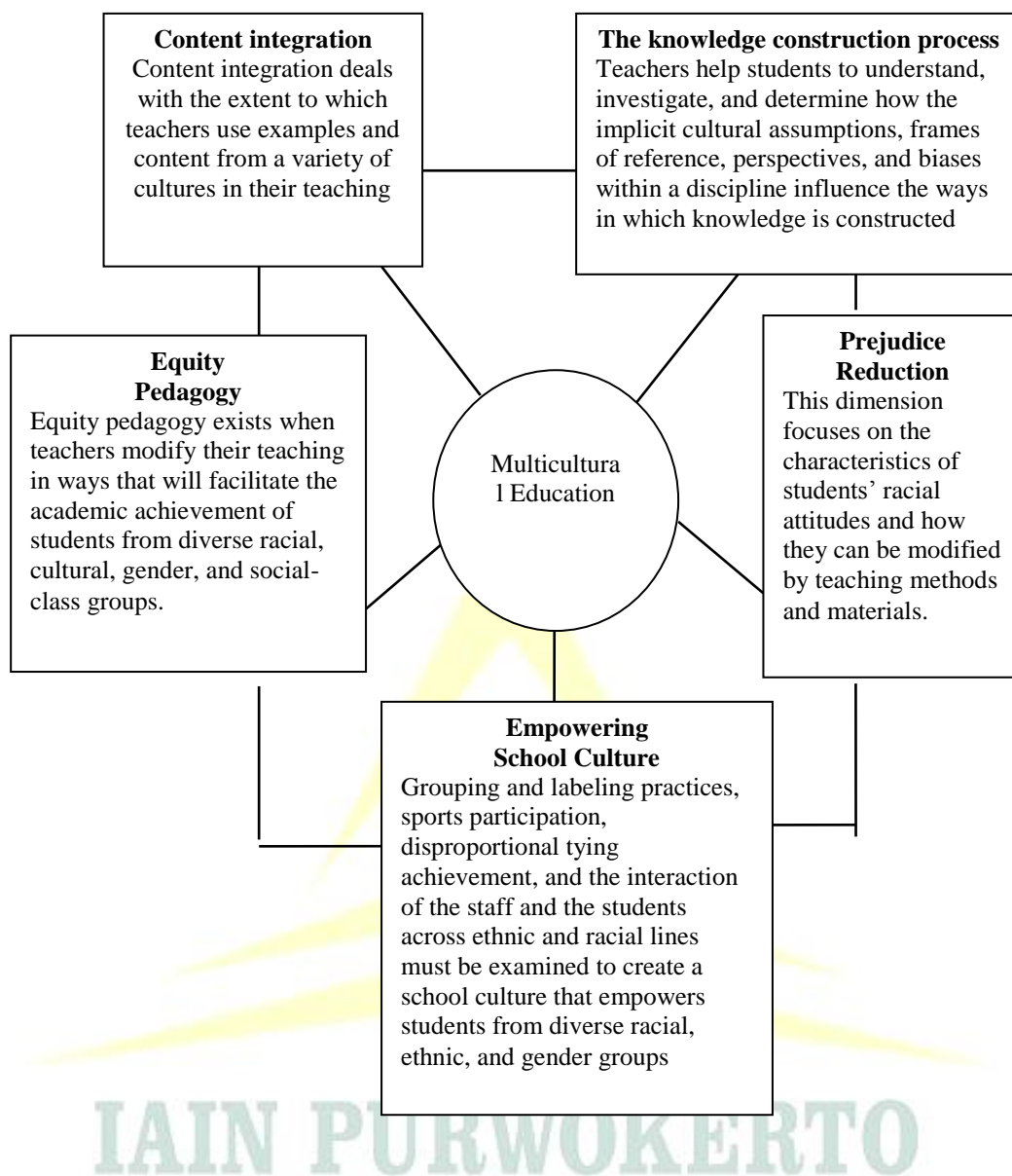


Figure 1.2 the Dimensions of Multicultural Education (Banks 2010)

c. Prejudice Reduction

Prejudice reduction describes lessons and activities teachers use to help students develop positive attitudes toward different racial, ethnic, and cultural groups.⁶⁷ It also helps students to understand how

⁶⁷ James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 21

ethnic identity is influenced by the context of schooling and the attitudes and beliefs of dominant groups.⁶⁸

In addition, Prejudice reduction identifies characteristic of students and determine learning method to students. This dimension train student to participate in school activities, and interaction with all of staff, teachers, and student that is difference of ethnic, race, culture and religion, in order to create academic culture of tolerance and inclusive.⁶⁹

d. An Equity Pedagogy

Teachers in each discipline can analyze their teaching procedures and styles to determine the extent to which they reflect multicultural issues and concerns. Equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups. This includes using a variety of teaching styles and approaches that are consistent with the learning characteristics of various cultural and ethnic groups and being demanding but highly personalized when working with students. It also includes using cooperative learning techniques in learning to enhance the academic achievement of ethnic minority students.⁷⁰

⁶⁸ James A. Banks, *The Routledge International...*, p. 16

⁶⁹ Taat Wulandari, *Eksplorasi Pendidikan...*, p.70

⁷⁰ James A. Banks, *The Routledge International...*, p. 16

e. An empowering school culture

Another important dimension of multicultural education is a school culture and organization that promote gender, racial, and social-class equity. The culture and organization of the school must be examined by all members of the school staff. They all must also participate in restructuring it. Grouping and labeling practices, sports participation, disproportionality in achievement, disproportionality in enrollment in gifted and special education programs, and the interaction of the staff and the students across ethnic and racial lines are important variables that need to be examined in order to create a school culture that empowers students from diverse racial and ethnic groups and from both gender groups.⁷¹

An empowering school culture requires the creation of qualitatively different relationships among various groups within schools. Relationships are based on mutual and reciprocal respect for cultural differences that are reflected in school wide goals, norms, and cultural practices. An empowering school culture facilitates multicultural education reform by providing teachers with opportunities for collective planning and instruction, and by creating democratic structures that give teachers, parents, and the school staff shared responsibility for school governance.⁷²

⁷¹James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 22

⁷²James A. Banks, *The Routledge International...*, p. 17

6. Approaches to Multicultural Curriculum

To implement multicultural education in a school, we must reform its power relationships, verbal interaction between teachers and students, culture, curriculum, extracurricular activities, attitudes toward minority languages, testing program, and grouping practices. The school's institutional norms, social structures, cause-belief statements, values, and goals must be transformed and reconstructed.⁷³

In addition, our society is diversity of culture, race, religion and ethnic, then ideal curriculum is curriculum that can support educational process of students to be human of democratic and humanize human beings. According to James A. Bank said that "I have identified four approaches to the integration of ethnic and multicultural content into the curriculum that have evolved since the 1960s". The approaches are: the contribution approach, the additive approach, the transformation approach and the social action approach.⁷⁴

a. The Contribution Approach

The contributions approach to integration (level 1) is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. It is also frequently used when a school or district first attempts to integrate ethnic and multicultural content into the mainstream curriculum.⁷⁵

⁷³James A. bank and Cherry A. McGee Banks, *Multicultural Education...*, p. 23

⁷⁴James A. Banks, *Race, Culture...*, p. 140

⁷⁵James A. Banks, *Race, Culture...*, p. 140

The contributions approach is characterized by the insertion of ethnic heroes/heroines and discrete cultural artifacts into the curriculum, selected using criteria similar to those used to select mainstream heroes/heroines and cultural artifacts. The heroes/heroines and holidays approach is a variant of the contributions approach. In this approach, ethnic content is limited primarily to special days, weeks, and months related to ethnic events and celebrations. The contributions approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions.⁷⁶

b. The Additive Approach

Another important approach to the integration of ethnic content into the curriculum is the addition of content, concepts, themes and perspectives to the curriculum without changing its basic structure, purposes, and characteristics. The additive approach (level 2) is often accomplished by the addition of a book, a unit, or a course to the curriculum without changing it substantially.⁷⁷

The additive approach allows the teacher to put ethnic content into the curriculum without restructuring it, a process that would take substantial time, effort, training, and rethinking of the curriculum and its purposes, nature, and goals. The additive approach can be the first phase in a transformative curriculum reform effort designed to

⁷⁶James A. Banks, *Race, Culture...*, p. 140

⁷⁷James A. Banks, *Race, Culture...*, p. 140

restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference.⁷⁸

However, this approach shares several disadvantages with the contributions approach. Its most important shortcoming is that it usually results in the viewing of ethnic content from the perspectives of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. The events, concepts, issues, and problems chosen for study are selected using mainstream-centric and Eurocentric criteria and perspectives.⁷⁹

c. The Transformation Approach

The transformation approach differs fundamentally from the contributions and additive approaches. In both approaches, ethnic content is added to the mainstream core curriculum without changing its basic assumptions, nature, and structure. The fundamental goals, structure, and perspectives of the curriculum are changed in the transformation approach.⁸⁰

The transformation approach (level 3 in) changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. The mainstream-centric perspective is one of only

⁷⁸James A. Banks, *Race, Culture...*, p. 141

⁷⁹James A. Banks, *Race, Culture...*, p. 141

⁸⁰James A. Banks, *Race, Culture...*, p. 141

several perspectives from which issues, problems, concepts, and issues are viewed.⁸¹

d. The Social Action Approach

The social action approach (level 4) includes all the elements of the transformation approach but adds components that require students to make decisions and take actions related to the concept, issue, or problem studied in the unit. Major goals of instruction in this approach are to educate students for social criticism and social change and to teach them decision-making skills. To empower students and help them acquire political efficacy, the school must help them become reflective social critics and skilled participants in social change. The traditional goal of schooling has been to socialize students so they would accept unquestioningly the existing ideologies, institutions, and practices within society and the nation-state.⁸² In this approach, teachers are agents of social change who promote democratic values and the empowerment of students.

IAIN PURWOKERTO

⁸¹James A. Banks, *Race, Culture...*, p. 141-142

⁸²James A. Banks, *Race, Culture...*, p. 143

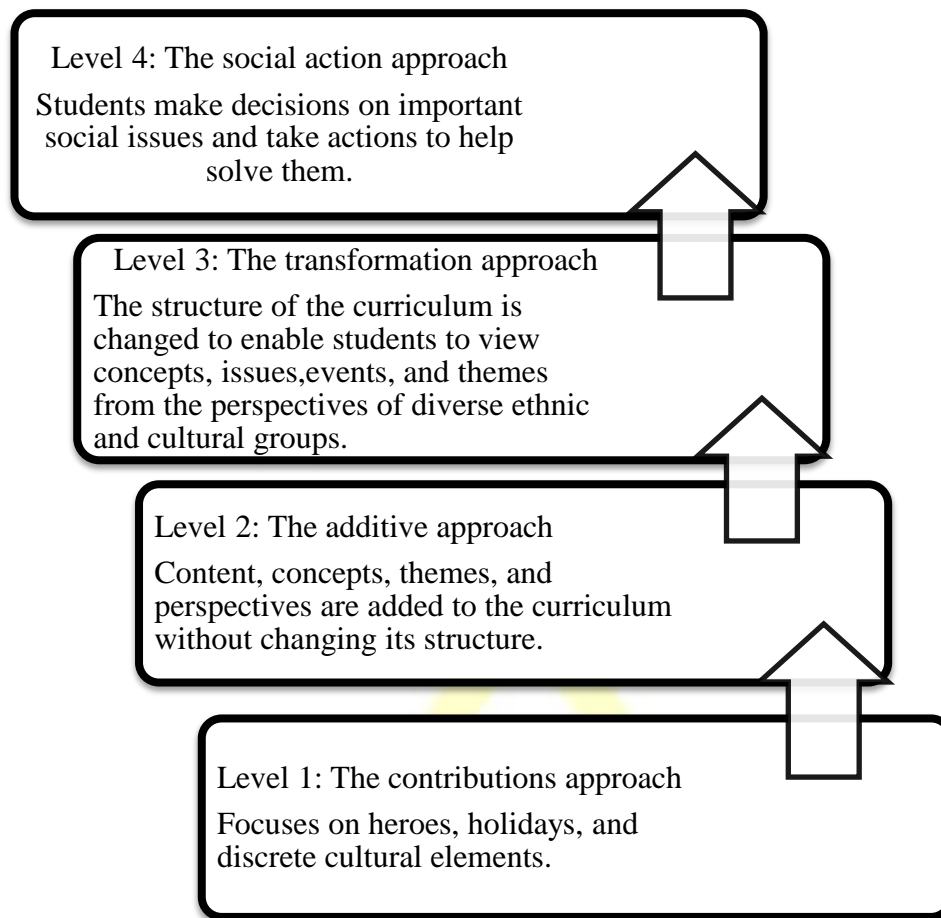


Figure 1.3 Banks's four levels of integration of multicultural content.

The four approaches for the integration of multicultural content into the curriculum (see Figure 1.3) are often mixed and blended in actual teaching situations. One approach, such as the contributions approach, can be used as a vehicle to move to other, more intellectually challenging approaches such as the transformation and social action approaches. It is unrealistic to expect a teacher to move directly from a highly mainstream-centric curriculum to one that focuses on decision-making and social

action. Rather, the move from the first to higher levels of multicultural content integration is likely to be gradual and cumulative.⁸³

7. Values of Multicultural Education

Culturally, education is important role for human. It creates prestige of human through their achievement, in form of transfer of knowledge and transfer of values.⁸⁴

According to Carl A. Grant and Agostino Potera that Multicultural education is education to acknowledge and respect other people and cultures.⁸⁵ It means multicultural education is education of universal values. Values is quality of something that seen good and useful, and make people to be prestigious.⁸⁶

Multicultural education load values that should be investing on student as a form of transferring values. Investment of values is not liberated from nation culture. Nation culture is system of value that is all of bethink system about value, morality, norm and firm belief of human.⁸⁷

In addition, values of multicultural education based on values of Pancasila and UUD 1945. Attitude, behavior, and action of students contains in values that exist on Pancasila and UUD 1945, such as social value, social justice, democracy, respect, tolerance and pluralism.

⁸³James A. Banks, *Race, Culture...*, p. 143

⁸⁴Hasbullah, *Dasar-dasar Ilmu Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2015), p. 149

⁸⁵Carl A. Grant and Agostino Potera, *Intercultural and Multicultural ...*, p. 20

⁸⁶Sutarjo Adisusilo, *Pembelajaran Nilai Karakter: Konstruktivisme dan VCT sebagai Inovasi Pendekatan Pembelajaran Afektif*, (Jakarta: PT RajagrafindoPersada, 2013), p. 56

⁸⁷Deni Damayanti, *Panduan Implementasi Pendidikan Karakter di Sekolah*, (Yogyakarta: Araska, 2014),p. 42

Multicultural education is important for the state, in order to prepare society to be good citizen. So, society should deepen values to be good human and good citizen.

In implementation of multicultural education should implement multicultural values. The several values of multicultural education are:

a. Pluralism

According to Savage and Amstrong was cited by Rohmat, education based on multicultural empowers students to develop respect for people of culture differences, giving opportunity for people to cooperation with other people or groups that different of culture, religion, ethnic and race. Multicultural education also develop student to acknowledge diversity, so they have a certain positive attitude of diversity.⁸⁸

According to Banks, that pluralist views the ethnic group as extremely important in the socialization of the individual within a highly modernized society. It is within their own particular ethnic groups that individuals develop their languages, life styles, and values, and experience important primary group relationships and attachments.⁸⁹

⁸⁸Rohmat, *Tinjauan Multikultural...*, p. 45

⁸⁹James A. Banks, *Race, Culture...*, p. 116

b. Tolerance

Tolerance becomes principle of multicultural life.⁹⁰ According to Syafiq A. Mughni was quoted by Choirul Mahfud that tolerance is attitude of receive diversity of people.⁹¹ It means tolerance is opened attitude of diversity.

c. Social Justice

According to Maurianne Adam, Lee Anne Bell and Path Griffin said that:

We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.⁹²

The process for attaining the goal of social justice should also be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change.⁹³

Rahima C. Wade has definition of social justice as the process of working toward, and the condition of, meeting everyone's basic needs and fulfilling everyone's potential to live productive and empowered lives as participating citizens of our global community.

⁹⁰Rohmat, *Tinjauan Multikultural...*, p. 132

⁹¹ChoirulMahfud, *Pendidikan MulticulturalL...*, p. xiv

⁹²Maurianne Adam et.al, *Teaching for Diversity and Social Justice: Second Edition*, (Milton Park: Routledge, 2007), p. 1

⁹³Maurianne Adam et.al, *Teaching for Diversity...*, p. 2

Social justice is concerned with equitable distribution of resources as well as relating to each other with respect and care.⁹⁴

Social justice is incompatible with oppression or discrimination based on race or ethnicity, social class, gender, sexual orientation, religion, age, or intellectual or physical ability. At the core of social justice lies both the belief in the equal worth of every person as well as the willingness to act from a place of both morality and care in upholding that belief. In a socially just society, every person is treated according to his or her need toward the goal of becoming a capable and contributing member of that society.⁹⁵ Education for justice is contains in values of Pancasila. Social justice includes equality and equity, which is giving equal opportunity to obtain education.

B. Islam and Multicultural Education

The interpretation of true religion is multicultural perspective in religion. Religion norms will not kill diversity that existed. In Islam, diversity is the God's mercy. Islam comes as a religion of *rahmatan lil'alam*.⁹⁶ According to Sulalah that multicultural education in Islam has several principles⁹⁷, i.e.:

⁹⁴Rahima C. Wade, *Social Studies for Social Justice: Teaching Strategies for the Elementary School*, (New York: Teachers College Press, 2007), p. 5

⁹⁵Rahima C. Wade, *Social Studies...*, p. 6

⁹⁶Rohmat, *Tinjauan Multikultural...*, p. 2

⁹⁷Sulalah, *Pendidikan Multikultural Didaktika Nilai-nilai Universalitas Kebangsaan*, (Malang: UIN Maliki Press, 2011), p.58

1. Islam is universal religion, Islam not only to one of special race, ethnic or groups. Such as in Q.S. Al-Anbiya' verse 107:

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

“We sent thee not, but as a Mercy for all creatures”⁹⁸

2. Islam respect other religions and reliance of other religions. This principle is cited in Q.S. Al-Maidah verse 48:

وَأَنْزَلْنَا إِلَيْكَ الْكِتَابَ بِالْحَقِّ مُصَدِّقًا لِّمَا بَيْنَ يَدَيْهِ مِنَ الْكِتَابِ وَمُهَيِّمًا عَلَيْهِ فَاحْكُم بَيْنَهُم بِمَا أَنْزَلَ اللَّهُ وَلَا تَتَّبِعْ أَهْوَاءَهُمْ عَمَّا جَاءَكَ مِنَ الْحَقِّ لِكُلِّ جَعَلْنَا مِنْكُمْ شِرْعَةً وَمِنْهَاجًا وَلَوْ شَاءَ اللَّهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِن لِّيَبْلُوَكُمْ فِي مَا آتَاكُمْ فَاسْتَبِقُوا الْخَيْرَاتِ إِلَى اللَّهِ مَرْجِعُكُمْ جَمِيعًا فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ

“To thee We sent the Scripture in truth, confirming the scripture that came before it, and guarding it in safety: so judge between them by what Allah hath revealed, and follow not their vain desires, diverging from the truth that hath come to thee. To each among you have We prescribed a Law and an Open Way. If Allah had so willed, He would have made you a single people, but (His plan is) to test you in what He hath given you: so strive as in a race in all virtues. The goal of you all is to Allah. It is He that will show you the truth of the matters in which ye dispute.”⁹⁹

In addition, Islam also teaches not to force there is no compulsion in religion. It is described in Q.S Al-Baqarah verse 256:

⁹⁸ Aljamil: *Alqur'an Tajwid Warna, Terjemahan PerKata, Terjemahan Inggris.*, (Bekasi: Cipta Bagus Segara, 2012), p. 331

⁹⁹ Aljamil: *Alqur'an Tajwid Warna, ...*, p. 86

لَا إِكْرَاهَ فِي الدِّينِ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ فَمَنْ يَكْفُرْ بِالطَّاغُوتِ وَيُؤْمِنِ
بِاللَّهِ فَقَدْ اسْتَمْسَكَ بِالْعُرْوَةِ الْوُثْقَىٰ لَا انفِصَامَ لَهَا وَاللَّهُ سَمِيعٌ عَلِيمٌ

“Let there be no compulsion in religion: Truth stand out clear from error: whoever reject Tagut and believes in Allah hath grasped the most trustworthy hand hold that never breaks, and Allah heareth and knoweth all things.”¹⁰⁰

3. Islam is religion that opened its truth. It is described in Q.S Al-Baqarah verse 23.

وَإِنْ كُنْتُمْ فِي رَيْبٍ مِّمَّا نَزَّلْنَا عَلَىٰ عَبْدِنَا فَأْتُوا بِسُورَةٍ مِّثْلِهِ وَادْعُوا
شُهَدَاءَكُمْ مِّنْ دُونِ اللَّهِ إِنْ كُنْتُمْ صَادِقِينَ

“And if ye are in doubt as to what We have revealed from time to time Our servants, then produce a Sura like thereunto, and call your witnesses or helpers (if there are any) besides Allah, if ye are truthful.”¹⁰¹

4. Islam clarifies that diversity in human life is nature, diversity of gender, culture, race and religion will express attitude of mutual recognition (*ta'aruf*).

According to Kiai Sholeh was cited by Sulalah that from mutual recognition will be expressed mutual understanding. If relationship among human and others based on mutual understanding, so it will express mutual respect. When people realized mutual respect, and then mutual trust will get momentum in life.¹⁰²

From explanation above is basic of character building toward development of nation that have religious moral. It means development of

¹⁰⁰ Aljamil: *Alqur'an Tajwid Warna...*, p.42

¹⁰¹ Aljamil: *Alqur'an Tajwid Warna...*, p.4

¹⁰² Sulalah, *Pendidikan Multikultural...*, p. 59

multicultural education in Islam have special characteristic that is religiosity or religious multiculturalism.¹⁰³

In addition, exclamation of peace and harmonization in multicultural life also explained in normative of Islam. A Muslim carry out social relationship without screening by culture diversity or religion that is important. Such as described Q.S. al-Hujarat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا
 إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ .

“O Mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.

This verse state that diversity based on Islam is certainty. Islam came as a religion that can guard all of different groups. Islam teaches benefit and safety to all of human, so that Islam became a religion that democratic of differences.¹⁰⁴

Islam came from multicultural environment. Prophet Muhammad saw had many contact with culture of Mecca. In that period Jewish community convinced dynamism religion, and then Islam invited human based on awareness not compulsion to follow Islam. High acknowledgment of diversity in Islam based on freedom and does not compulsion.¹⁰⁵

¹⁰³Sulalah, *Pendidikan Multikultural...*, p. 59

¹⁰⁴Rohmat, *Tinjauan Multikultural...*, p.3

¹⁰⁵Rohmat, *Tinjauan Multikultural...*, p.3

CHAPTER III

RESEARCH METHOD

The writer conducts this research method, as beneath:

A. Type of Research and Research Approach

This research is a field research, that is descriptive qualitative. This research was performed in school. This research assumes empirical realities that happen in a socio-cultural context. It are interlinks with each another. The qualitative research emphasizes on authenticity. It doesn't deductively begin from theory, but from actual facts.¹⁰⁶

Type of research used in this research is qualitative research. Qualitative research is a situated activity that locates the observer in the world.¹⁰⁷The researcher chose qualitative research to describe about the implementation of multicultural education in Putera Harapan Junior High School Purwokerto.

The approach used in this research that is a qualitative approach. By analyzing descriptive, it means taking the data that has been categorized collected and then be made descriptive. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior.¹⁰⁸

From the explanation above, qualitative research is an attempt to present social world, and its perspective in the world in terms of concept,

¹⁰⁶Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p.15

¹⁰⁷Uwe Flick, *Designing Qualitative Research*, (London: SAGE Publications Ltd, 2007), p. 2

¹⁰⁸C.R. Kothari, *Research Methodology: Methods and Techniques*, (New Dehli: New Age International (P) Limited, 2004), p.5

behavior, perception, and problem of human that is examined. Basically, in this research, the researcher uses a qualitative method to find out in depth on how to implement of multicultural education in Putera Harapan Junior High School.

B. Research Location

Research location was conducted in Putera Harapan Junior High School Purwokerto. The researcher was interested in choosing research location because Putera Harapan Junior High School Purwokerto has been implementing educational system based on multicultural education perspective. Education Department Banyumas has given legalization to Putera Harapan Junior High School Purwokerto as National School 3 languages. The implementation of multicultural education appeared in curriculum, intra-curricular activity, extracurricular activity and Islamic education learning.

C. Research Subject and Object

1. Research Subject

Subjects of this research include:

- a. Headmaster of Putera Harapan Junior High School Purwokerto

Headmaster of Putera Harapan Junior High School Purwokerto is Mr. David Ludiranto, S.S., M.Hum. The researcher chose headmaster as a primary subject of research, because headmaster of Putera Harapan Junior High School Purwokerto provided globally and detail the information about situations, conditions and activities in

Putera Harapan Junior High School Purwokerto. The researcher got interview and documentation data.

b. Administration Section

Administration Section Putera Harapan Junior High School Purwokerto is a person who knows about the services and information related data and documents to completing the research in Putera Harapan Junior High School Purwokerto. The researcher got documentation data about vision and mission, history of school and conditions of teachers and students.

c. Teachers

Teacher is a resource for researcher seeking information related to the process and result of implementing multicultural education in Putera Harapan Junior High School Purwokerto. The researcher chose 2 teachers for primary subject of this research. The list of the teachers and the qualification of the teacher are listed in table 1.1

1.1 Table of teachers for primary subject

No	Name	Qualification	Information
1.	Luthf iyah Sri Hida yah, S.Pd. I	Islamic educati on	- Islamic education learning based on multicultural education - Investing respect, honor and tolerance in clasroom

2.	Tri Pujiono, S.Pd.	Civic education	<ul style="list-style-type: none"> - Investment of ethics - Learning process - Students attitudes - Implementation of multicultural values
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d. Curriculum Section

Curriculum Section in Putera Harapan Junior High School is Prafitri Kusumaningrum, S.Si. The researcher chose curriculum section as a primary subject to obtain information about the curriculum that used by Putera Harapan Junior High School. The researcher got data based on interview and documentation about national curricula. The national curricula consist of KTSP curriculum, Cambridge curriculum for English and GhuangZhou for Mandarin.

e. Student Section

Student Section is the person who manages the activities of students, and informed about the activity and the characteristics of students. Based on this research, student section of Putera Harapan Junior High School is Anna Eka Mardiastari, S.Pd.

The researcher chose student section as source in this research because to searches the information about students activity and character building in the extracurricular activity. The researcher got data about character building, character students and investing multicultural values in activities through interview.

f. Students

Students in this research are students of Putera Harapan (Junior High School Purwokerto i.e. Guilda Widiya Az-Zahra (Islam), Jovanka Natalia (Confucius), Enan Agrippina Donovan (Christian), Karen Agni Subianto (Buddhist) and Angeline Meily Putri (Catholic). From these students, researcher got information about the impact of implementing multicultural education, attitudes of students and feeling of students.

2. Research Object

Research object is the issue that became the focus of the research. In this research, the research object is the implementation of multicultural education in Putera Harapan Junior High School Purwokerto. The indicator of multicultural education included curricula, intra-curricular activity, extracurricular activity and Islamic education learning.

D. Source of Research Data

According to Bungin Burhan, the source of research data is classified as primary data and secondary data.¹⁰⁹

1. Primary data

Primary data is the data that obtained directly from the research subject with using measurement tool or data retrieval tool directly to the subject as the source information. The researcher obtained primary data of this research through interview with research subjects i.e. headmaster, curriculum section, student section, teacher and students.

¹⁰⁹Abdul Manab, *Penelitian Pendidikan: Pendekatan Kualitatif*, (Yogyakarta: Kalimedia, 2015), p. 202

2. Secondary Data

Secondary data or second hand data is a data that obtained through other parties that is not directly, and obtained from the research subject of researcher. Secondary data consists of documentation data and available report data. The secondary data that obtained by researcher is the documentation data from Putera Harapan Junior High School.

The documentation data from Putera Harapan Junior High School are: history of school, vision and mission of school, profile of school, facilities and infrastructure, structure of curricula, and condition of school, teacher, and students.

E. Technique of Data Collection

Technique of data collection is the method used to obtain data that will be investigated. In this research, researcher uses technique of data collection as follow:

1. Observation

The observation method is the most commonly that used especially in studies relating to behavioral sciences. In a way, we all observed things around us, but this sort of observation are not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the

information is sought by way of investigator's own direct observation without asking from the respondent.¹¹⁰

Observation in this research is non-participant observation. Nonparticipant observation in this research is observed relation of student, the implementation of multicultural education in Putera Harapan Junior High school Purwokerto through curricula, intra-curricular activity, extracurricular activity and Putera Harapan Junior High school Purwokerto is school based on multicultural education.

2. Interview

In this research had used a structured interview. Structured interview is an interview consists of most questions that have been determined, so form the material or instrument of questions.¹¹¹ The researcher conducted structured interview with headmaster, curriculum section, teacher, student section and student.

In addition, the researcher got data from this technique about situation of implementing multicultural education trough curriculum, intra-curricular activity, extracurricular activity and Islamic education learning.

3. Documentation

Documentation technique is intended to complement data from interviews and observations. Documentation was used as auxiliary of

¹¹⁰C.R. Kothari, *Research Methodology*....., p. 96

¹¹¹Ahmad Tanzeh, *Pengantar Metode Penelitian*, (Yogyakarta: Teras,2009), p.63

collecting data. The researcher took some documents included: pictures of student activities, field notes, profile of school, agenda of school, and curriculum structure.

F. Technique of Data Analysis

Data analysis is systematic process of searching and compiling data that obtained from interviews, field notes and documentation, by coordinating data into categories, describing in units, synthesize, organizing data, choosing what is important and what will be studied, and making conclusions. Thus, it is easy to understand by oneself or others.¹¹² Qualitative data analysis is inductive, that is an analysis based on data obtained, and then relationships or patterns developed into hypothesis.¹¹³

According to Miles and Huberman was quoted by Sugiono, activity in the qualitative data analysis performed interactively and runs continuously until completed, so that the data is already saturated.¹¹⁴ The activities or steps in the data analysis are:

1. Data Reduction

Data reduction means summarizing, choosing the main thing, focusing on things are important, looking for themes and patterns and discarding unnecessary. Thus, reduction data would provided clearer picture, and facilitates researcher to conduct further data collection.¹¹⁵

¹¹²Sugiyono, *Metode Penelitian ...*, p. 335.

¹¹³Sugiyono, *Metode Penelitian ...*, p. 335.

¹¹⁴Sugiyono, *Metode Penelitian ...*, p. 337

¹¹⁵Sugiyono, *Metode Penelitian ...*, p. 338

2. Data Display

Data display is presented a collection of information to gives the possibility of drawing conclusions and taking action. Presenting in qualitative research is narrative text consists of various types of charts, matrices, graphs, network and charts, with data presentation. It facilitated researcher to understand what is happening and could mastered problematic research, so it can be able to plan work steps next.¹¹⁶

3. Conclusion Drawing/ verification

The next step in the analysis of qualitative data is conclusion and verification. Early conclusions were presented in early that are temporary and will be changed, if found books are more powerful to support the next phase of data collection. However, if conclusions expressed in the early stages that supported by evidence of valid and consistent when researchers returned field to collect data. This conclusions presented is credible conclusion.¹¹⁷

IAIN PURWOKERTO

¹¹⁶Imam Suprayogo danTahroni, *Metodelogi Penelitian Sosial-Agama*, (Bandung: Randakarya, 2003), p. 194

¹¹⁷Sugiyono, *Metode Penelitian...*, p. 345.

CHAPTER IV

RESULT AND DISCUSSION

A. The Overview of Putera Harapan Junior High School Purwokerto

Putera Harapan junior high school is commonly known as Pu Hua School. Putera Harapan Junior High School is the institution established by LPK Putera Harapan Purwokerto. Pu Hua School is a private school with an introduction of three languages, the first establishment in Purwokerto. Learning process of language in Pu Hua School is equips students with the science of Indonesian, English and Mandarin, as well as forming personalities and mental of students, so that students can be good person, gentle, and virtuous.¹¹⁸

Putera Harapan junior high school based on multicultural education that implement 3 languages as an introduction of learning process, and empowering school culture that contains multicultural values as a necessity.¹¹⁹

1. Establishment History of Putera Harapan Junior High School Purwokerto¹²⁰

Pu Hua School or Putera Harapan 3 Languages National School was established on 30 April 2006. Since establishment in 2006 until now, this school has become one of high quality school in Banyumas. However, the history of Pu Hua School has been going on since long before 2006. Pu Hua School cannot be separated from the history of Chinese immigrants in

¹¹⁸Profil of Pu Hua School

¹¹⁹Interview with Subject 1 on Friday, 19th Augustus 2016 at 11.25 am.

¹²⁰ History of Pu Hua School

Purwokerto. Pu Hua School has been through a long period. In 1850, someone of immigrant from southern part of China named Tan Swie Sing settled in Purwokerto. She has personal sincere and great spirit in teaching languages to Chinese, make a lot of people called him "ye shi".

Tan Swie Sing has continued the spirit of his father, so he built school with three classes in Sokaraja. In 1905-1906 Kho Han Lie has contributed his land to be used as school. On 06 February 1906 Tan Swie Sing has established "TiongHoa Hwee Kwan School". This school is the forerunner to the establishment of Putera Harapan School.

Education in Tiong Hoa Hwee Kwan School continued. In 1947this school started education for junior high school students. In the same year, officially, this school changed the name to "Tiong Hoa School Purwokerto-Pu Hua". In 1949, Tiong Hoa Junior High School Purwokerto has graduated the first generation of students.

The situation of Tiong Hoa School Purwokerto is more advanced, but incompatible with the government's response on Tiong Hoa School. In 1957, the government created a decision on the prohibition of Tiong Hoa School to accept students from local people. In addition, non-Chinese teacher were not allowed to teach in Pu Hua School. In 1958 Tiong Hoa School Purwokerto become a national school and divided into two parts of school, namely school for foreigners (WNA) and school for local students.

In 1959 Pu Hua elementary and junior high School used new school building. In Addition, many local students began to study in Pu Hua

School. In 1963, Pu Hua opened senior high school. However, until the date of 30 April 1966 all of Pu Hua School closed. From that moment, the students of Pu Hua were not having the school. They were not got an education Mandarin again. The teacher does not work, so teachers experienced economic difficulties. In New Order era, situation of Pu Hua schools do not progress. In fact, all of Pu Hua School closed due to discrimination of anti-Chinese politic in Indonesia, so the government unlegalizes Pu Hua School.

In this era, the teaching of Mandarin in Pu Hua School is run secretly by the teachers. Students who had studied in Pu Hua had united the spirit of learning for the Mandarin. They lectured Mandarin at home separately. The students who have high achievement in Mandarin be a mentor for other students, this learning continued until the 70's.

The reunion of the first graduates Tiong Hoa School Purwokerto in 1988 was called "Konferensi Persahabatan Tiong Hoa Pertama". In 1992 the conference was conducted by the theme "Menyambut Acara Natal dan Tahun Baru 1992", this conference attended by 49 teachers and hundreds of students Pu Hua. In 1996 participants of conference built "Association of Entrepreneurs Banyumas". One year later, on 3 December 1997 Association of Entrepreneurs Banyumas established Yayasan Putera Harapan Purwokerto.

Development of Yayasan Putera Harapan to be continued, in 2000 Yayasan Putera Harapan constructed a building for Yayasan Putera

Harapan Purwokerto. One year later, in 2001 LPK Putera Harapan Purwokerto organized Mandarin course. In August, LPK Putera Harapan Purwokerto defrayed the activities of "Beijing Tour" this activity is how to respect to the former of Tiong Hoa School Teachers. Putera Harapan National kindergarten Purwokerto was established in 2003. One year later, LPK Putera Harapan Purwokerto supported for holding of Mandarin vocational program in Jendral Sudirman University. In 30 April Pu Hua School was conducted ground breaking in construction of Putera Harapan 3 Languages National School buildings.

Since establishment, concept of education in Pu Hua School is a private school with an introductory three languages. The vision of this school is to increase high-quality of students by introductory 3 languages. The motto of school is "active, sincere, humble, and diligent", which is to form the personality and mental of students.

The description above explained the history of Pu Hua School generally. While, in the profile of Putera Harapan junior high school established in 2012. The establishment of Putera Harapan junior high school legalized by gone through certificate No. 02 dated 02 November 2013.

2. Geographical Location of Putera Harapan Junior High School Purwokerto

Putera Harapan Junior High School purwokerto is located at S. Parman Street, Stadium Mini complex, purwokerto southern sub districts,

Banyumas Regency, Central Java, 53 141. Geographically, Putera Harapan Junior high school is located outside of downtown purwokerto. It means that Putera Harapan junior high school is located in a strategic area. The condition supports education process.¹²¹

The area of Putera Harapan Junior high School stood on nearly 3494.6 m², with the building area of 1513.8 m². Status of the land and buildings are belongs to Yayasan Putera Harapan Purwokerto. It's proved by land certificate.¹²²

3. Vision, Mission, and Goal of Putera Harapan Junior High School Purwokerto¹²³

a. The Vision of Putera Harapan Junior High School Purwokerto

The vision of Putera Harapan Junior High School Purwokerto is consistently being a place for education that is superior, competitive, virtuous, faithful, pious and internationally perspective.

b. The Mission of Putera Harapan Junior High School Purwokerto

1) Providing education with 3 languages material, i.e. Bahasa, Mandarin and English.

2) Creating conducive learning atmosphere, so that students are able to grow creatively and independently.

3) Making English and Mandarin as a second language.

c. The Goal of Putera Harapan Junior High School Purwokerto

1) Increasing of piety towards God Almighty

¹²¹ Documentation of Putera Harapan Junior High School Purwokerto

¹²² Profil of Putera Harapan Junior High School Purwokerto

¹²³ Documentation of Putera Harapan Junior High School Purwokerto

- 2) Being school of cooperative education unit
- 3) Standard of learning completeness reach at least 95%
- 4) The grade of National Examination is above average regional grade
- 5) Having achievement in rational, national, and international level
- 6) 100% of graduates continue to senior high schools
- 7) Improving the performance of headmaster, teachers and employees
- 8) Improving the quality and quantity of education service to students

4. Structure of Organization¹²⁴

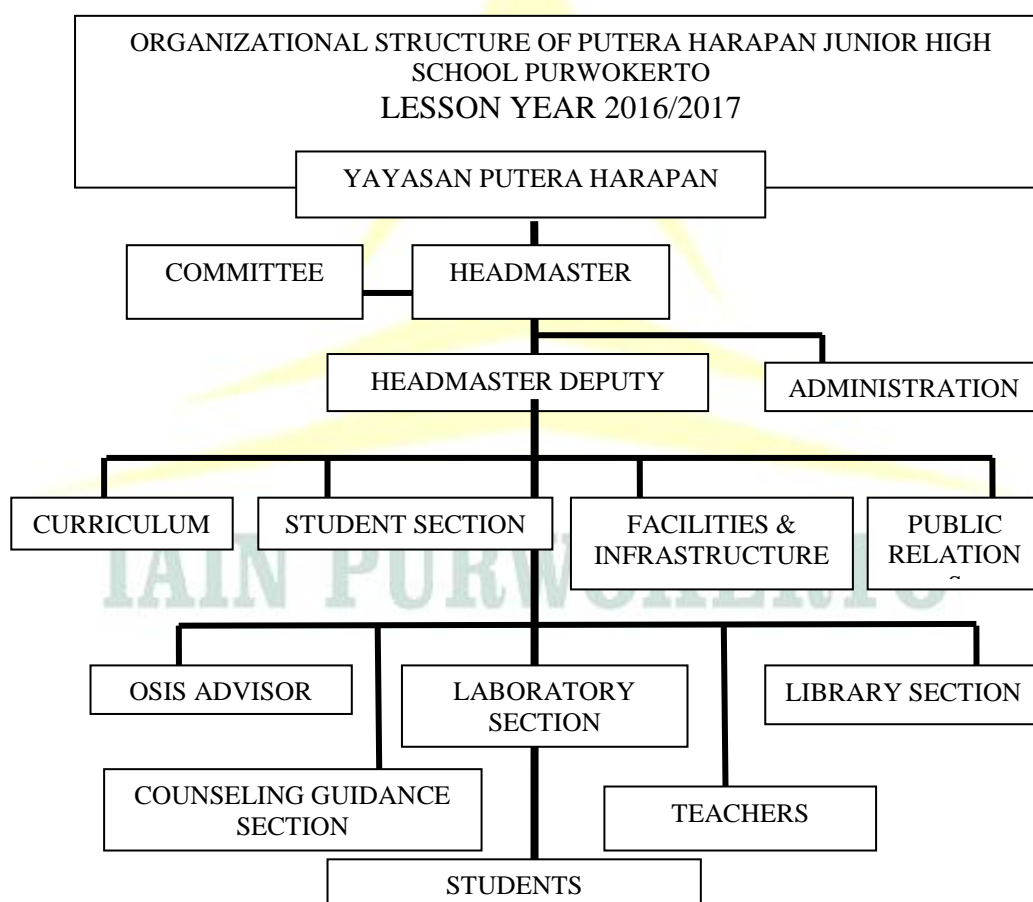


Figure 1.3structure of organization

¹²⁴ Documentation of Putera Harapan Junior High School Purwokerto

Structure of organization is created to supports the effectiveness of education service to stakeholder. Schematically, the organization structure is depicted in figure 1.3. Based on figure 1.3 the structure of organization in Putera Harapan Junior High School Purwokerto has fundamental duty, as follow:

- a. The headmaster. He has duties, i.e.: develop programs school activities, carry out supervision activities of the managerial components of the school, carry out monitoring and management coaching school components, assess the performance of teachers and employees, implement the guidance training professionalism of teachers and employees, carry out supervision of the implementation of learning process and guidance counseling, being a chairman in the meeting of school activities, prepare the school budget, and create reports.
- b. Deputy Head of the school has duties to supervise the curriculum, student section, infrastructure and public relations.
- c. The curriculum section has duties, i.e.: prepare learning programs, prepare the division of teaching duties, prepare the timetable, scheduling of the evaluation study, prepare national exam, plan activities supervision, store and process data curriculum targets, absorptive and recapitulate of daily values, apply criteria for the increase in class, prepare the device of learning process and manage of learning process, coordinate with administration section in the transfer

of students, monitor the implementation of learning process, create reports, and other duties in the general guidelines for the implementation of education.

- d. Student section has duty, i.e.: prepare student coaching program, implement the guidance, direct and supervise the activities of students in order to enforce discipline and school rules, organize the implementation of extracurricular and other duties in the general guidelines for the implementation of education.
- e. Facilities and Infrastructure section has duties, i.e.: Arrange facilities and infrastructure in the school, do coordinating the use of facilities and infrastructure, list of facilities and infrastructure, compile reports.
- f. Public relations section has duties, i.e.: arrange and organize school relationships with parents/ represent of students, create relationships between the school committee, create relationships between schools and government agencies.
- g. Teachers have duties, i.e.: prepare lesson plans, implement learning, assess learning outcomes, guide students, carry out additional tasks, collect attendance data and student assignments.

5. The Condition of teachers and students¹²⁵

Qualification of teachers in Putera Harapan Junior High School Purwokerto has fulfilled requirement based on standards of education. The fulfillment of qualification aims to promote the quality of education service

¹²⁵ Documentation of Putera Harapan Junior High School Purwokerto

in Putera Harapan Junior High School Purwokerto. Lot of all teachers in Putera Harapan Junior High School Purwokerto is listed in table 1.2 and 1.3.

1.2 Table of total of teachers

No	Teachers name	Subjects of teaching	Class
1.	Anastasia Sulistiorini, S.Pd.	Bahasa	7-9
2.	Anna EkaMardiastari, S .Pd.	Social Science	7-9
3.	Prafitri Kusumaningrum, S.Si.	Mathematic	8-9
4.	Utti Marina Rifanti, S.Si.	Mathematics	7
		TIK	7-8
5.	Kristin, B.Sc.,S.Pd.	Natural Science	7 and 9
6.	Akhmad Ardi Waluyo, S.Pd.	Natural Science	8
7.	Tri Pujiono, S.Pd.	Civic education	7-9
8.	Nunung Laoshi	Mandarin	9 adept and7 primary
9.	Yang Laoshi	Mandarin	7 and 8 adept A
10.	Lukman Halim, B.Sc.	Mandarin	7 and 8 adept B
11.	Meitriana Putri, B.Ed.	Mandarin	8 and 9 primary
12.	Hendra, S.Pd.	English	8 and 9
13.	Lia Muliani, S.H., S.Pd.	English	7-9
14.	Sukesi, S.Pd.	Javanese	7-9
15.	Teguh Sugeng Apriawan, S.Pd.	Sport	8 and 9
		Scout	7 and 8
16.	Drs. Purwito	Sport	7
17.	Muhamad Fuad Azhar B, S.Pd.	Fine art	7-9
		TIK	9
18.	Wahyu	Musicand choir	7-9
19.	Sri Sugiarto, S.Pd.K	Cristian education	7-9
20.	Fransiska Endah K, S.Ag.	Catholic education	7-9

21.	Teddy Tjahyadi, SE.	Buddhist education	7-9
22.	Intan Oktavanny, S.T	Confucius education	7-9
23.	Luthfiyah Sri Hidayah, S.Pd.I	Islamic education	9-9
24.	Fx. David Ludirant, S.Si, M.Hum	Headmaster	-

1.3 Table of educational qualifications, and gender Teachers

	Educational qualification	Total and Status of Teachers				Citizenship		Total
		GT/PNS		GTT/ Non PNS		Indonesian citizen	Foreign citizen	
	S-3/S-2			1		1		1
1.	S-1	9	10	1	2	22	1	23
2.	D-3							
3.	D-1							
4.	High School equivalent							
	Total	9	10	2	2	23	1	24

Putera Harapan Junior High School has 134 students. They consist of 64 male students and 70 female students. The data of students based on their gender described in table 1.4. Based on their religion they are 5 religions in Putera Harapan Junior High School Purwokerto. The data of students based on their religion described in table 1.5.

1.4 Table of lists the students's gender and Homeroom teacher

Class	Homeroom teacher	Gender		Total of Students
		M	F	
7A	Kristin, B. Sc., S.Pd.	10	9	19
7B	Lia Muliani, S.H., S. Pd.	10	9	19
8A	Teguh Sugeng Apriawan, S.Pd.	12	11	23

8B	Hendra, A.Md.	11	12	23
9A	Anastasia Sulistiorini, S.Pd.	8	17	25
9B	Anna Eka Mardiasari, S.Pd.	13	12	25
	Total	64	70	134

1.5 Table of total of students based on religion

Class	Religion					Total
	Cristian	Catholic	Islam	Confucius	Buddha	
7	14	10	6	2	6	38
8	14	20	7	3	2	46
9	16	13	12	5	4	40
Total	44	43	25	10	12	134

6. Facilities and Infrastructures¹²⁶

Facilities that is available in Putera Harapan junior high school Purwokerto include:

- a. 1 headmaster room
- b. 1 teachers room a
- c. 6 classroom
- d. 1 prayer room with all the accessories
- e. Mosque
- f. Science laboratory space with all the accessories
- g. Chamber music with all the accessories
- h. Library with accessories
- i. Hall with accessories

¹²⁶ Documentation of Putera Harapan Junior High School Purwokerto

- j. Sports center
- k. Canteen
- l. Toilet
- m. Computer lab with all the accessories
- n. Room Mandarin with all the accessories
- o. Multipurpose room

B. The Discussion of The Implementing Multicultural Education in Putera Harapan Junior High School Purwokerto

Multicultural as a style in Putera Harapan Junior High School Purwokerto, that is enrich pluralism in education process. For example, when implementation of ceremony prayer, usually in other school conducted prayer of ceremony by Islamic prayer, in Putera Harapan Junior High School Purwokerto ceremony prayer by 5 religions, and then the implementation of ceremony prayer adjusts the lead.¹²⁷

Based on observations and interviews conducted by the researcher, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto is conducted with four stages, i.e. curricula, intra-curricula, extra-curricular activities and Islamic education learning based on multicultural education.

1. Curricula

¹²⁷Observation of ceremony in Putera Harapan Junior High School on Monday, 15th Augustus 2016 at 07.30 am

Putera Harapan Junior High School Purwokerto uses curricula refer to national curricula, i.e. curriculum of educational unit. However, national curricula in Putera Harapan Junior High School Purwokerto are enriched with multi languages for learning process and academic activities. The enrichment of multi languages are Cambridge curriculum for English, Ghuangzhou of china for mandarin and Bahasa.¹²⁸

Based on the regulation of curriculum from central government, learning process in Putera Harapan Junior High School Purwokerto is similar to other school, there are 1 lesson hour is 40 minutes. In Putera Harapan Junior High School Purwokerto there are 10 lesson hours a day, whereas in other school there are only 8 lessons hour a day. Bell of learning process begins at 07.30 am. Thus, it ends at 03.00 pm. time allocation standard applied by the government there are at least 30-something lesson hours, there are 45 lesson hours per week in Putera Harapan Junior High School Purwokerto. In fact, this school is 5 working days, Monday until Friday. If calculated there were 50 lesson hours, but 5 hours to scout and extracurricular lessons that is entered into intra-curricular. Putera Harapan Junior High School Purwokerto privilege from this, if the other schools still follow the national standards, while the English in other school only two lesson hours, in Putera Harapan Junior

¹²⁸ Interview with Subject 4 on Wednesday, 10th Augustus 2016 at 13.30 pm

High School Purwokerto there are 6-hour lesson for English, and 9 hours of special lessons mandarin.¹²⁹

Based on the documentation, structure of curriculum Putera Harapan Junior High School covers the substance of learning is pursued in one education level for three years from Class VII to Class IX. The curriculum structure is based on competency standards and competency standards subjects. Putera Harapan Junior High School loads the 10 subjects, 2 local content, and personal development for 7th, 8th and 9th grade.¹³⁰ Respectively, the distribution of subject for all grades is listed in table 1.6.

1.6 Table of Curriculum Structure in Putera Harapan Junior High School Purwokerto

Name of Subject	Grade and time allocation		
	VII	VIII	IX
A. Natural Content			
1. Islamic Education	2	2	2
2. Civic Education	4	4	6
3. Bahasa	6	6	6
4. English	6	6	6
5. Mathematic	5	5	5
6. Natural Science	3	3	4
7. Social Sciences	2	2	2
8. Culture and Art/ Kertanges	2	2	2
9. Physical, Sport and Health Education	2	2	2
10. Skills / ICT			

¹²⁹ Interview with Subject 4 on Wednesday, 10th Augustus 2016 at 13.30 pm

¹³⁰ Documentation of Putera Harapan junior high school curriculum

B. Local Content			
1. Javanese	2	2	2
2. Mandarin	9	9	9
Total	45	45	46

In addition, Putera Harapan Junior High School Purwokerto also develops personal-development activities. Personal-development activities are activities that aim to provide opportunities for students to develop and express their talents, interests, skill and manner.¹³¹ Personal development activities are listed in table 1.7.

1.7 Table of personal development activities in Putera Harapan Junior High School Purwokerto

No	Component Activity
1.	Guidance and counseling
2.	Boy scout
3.	Sports: Badminton, Basketball, and Futsal
4.	Music: Guitar
5.	Culture of Mandarin: Tambur and Barongsai
6.	Art: Art and Craft, Theater and Photography
7.	Choir

Personal development activities conducted in extracurricular program. Specifically, personal development activities that enriched multicultural values are culture of mandarin activity. This activity can be conduct by all of students in Putera Harapan Junior High School Purwokerto.

From distribution of subject in table 1.5 and 1.6, it can be show that multicultural education explicitly inserted in curriculum of Putera Harapan Junior High School Purwokerto. First, Putera Harapan Junior High School Purwokerto uses 3 languages in introduction of learning

¹³¹Documentation of Putera Harapan junior high school curriculum

process. Second, Putera Harapan Junior High School Purwokerto have arranged personal development activities in the form of mandarin culture activity, that is all of students have equal rights to study mandarin culture. And the third, local content is curricular activity to develop potential and superiority of culture, the local content are Javanese and mandarin. This activity is an effort to implementation of dizigui. Dizigui is education of manner and culture.

2. Intra-curricular activities

The superiorities of Putera Harapan Junior High School Purwokerto in education service are introduction 3 languages in education process. Moreover, this school explicitly shows the values of the multicultural and respect to pluralism in learning process. There are 3 principles for developing multicultural education in Putera Harapan Junior High School Purwokerto.¹³² The principles are:

a. The spirit of Nationalism

The spirit of the nationalism, in Putera Harapan Junior High School Purwokerto, doesn't discriminate the student based on their ethnic, language, race, and culture, and then pluralism in students. The pluralism is respectful by all student and teachers.

b. Achievement

¹³² Interview with subject 1 on Friday, 19th Augustus 2016 at 11.25 am

Aspects of achievement in Putera Harapan junior high school purwokerto are stated in the vision and mission of the school. Some activities are specifically developed by Putera Harapan Junior High School Purwokerto to improve student achievement. It likes the achievement of Putera Harapan Junior High School Purwokerto in Banyumas Regency are this school has even got English and Mandarin Competition.

c. Noble character

Noble character is the concept of conscience, formed by the planting of character and manners. Putera Harapan Junior High School has implemented activities of manners with the term dizigui. Dizigui is good manner and good habits such as applied every morning and when the learning process.

Aspects above are emphasized activity in Putera Harapan junior high school purwokerto. Intra-curricular activity in Putera Harapan Junior High School Purwokerto is an activity that must be implemented by students. Implementation of multicultural education in pattern of intra-curricular is through learning process.

1) Learning Process

The learning process has very important and positive role, for investing of multicultural values in Putera Harapan junior high school Purwokerto students. Based on observations, implementation of multicultural education in learning process included:

a) Investing of ethics

Students of Putera Harapan Junior High School Purwokerto, when the bell is ringing at 7:20 am as the sign of the beginning of learning process, students marched in front of classrooms. Then, students enter the room by shaking hands with teachers. Then, the students prayed together at each class. The students appointed became leader to lead the national prayer. The reading of national prayer uses microphone of school.¹³³Text of national prayer that reads students of Putera Harapan Junior High School i.e.:

Let's pray together. Lord, creator of all things, we know you are with us and love us. Give us peace of mind as we prepare for this time of study. Give us insight that we might understand what we are studying and help us to remember it when the time comes. Give all teachers your blessing, so they can teach and give the best things to all of us. Above all, we thank you for many gifts and talents you have given. Amen. (English Text)¹³⁴

Sugeng enjing, kangge miwiti sinau dinten meniko, monggo kito miwiti kanthi waosan dedungo, dedungo sumonggo. Maturuwun Gusti, enjing meniko, poro dwijo soho poro siswo taksih kaparingan kawilu jengan, saenggo saged kempal boten kirang setunggal menopo. Dhuh Gusti, paring tengaring pikiran soho weninging monah anggenipun nampi berkah ngelmunipun Panjenengan Agung. Dhuh Gusti Inggang Moho Welas, paringono kesarehan serto kegangsan tumrap poro dwirjo anggenipun mucat siswo-siswi Pu Hua inggang kinasih. Amin.(Javanese text).¹³⁵

¹³³Observation of preparing study in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 07.30 am

¹³⁴Documentation of prayer for preparing study in Putera Harapan Junior High School Purwokerto

¹³⁵Documentation of prayer for preparing study in Putera Harapan Junior High School Purwokerto

Mari kita berdoa bersama. Tuhan, pencipta segala sesuatu, kami tahu Engkau beradabersama kami danmengasihi kami. Beri kami ketenangan pikiran saat kami mempersiapkan diriuntuk belajar. beri kami wawasanbahwa kamibisamemahami apa yang kami pelajari dan membantu kami dalam mengingatnya bila waktunya tiba. Berikan semua guru berkat Mu, sehingga mereka dapat mengajar dan memberikan hal terbaik untuk kita semua. Di atas semua, kami ucapkan terima kasih untuk banyak anugerahdan karunia yang telah Engkau berikan. Amin (Bahasa text).¹³⁶

让我们一起祷告。主啊，万物的创造者，我们知道你和我们在一起，爱我们。让我们安心，因为我们准备这个学习时间。给我们洞察，我们可能会明白我们正在学习，并帮助我们记住它，当时间到来。给所有的老师你的祝福，所以他们可以教会和给我们所有的最好的东西。最重要的是，我们感谢你的许多礼物和才华。阿门。(Mandarin text).¹³⁷

The activity beginning the learning process with national prayer is conduct every day. However, Putera Harapan Junior High School enriches prayer activity in 4 languages, i.e. Bahasa, Mandarin, English and Javanese. The schedule of national prayer activity in 4 languages is listed in table 1.8.

IAIN PURWOKERTO

1.8 Table of schedule for prayer every morning

No	Day	Language
1.	Monday and Friday	Bahasa
2.	Tuesday	Mandarin
3.	Wednesday	English

¹³⁶Documentation of prayer for preparing study in Putera Harapan Junior High School Purwokerto

¹³⁷Documentation of prayer for preparing study in Putera Harapan Junior High School Purwokerto

4.	Thursday	Javanese
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The attitude of the students when reading of prayer is sitting quietly and bowed their heads, as homage to god.¹³⁸

b) Reading Dizigui every morning

After the students prayed together like described above. The students read dizigui together. The content of dizigui is about character education and culture, that is how to be a good kid in the neighborhood. The procedure for reading dizigui is teacher read out the contents dizigui, and then the students follow the reading. Dizigui which is read a book form a like.¹³⁹

c) Implementation of Senyum Sapa Salam (greetings, courtesies, smiles) every lessons

Before starting of learning, the students express greetings of Pu Hua. Greeting of Pu Hua is lead by class leader and then followed by other students. Habiting of Pu Hua greeting aims to develop the respect, among students and their teachers, and among students and other. The express of greeting is conducted in Bahasa. Attitudes of students in greetings Pu Hua is compact and stands upright, then class leader said "Pu Hua", and then other student replied "Kami Anak Pu Hua Rajin Tulus Bersahaja dan Tekun".¹⁴⁰

d) Praying activity accordance religion and belief respectively

¹³⁸Observation of preparing study in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 07.30 am

¹³⁹Observation of preparing study in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 07.30 am

¹⁴⁰Interview with Subject 4 on Wednesday, 10th Augustus 2016 at 13.30 pm

For praying activity in classroom, Putera Harapan Junior High School Purwokerto develops habit for student to begin the lesson with praying activity, it means that the praying activity not only is held in the morning but also it is held every beginning of the lesson study. Before students start the learning process they always pray according to their religion and belief respectively. It is also integrated when ending lessons.¹⁴¹

e) Implementation of multicultural values in the learning process

In direct learning process, teachers explicitly have implemented the value of culture and character in the learning process. For example in studying the subject of civic education, the teacher explained about the example of implementation of norms in 4 environments. These environments mean family, society, school and national state, to explain about the norms for student the teacher using demonstration method. It means that the teacher provides real case in illustrations. For example the teacher learns about harmony regardless of race, religion, and differences.¹⁴²

The implementation of character and culture value in learning process has been planed previously in the planning of learning activity. By paying attention in planning of learning activity document (*Rencana Perencanaan pembelajaran*), there are

¹⁴¹Observation of civic education learning in Putera Harapan Junior High School Purwokerto on Wednesday, 25 Augustus 2016 at 10.30 am

¹⁴²Observation of civic education learning in Putera Harapan Junior High School Purwokerto on Wednesday, 25 Augustus 2016 at 10.30 am

multi character and culture value in all lesson study. There multi character such as religious, honesty, tolerance, independence and etc. The example of character and culture value in the document (RPP) can be seen in table 1.9.

1.9 Table of Example Characters and Entrepreneurship values in the RPP

Kind of Character Values	Values
Cultural Values and National Character.	Religious, Honesty, Tolerance, Discipline, Work Hard, Independent, Democratic, Curiosity, Spirit of Nationality, Love of country, Rewarding Achievement, Friendly, Love Peace, Joy of Reading, Environmental Care, Social Care, Responsibility, Self
Entrepreneurship and Creative Economy	<ul style="list-style-type: none"> • Confident (steadiness, optimistic). • Oriented on the tasks (motivated, diligent / stoic, determined, energetic) • Fetcher of risk (like challenges, able to lead) Orientation towards the future (have a perspective for the future)

f) The use of learning methods

In the process of learning, the teacher should use learning methods to convey the subject matter. In connection with the

implementation of multicultural education, teachers of Putera Harapan junior high school Purwokerto use multi methods and learning strategies which are appropriate with subject. The use of appropriate method and learning strategy facilitate the integration multicultural values in learning process. Results of observations in the learning process of civic education, the teacher split the student in to four groups to discuss the examples of a norm application and traditions in four environments that have explained by the teacher. The teacher did assign students to discussion about four environments. That discussion method is how to implement respect, tolerance, pluralism within those grouping students regardless of race, ethnic, culture and religion friends group. Cooperative learning also developed in learning process in this case. The students discuss and present their mind and read to other group of student. And other groups of student give the review, suggestion and question to other group of student.¹⁴³

Implementation of their character and culture values is hoped to be implement by student in their daily life.

3. Extra-curricular Activities

Extracurricular activities of school are an activity fosters potency and competence of students. Potency and competence of the students are

¹⁴³Observation of civic education learning in Putera Harapan Junior High School Purwokerto on Wednesday, 25 Augustus 2016 at 10.30 am

very diverse, so the school provides a wide range of activities to accommodate activity of students. The numbers of extracurricular activity in Putera Harapan Junior High School are 7 activities, i.e. Guidance and counseling, Boy Scout, Sport, Music, Culture Mandarin, Art and Choir. Kinds of sport include: badminton, basketball, futsal. Meanwhile, kind of culture of China and art include tambur, barongsai, art and craft, theater, and photography.¹⁴⁴

Extracurricular activities above have a positive role for supporting process of implementing multicultural education in Putera Harapan Junior High School. The character building was conducted through development of activities deal with the socio-religious or participation in society.

Implementation multicultural education through extracurricular activity is invests and gives comprehension about multicultural values for students. Investment of multicultural values through participate students in activity, and then in this activity habituates implementation of multicultural values. For example, habit of tolerance about Ashar prayer for students of Muslim in extracurricular activity.¹⁴⁵ An extracurricular activity in Putera Harapan Junior High School Purwokerto trains and applies values according to norms of life, and multicultural values for students.¹⁴⁶

Extracurricular activities in Putera Harapan Junior High School are not only used to increasing talents and interests of students, but also builds

¹⁴⁴Documentation of curriculum in Putera Harapan Junior High School

¹⁴⁵Observation of extracurricular in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 15.30 pm

¹⁴⁶Observation of extracurricular activities in Putera Harapan Junior High School on Tuesday, 16th Augustus 2016 at 08.00 am

and enriches students character. Because, in extracurricular activity are interactions among students and other which require value of mutual appreciate, mutual respect, cooperation, pluralism, and tolerance. This values must be realized by students.¹⁴⁷ Like according to Agrippina Enan Donovan (Christian), a student in Putera Harapan junior high school Purwokerto said "I have joined the theater. The values that I got from joining the theater were honor, respect, tolerance, cooperation and solidarity. And I can express my taste".¹⁴⁸

From extracurricular activities in Putera Harapan Junior High School Purwokerto, students can learn and know other cultures, so that improve the quality of their skills. Thus, student does not only get the values of character, but students also get cultural values. For Example, event of Tambur and Barongsai are the native culture of China, all students without pay attention of their ethnic, race, religion and culture can learn Tambur and Barongsai. It means students from any background of ethnic, religion and culture can learn this activities.¹⁴⁹ This opinion is described a transcript of conversation by student named Guilda Widiya Az-Zahra (Islam) said "I am original of Indonesia, and I am a Muslim, but I am interested in Chinese culture, because here we learn mandarin. Insyallah, I want to visit China to learn the culture, and I am interested in their

¹⁴⁷Observation of extracurricular activities in Putera Harapan Junior High School on Tuesday, 16th Augustus 2016 at 08.00 am

¹⁴⁸Interview with Subject 6 on Tuesday, 16th Augustus 2016 at 09.00 am

¹⁴⁹Observation of extracurricular in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 15.30 pm

cultures".¹⁵⁰ From explanation above, multicultural values can be implemented by extracurricular activity in Putera Harapan Junior High School Purwokerto.

Deputy of headmaster of student section has specific program to invest the character and value through extracurricular activity. Some character and value invested through Guidance and counseling, Boy Scout, Sport, Music, Culture Mandarin, Art and Choir i.e. pluralism, tolerance and social justice.¹⁵¹

a. Investment of Pluralism through Extracurricular activity

Based on data was obtained by researcher, Putera Harapan Junior High School has developed pluralism value in extracurricular activity. Development of pluralism value through extracurricular activity in Putera Harapan Junior High School regulated plural environment, so pluralism value of student can be formed by themselves.¹⁵²

Implementation of pluralism value in Putera Harapan Junior High School Purwokerto is urgent in lives that have a high level of mobility, which is implicated in extracurricular activity. It means extracurricular activity is builds awareness, that the diversity is unity.

Based on the reduction of data from various interviews with the students, student section, Religion teachers and based on the

¹⁵⁰Interview with Subject 6 on Tuesday, 16th Augustus 2016 at 09.00 am

¹⁵¹Observation of extracurricular activities in Putera Harapan Junior High School on Tuesday, 16th Augustus 2016 at 08.00 am

¹⁵²Observation of activity in Putera Harapan Junior High School on Monday, 15th Augustus 2016 at 10.30 am

documents obtained by researcher, the implementation of the value pluralism in Putera Harapan Junior High School Purwokerto, for example in Eid Fitri and Christmas celebration are holds simultaneous. Like spoken by Islamic education teachers of Putera Harapan Junior High School:

“The celebration of Eid and Christmas are held together, those event was invited two religious leaders. Then, the two religious leaders were gave a lecture, and all the students and teachers of both Muslim and non-Muslims listened, and then continued with the halal bi halal”.¹⁵³

Students' response for activities described above is good, and good interaction as human beings who have a sense and an attitude of pluralism the differences that exist in the school.

b. Investment of Tolerance through Extracurricular activity

Tolerance is a consideration attitude towards the reality of the differences that exist in the community, and school environment. Tolerance is important for student of Putera Harapan Junior High School Purwokerto because tolerance as safeguard and pacifier in communication and social interaction among students and their teachers, and among student and other.

Based on the data was obtained by researcher, in Putera Harapan Junior High School Purwokerto, tolerance is hope can be

¹⁵³ Interview with Subject 3 (Islamic Education Teacher) on Thursday, 12th Augustus 2016 at 11.30 am

implemented in extracurricular activity of students. Because, Putera Harapan Junior High School Purwokerto emphasizing the students to be good kid. One example of tolerance that occurs in Putera Harapan Junior High School is when an hour of extracurricular, Muslim student asked permission to perform Ashar prayer, and non-Muslim students allows and does not disturb Muslim students pray. In fact, several non-Muslim students reminded Muslim students to perform ritual prayers.¹⁵⁴

c. Investment of Social Justice through Extracurricular activity

Justice is a behavior that developed in Putera Harapan Junior High School Purwokerto through Extracurricular activity. Social justice in extracurricular activity is students which have equal opportunities for acquiring knowledge in transformation of extracurricular activity although different backgrounds of ethnic, culture, race, and religion.¹⁵⁵

Social justice in extracurricular activity is given all students equal opportunities although from culture and diverse student abilities. For example, student can learn mandarin culture activity although students in other culture. Then, give the opportunity for all students to express their opinions in this activity.¹⁵⁶

¹⁵⁴Observation of extracurricular in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 15.30 pm

¹⁵⁵Observation of situation in Putera Harapan Junior High School Purwokerto on Friday, 21 Augustus 2016 at 08.30 pm

¹⁵⁶Observation of extracurricular in Putera Harapan Junior High School Purwokerto on Friday, 26 Augustus 2016 at 15.30 pm

The values above, it should be realized by the students so that activities can be implemented as expected. Under this condition, extracurricular activities can be an important place for character building and investment of value for Putera Harapan Junior High School students.

4. Islamic Education Learning based on Multicultural Education In Putera Harapan Junior High School

The implementation of multicultural education through Islamic education in Putera Harapan Junior High School Purwokerto is similar to learning of other subject. However, Islamic education learning based on multicultural education aims to explore the value that gives positive contribution of creating *akhlakul karimah* of Muslim student.

The implementations of Islamic education learning based on multicultural education in Putera Harapan Junior High School Purwokerto are:

- a. Teacher inserts multicultural values in learning process. For example, teacher explains subject matter of Islamic education about good moral (*akhlak terpuji*), then teacher explains example of good moral in daily life such as respect or tolerance among differences of students in Putera Harapan Junior High School Purwokerto.
- b. Teacher links respect and tolerance with the argumentation of the Koran, Sura Al- Hujurat verse 13.

- c. Teacher explains the importance of pluralism among student and teachers or other students. And then teacher explained that human have right to embosom of religion accordance their belief.

C. Analysis of Data

1. Is Putera Harapan Junior High School Purwokerto Based on Multicultural Education?

The implementation of multicultural education in Putera Harapan Junior High School Purwokerto is one of efforts to build unity and integrity of Indonesia. It creates a generation of *madani* which always uphold the values of solidarity, tolerance and respect of differences as part from the God's work of creation.

In the implementation of multicultural education in an educational institution certainly is not easy. It needs support from all of education components. School institution supports by building culture of school, which is supports praxis of multicultural education to be deciding factor. Putera Harapan Junior High School is an educational institution based on multicultural education. A school based on multicultural education as an essential entity for forming social relationships among human beings, and giving equal opportunity of students to obtain education. Hopefully, school based on multicultural education can accommodates problem that deal with education, religion and culture. In addition, the role of educational institution in this matter is invests respect attitude of diversity for students.

The Implementation of multicultural education in school is a medium to transfer of multicultural values through investment of multicultural spirit in school. Education institutions become the center area of training and awareness for students, so that they are able to accept differences, diversity of race, culture, creed, religion, ethnicity among other. Creation of school culture with a responsive on multicultural values can be implemented in several school activities or in curriculum of school. It is internalized in Putera Harapan Junior High School Purwokerto. It creates culture of school through enriching multicultural values in activities.

Multicultural education paradigm implicitly also said in article 4 of Law NO.20 Year 2003 on National Education System explained that education was held democratically, does not discriminate to uphold human rights, religious values, cultural values, and diversity of nation.¹⁵⁷

Based on Bank's theory, that multicultural education is an idea or concept. It means education give equal opportunity for all students from different background of races, languages, groups, ethnics, cultures, and genders to obtain education in school. Like Putera Harapan Junior High School Purwokerto implemented Banks's theory. Putera Harapan Junior High School Purwokerto gives equal opportunity through acceptance of all students with different background to learn in Putera Harapan, and then

¹⁵⁷Undang-undang Guru,,,p. 53

gives equal treatment from teachers for students to develop skill, achievement and noble character of students.

Putera Harapan Junior High School Purwokerto is school based on multicultural education. The creating school based on multicultural education should fulfill characteristic of multicultural education. Generally, Putera Harapan Junior High School Purwokerto has fulfilled 3 characteristics of multicultural education according to Abdullah Aly, i.e.

- a. Putera Harapan Junior High School Purwokerto organizes plural environment for students to create equality and equity in school. It means school conducts equal treatment based on equity or social justice for students without differentiate their races, genders, religions, ethnics and cultures to learn in this school.
- b. Putera Harapan Junior High School Purwokerto builds humanity, pluralism attitudes, cooperation and peace for students through activities, such as great celebrations, Natal, iedfitri, Life in, and tour. Hopefully, these activities can build character of student in daily life.
- c. Putera Harapan Junior High School Purwokerto develops acknowledge, respect, and approve cultural diversity through empowering school culture that plural and personal development activity, such as Putera Harapan Junior High School Purwokerto implements culture of China as a form of acknowledge, respect, and approve cultural diversity. This activity gives equal opportunity for students to learn this activity although students from different culture.

According to Banks that multicultural education is also a reform movement. It means multicultural education designs to bring a transformation of the school, so that students from diversity of cultures, languages, ethnics and races will have an equal chance to experience school success. Putera Harapan Junior High School Purwokerto respects on this theory through developing national curriculum. Putera Harapan Junior High School Purwokerto uses national curriculum with developing multi languages as an introduction in learning process in order to achieved vision of school and goal of multicultural education.

Generally, multicultural education is specifically designs to create equal educational opportunities for all students of different races, ethnicities, social classes and cultural groups. One goal of multicultural education is helps students to obtain knowledge, attitudes and skills for carrying out their character in society of democratic and pluralistic. So, students can interaction, negotiation, and communication with citizens of diverse group and create moral society that runs for common good. Putera Harapan Junior High School Purwokerto put forward 3 aspects i.e. spirit of nationalism, achievement and noble character as a accomplishment of multicultural education goal. According to Banks, multicultural education more directs how bethinks. So, aspect of achievement emphasized students to understand all of knowledge.

2. The Implementation of Multicultural Education through Curricula, Intra-curricular activity, Extracurricular activity and Islamic Education Learning

The implementation of multicultural education includes all of action in school life, begins curriculum until learning process in classroom. Similarly, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto through 4 stages are curriculum, intra-curricular activity, extracurricular activity and Islamic education learning based on multicultural education. Implementation of multicultural education through 4 stages above is an effort to direct, teach and familiarize students how to think socially, and gives equal opportunities for students with different backgrounds. Thus, students gives a chance to digest "sense of their diversity" by their language and raise awareness of diversity in midst of other communities. Students not force to understand other comprehension and experience in language of teachers. Students trains to sensitive on plurality and understand plurality by their language. Thus, sense of tolerance will arranges in minds of students, so it will makes a positive effect, ideals and goals of multicultural education.

In implementation of multicultural education at least able to integrated multicultural values, such as honor, respect, tolerance and peace. Hopefully, students will provide solution of problems that exist in society. In addition, researcher provides more concrete description about the

implementation of multicultural education in Putera Harapan Junior High School Purwokerto through 4 stages are:

a. Curricula

The curricula are an educational plan which provides guidelines and directive about type, scope, sequence of content and educational process. Therefore, curricula have central position in all of educational process as a guide and grip teacher in learning process.

The action of multicultural education in Putera Harapan Junior High School Purwokerto has been formed in integrated curriculum. It combines official curriculum (curriculum of KTSP 2006) with vision and mission of school which contains multicultural values. Otherwise, it also develops multi languages in curriculum, so the program yields output of students who have personality intact.

In development of curricula as a benchmark of learning process gives several of subject matter and content that must be mastered by students with size or certain level. It is accordance with Law of National Education System 20 year 2003 Article 36, that curriculum development conducted according to national standards to achieve goals of national education.¹⁵⁸ It implemented by Putera Harapan Junior High School Purwokerto.

In development of school curricula can achieves target of goals and school's vision and mission. But also, it can achieve target of

¹⁵⁸ *Undang-undang Guru...*, p. 66

curricula based on multicultural education. Development of curricula that contains multicultural values is very important in education world. Indonesia is a country of diversity, so ideal curricula can supports students process to be human democratic, and emphasizes appreciation of students to be human beings, which is younger generation who does not only clever, but also have high moral standards and ethical in order to live in a democratic atmosphere, and respects other right.

In fact, society of Indonesian is pluralistic, and then curriculum of multicultural education should contain subject matter about perspective of cultural phenomenon. To bring a diversity of perspective into this curriculum, according to Banks can be done with four stages, namely: (a) contribution level, (b) additive level, (c) transformative level, and (d) social action level.

On the contribution level, the curriculum focuses on a particular minority culture, such as curriculum of Putera Harapan Junior High School focuses on culture of china in local content subject, dizigui, barongsai, tambur and mandarin in order to students of different culture can learns culture of china. Then, on additive level, the curriculum introduced concepts and new themes, such as themes of multiculturalism without changes structure of curriculum that essential. Putera Harapan Junior High School inserts multiculturalism themes in several activities, such as speech of master ceremony, learning process, and other activities. Furthermore, the transformative level, the curriculum

facilitates students to see several issues and events from the perspective of minority cultures, and then the level of social action, curriculum requires students to solve social problems caused by cultural perceptions in one dimension.

Curriculum based on multicultural also incorporates content and teaching subject matter oriented on respect for other people and other groups, such as development of multi languages as a language of introduction in learning process. In addition, dizigui inserts in all of subjects of Putera Harapan Junior High School.

The experts of curriculum, such as Hilda Taba have realized that culture is one of foundations in developing curriculum. Murray Print stated the importance of culture as a foundation for curriculum, and said that curriculum is a construct of that culture.¹⁵⁹ Culture is all of totality human way to life and develops life patterns. Thus, culture is not only as foundation of curriculum development, but also become target of curriculum development.

Indonesia is a country that rich cultures, like expresses in the phrase "*Bhineka Tunggal Ika*". If culture becomes one of a solid foundation in curriculum development, so curriculum development process in Indonesia should pay attention diversity of cultures that exist. It means multicultural approach in curriculum development is a necessity that cannot be ignored anymore.

¹⁵⁹Suniti, *Kurikulum Pendidikan Berbasis Multikultural*, Jurnal Edueksos Vol III No 2, Juli- Desember 2014, p. 34

Structure of curriculum in Putera Harapan Junior High School Purwokerto includes several of subjects, which are also consists of local culture subjects and other cultures (China). In addition, curriculum also contains a personal-development, which includes extracurricular activities consist of activities for students' talents and interest in other cultures or different cultures. Therefore, teachers easily can transfers knowledge and values for students.

Design of curriculum based on multicultural above would produces output for students that have a high level of appreciation for differences, and protects all of society. Then, students also can increases quality of their comprehension and their knowledge that diversity.

In addition, the curricula based on multicultural education are media to transfer positive values for students' Putera Harapan Junior High School. These curricula are cultural humanism. It means curricula stills forward humanism and culture values that have level of responsibility for diversity. Thus, it can make generations which has adhesiveness for reality of pluralism in Indonesia. Furthermore, reform of curricula based on multicultural education achieves goal of multicultural education and vision of Putera Harapan Junior High School.

b. Intra-curricular Activity

The implementation of multicultural education in intra-curricular activities means activities performed academically, beginning from learning process in classroom. Teachers and students should bethink

critically, understands all kinds of knowledge and creates school culture that contains elements of award, human rights, recognition of differences and universalism. It can be implemented in learning process.

The learning process is another core component of multicultural education curriculum. Implementation of multicultural education in intra-curricular activities through learning process has a very important role and positive for investing multicultural values on student's Putera Harapan Junior High School Purwokerto. Integration of learning process should loads in dimension of multicultural education. Like Bank's theory that dimensions of multicultural education includes content integration, the knowledge construction process, prejudice reduction, equity pedagogy and an empowering school culture. Then, learning process also deals with character building and internalization of multicultural education. The implementations of multicultural dimensions through learning process are:

- 1) Investing of ethics implements good ethics to build school culture and school habit in daily life. This activity will builds good character of student's Putera Harapan Junior High School and school environment. In addition, the implementation of the national prayer uses 4 languages that is action of investing nationalism value and religious value. So, students used diversity of languages to connect with the God.

- 2) Reading dizigui every morning, the contents of dizigui leads manners and became good human being. Reading of dizigui every morning is how to investing character values and culture for students to be a provision in daily life
- 3) Implementation of Senyum Sapa Salam (greetings, courtesies, smiles) every lessons. It is a form of respect and spirit of unity value of student, respect and peace among students and teachers, among students and other.
- 4) Students always begin prayer accordance their religion and belief respectively before starting the learning process, as well as at end of learning. It was identified that the student's Putera Harapan Junior High School not only has high responsibilities of humanity, but also to God Almighty. This activity is form of tolerance in learning process.
- 5) The implementation of multicultural values in learning process. In this stage, teachers have been incorporating subject matter into content of curriculum or learning process. Design of learning and unit of learning does not changed by teachers, but teachers just adds a bit of topic or illustrate example that related to multicultural subject matter. Furthermore, subjects of multicultural education isn't stands alone in learning activities, but substantially implementation of multicultural education is visible from several activity at school, such as teachers links subject matter with

multicultural education. Thus, students can transfers multicultural values from teachers, and then students can applies in daily life. This Implementation of multicultural values through learning process uses dimensions of prejudice reduction and content integration

- 6) The use of the methods or learning strategies in learning process, allows teachers to transfer of knowledge for students. Learning strategies and classroom environment adjusts teaching methods with style of student learning order to facilitates student's academic achievement that diverse of race, culture, or social. Learning strategies and learning activities can be used as an educational effort to treat fairly. It is form of an equity pedagogy dimension.

From points of 1 until 4 above is a form of integration dimensions of empowering school culture and social structure. It means process towards empowering school culture and social structure. Thus, the school is an education intuition, which is a major element to develop school culture in institutionalizing multicultural values. The school culture and social structure are power full determinants of how students to perceive themselves. This factor influences social interaction that take place among student and teacher and among students, both within or outside of classroom.

Multicultural education is an education process that implemented through learning activities in educational units. It means

always prioritizes elements of diversity as a usual, and then implication of multicultural education brings students to usual and does not mind differentiate. Implementation of multicultural education through learning activities in Putera Harapan junior high school, students hopefully realizes their knowledge, and not only expands horizons but also to applies into daily life with society.

c. Extracurricular activity

Extracurricular activity is fosters student's potency and competence by Putera Harapan Junior High School. Potency and competence of students are very diverse, so school holds several of activities to accommodate student's activities. Extracurricular activities have a positive role and supports implementation of multicultural education in Putera Harapan Junior High School Purwokerto. Implementation of multicultural education through extracurricular activities is method of investing multicultural values for students through personal development activities. Investing multicultural values on students through activities be related to socio-religious or social. In addition, extracurricular activities also are form of character building of students. It means automatically character of students will be formed by themselves if multicultural values have been embedded on students.

In character building of student not only gives knowledge of character values and multicultural values, but also through direct activities is systematically and purposefully. Systematically, building

activities through extracurricular activities in school becomes an area for students to learn understanding and implementing values according to norms of life. Furthermore, this activity does not contradict with religious values. Several of activities conduct by students to form a construction social behavior of student. Thus, students can interact in environment and society. Moreover, we can see condition of plural Indonesian society.

Essentially, extracurricular activity not only accommodates and competencies, talents and interests of students but more than that. An extracurricular activity builds dignity of human beings through transfer of values. In extracurricular activities also wreathes interaction among students and other that diverse background, so would need multicultural values and character.

An extracurricular activity becomes a very important place for implementation of multicultural education and character building of students' Putera Harapan Junior High School Purwokerto. Based on description above, several values emphasized extracurricular activity in Putera Harapan Junior High School Purwokerto, i.e.:

1) Pluralism investment through extracurricular activity

Implementation of multicultural education is an effort to develop harmonious social relationships for students without bulkheads of differences. Like the opinion by Savage and Amstrong, education based on multicultural empowers students to developing

respect for all people and give equal opportunity for people to cooperation with other people. Multicultural education also develops students to acknowledge diversity.

Extracurricular activity as a place for character building of students that aims to students appreciates plurality in world. It accords with principles of multicultural education. For example, namely celebration activities of two religious were holds simultaneously, that are an activity reflects mutual appreciation and respect for difference. This activities is eliminates bulkheads of ethnics, cultures, traditions, races and religions, so the context of multicultural life becomes a necessity. Putera Harapan Junior High School have several of extracurricular activities as a place for empowering students to develops respect for people of different cultures, races, ethnic, and languages. It provides opportunity to collaborates with other people or groups that diversity.

Investment of pluralism value through extracurricular activities creates school culture of plural, and teaches students to mastery basic skills to be effective agents. So, it can creates equity and democratic in society. Thus, students can bethinks critically, good attitude, care, peace love and wisely.

2) Tolerance investment through extracurricular activity

Tolerance becomes principle of multicultural life. Thus, aspects of appreciate and respect in multicultural diversity addressed

with tolerance. Like Syafiq's theory that tolerance is opened attitude of diversity. It is opened attitude of reality of differences that exist in society. Reality of diversity needs tolerance attitude of diversity.

Based on previous data presentation, tolerance in extracurricular activities means giving a sense of appreciation for all of differences that exist in Putera Harapan junior high school, and providing equal opportunity to carry out their good deeds of religion according to their firm belief. Tolerance in this case is opened attitude and accepts diversity that exists by giving freedom to carry out obligations and rights of each student. Thus, tolerance means not forces on opinions of others.

3) Social Justice investment through extracurricular activity

Social Justice depends on process of tolerance, because process of tolerance will achieves equality. Social Justice in extracurricular activities is gives equal opportunity for students to obtain knowledge and justice, although students have different backgrounds.

Social justice through extracurricular activity in Putera Harapan Junior High School Purwokerto gives equal opportunity and equal right for all of students to follows and studies in extracurricular activity, such as culture of China activity consists of tambur and barongsai. All of students can participates in this activity, although students from other cultures. One of effort in achieving social justice

is participates in extracurricular activities. Students should be participating in extracurricular activities to achieve social justice, because social justice is quality of ability to participate.

In addition, social justice can increases high of quality, skill and knowledge of students according to their talent and interest. So, social justice becomes urgent in implementation of multicultural educationin Putera Harapan Junior High School Purwokerto. Hopefully, students can applies unfavorable attitudes in society, and then it as application of a person on other people and don't distinction on rights of others.

Based on description of data analysis above, an extracurricular activity in Putera Harapan Junior High School considers importance. It is an activity for character building of students to be human beings. An extracurricular activity develops character of students according to their talents. Furthermore, students integrate multicultural values, basic values of nation and patriotism values.

d. Islamic Education Learning based on Multicultural Education

Islam comes for prosperity of the earth with all the reality of the differences that exist in society. The obligation of a Muslim spreads peace in the world accords with Q.S An-Nisa verse 144. Call for peace and harmonization in reality of multicultural life also reinforces in normative Islam. A Muslim should perform social relationship without insulates by diversity, as well as in Q.S Al Hujarat verse 13.

Education is an agency that conducts gluten of nationalism through transfer of respect for differences. Education is an activity to transferring character and knowledge. Several of conflicts and discriminations of religions exist in Indonesia, so that Islamic Education has great responsibility for disseminating Islamic values. Islamic education becomes an important part in the national education system in transferring the moral values and respect for differences.

Implementation of multicultural education through learning Islamic education in Putera Harapan junior high school is moral formation of students based on the Qur'an and Hadith, so that students able to lives in a pluralistic society and faces problems of difference religions that exist in society.

Specifically, Implementation of multicultural education should not be integrated in special subject. Based on described above, implementation of multicultural education can held in various educational units through several stages or integrates in relevant subjects. In the subjects of social sciences, language subjects, by using the objectives that have been formulated regarding multicultural education. Several of subjects such as civic education, moral education, social studies, history and other social sciences is supports multicultural education programs.

CHAPTER V

CLOSING

A. Conclusion

The writer concluded that the implementation of multicultural education in Putera Harapan Junior High School Purwokerto through four stages i.e. curricular, intra-curricular activity, extracurricular activity and Islamic education learning. In addition, the implementation of multicultural education in Putera Harapan Junior High School Purwokerto has been suitable with the implementation of multicultural education on the theory.

Firstly, the action of multicultural education in Putera Harapan Junior High School Purwokerto has been formed in integrated curriculum. It combines official curriculum (curriculum of KTSP 2006) with vision and mission of school which contains multicultural values. Otherwise, it also develops multi languages in curriculum, so that the program yields output of students who have personality intact.

Secondly, the implementation of multicultural education through intra-curricular activities is learning process in classroom. The implementations of multicultural education through learning process are: (1) Investing of ethics implements good ethics to build school culture and school habit in daily life; (2) Reading *dizigui* every morning is how to investing character values and culture for students to be a provision in daily life; (3) Implementation of *Senyum Sapa Salam* (greetings, courtesies, smiles) every lessons; (4) Students always begin prayer accordance their religion and belief respectively before

starting the learning process, as well as at end of learning; (5) The implementation of multicultural values in learning process; (6) The use of the methods or learning strategies in learning process, allows teachers to transfer of knowledge for students.

Thirdly, an extracurricular activity becomes a very important place for implementation of multicultural education and character building of students' Putera Harapan Junior High School Purwokerto. It is through investing multicultural values in extracurricular activity. Several values emphasized extracurricular activity in Putera Harapan Junior High School Purwokerto, i.e.: pluralism, tolerance, and social justice.

Fourthly, Implementation of multicultural education through learning Islamic education in Putera Harapan junior high school is moral formation of Muslim students based on the Qur'an and Hadith, so that Muslim students able to lives in a pluralistic society and faces problems of difference religions that exist in society.

Moreover, the writer obtained other result from the observation that Putera Harapan Junior High School Purwokerto is school based on multicultural education. It was suitable on theory. Furthermore, it has aims to achieve vision and mission of school, and then increases high quality for students with knowledge.

B. Suggestion

Based on the research result about the implementation of multicultural education in Putera Harapan Junior High School Purwokerto, the writer gives suggestions that are dedicated to, as following:

1. Headmaster of Putera Harapan Junior High School Purwokerto
 - a. Headmaster habituates multi languages (Mandarin, English and Bahasa) in the school.
 - b. Headmaster has better to held activities about problem solving of diversity in society and activities that discuss about pluralism in social life.
 - c. Hopefully, Headmaster adds multicultural in the subject matter that stands alone.
2. Teachers of Putera Harapan Junior High School Purwokerto
 - a. Teachers should be creative in developing method and strategy of learning.
 - b. Teachers should understand what students needs on the learning.
 - c. Teachers have better to improve their knowledge about problem of diversity that exist in Indonesia, and gives problem solving through comprehension of attitudes pluralism.
3. Students of Putera Harapan Junior High School Purwokerto
 - a. Students habituate respect, acknowledge, and honor for other and society.
 - b. Students habituate improve attitudes to be good human.

C. Closing Word

Alhamdulillah, the writer praises to Allah SWT for His guidance and mercy so that the writer can finish this thesis. Peace and salutation are devoted Prophet Muhammad SAW who has taught knowledge to human. Furthermore, the writer apologizes for the limit ability on arranging this thesis, so that why the writer will accept some advice and constructive critical to improve this thesis. Hopefully, this paper can be useful, particularly in relation to the development of Islamic Education Department. The writer hopes this thesis can enrich the literature about education in State Institute of Islamic Studies Purwokerto.

Furthermore, the writer would like to thank to all those who have helped the writer on conducting this thesis. This thesis is finished on the right time because of them. The writer does not think about how fast this thesis done but how the writer understand and respect the process that sometimes made the writer frustrated. Above all, may Allah SWT give His mercy for us. Amen.

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