Implementation of Multicultural Education in Learning Foreign Languages for Elementary School

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Abstrak: Latar belakang setiap individu merupakan suatu perbedaan yang tidak bisa dihilangkan dari identitas seseorang. Begitupun setiap siswa yang memiliki latar belakang budaya yang berbeda menjadi salah satu perhatian khusus yang perlu dikaji agar setiap siswa dapat menghargai perbedaan itu sendiri. Meskipun masih sering adanya dikotomi antara budaya dan bahasa, perlu diakui bahwa budaya memiliki pengaruh besar dalam proses pembelajaran bahasa, tidak terkecuali dalam pembelajaran bahasa Asing. Tujuan penelitian ini adalah mengungkap bagaimana penerapan Pendidikan Multikultural dalam pembelajaran bahasa Asing di Sekolah Dasar Al-Kautsar Malang yang menekankan pendidikan multikultural secara intens. Pendekatan yang digunakan adalah Pendekatan Kualitatif dan menggunakan metode Studi Kasus. Sumber data berasal dari pihak terkait seperti siswa, guru, sarana dan prasarana sekolah. Sedangkan teknik pengumpulan data berdasarkan observasi, wawancara dan dokumentasi dengan menggunakan teknik analisis data menggunakan teknik triangulasi. Dari hasil penelitian yang didapatkan, penerapan pendidikan multikultural dalam pembelajaran bahasa Asing terlihat pada: 1) Proses Pembelajaran, (2) Bahan Ajar (3) Sumber Belajar. Dengan hal itu, pendidikan multikultural dapat menjadi salah satu solusi dan dapat dikembangkan untuk meningkatkan proses pembelajaran bahasa Asing.
Kata Kunci: *Pendidikan Multikultural, Pembelajaran Bahasa Asing, Sekolah Dasar.*

Abstract: The background of each individual is a difference that cannot be removed from one's identity. This forms the basic character of students. Although there is still a dichotomy between culture and language, it needs to be recognized that culture has a major influence on the process of language learning, including the learning of foreign languages. The purpose of this study was to reveal how the application of Multicultural Education in learning foreign languages at Al-Kautsar Elementary School Malang. The approach used is a Qualitative Approach with the Case Study method. Data sources come from related parties such as students, teachers, school facilities and infrastructure. The technique of collecting data based on observation, interviews and documentation using data analysis techniques using triangulation techniques. From the results of the research obtained, the application of multicultural education in learning foreign languages is seen in: 1) Learning Process, (2) Learning Materials (3) Learning Resources. So with this, it is hoped that multicultural education can be a solution and developed to improve the learning process of foreign languages.
Keywords: *Multicultural Education, Learning Foreign Languages, Elementary School.*

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1. INTRODUCTION

Multicultural education should be given to students at the elementary level. There are various reasons that are strong and urgent as a form of effort to cultivate a positive attitude in respecting the richness of culture, language, and customs of each region both in national and international spheres that are fostered from an early age. This is to emphasize horizontal conflicts that are developing massively due to the lack of multicultural education that is instilled at the basic level.

It is known that the cultural dimension in education policy is a new aspect.[2] The movement and flow of globalization forms one axis of renewal that needs to be done, namely multicultural education. One of the goals of multicultural education is to ensure fairness in education for all students and to help empower young people to make the world a better place both individually and collectively.[3]

The function of multicultural education is to instill in students to respect every difference that individuals have, both differences in terms of culture, ethnicity, race, religion and even differences between nations. This will have a positive impact on students' cognitive, affective or psychomotor development. Among its strengths is to broaden the insight related to each region's culture, have an attitude of mutual respect for regional culture or recognize and practice things related to culture or language that one has and be able to maintain the culture of each region through active regeneration in the Elementary School environment.

Language is culture. Related to this, it is in line with the statement that language can classify identity either individually or in groups. Language also shows the level of one's social strata. With the statement above, language becomes one of the benchmarks for the existence of a difference in each person.[4] Likewise with students who have heterogeneous cultural backgrounds both in internal schools or external schools.

The application of multicultural education is due to the diverse backgrounds of students who enter the *Al-Kautsar* Elementary School, some from within and outside the country and this school does not determine standardization when accepting new students.[5] With a variety of cultures that will blend in, the multicultural learning process is very relevant as a form of efforts to minimize the superiority of one culture only so that it creates conflicts that arise massively in the future.

Classrooms are becoming increasingly multicultural and this leads to challenges for teachers to develop and have innovations in the process of learning foreign languages. This requires special and effective

[2] Mikko Ojala, *Developing Multicultural Early Childhood Education in a Finnish Context,* International Journal of Child Care and Education Policy, Vol.2, No.1 2010, p.13.

[3] Deborah Menkart, *Multicultural Education: Strategies For Linguistically Diverse Schools and Classrooms,* NCBE Program Information Guide Series, Number 16, Fall 1993, p.1.

[4] Budi Santoso, *Bahasa dan Identitas Budaya, Sabda: Jurnal Kajian Kebudayaan,* Vol. 1, No.1, Feb 2017, p.44, https://doi.org/10.14710/sabda.1.1.44-49

[5] Interview with Foreign Language Teacher on 4th Mei 2019 at 10.00 WIB.

techniques to achieve the learning objectives as a whole.[6]

The background of each student is a difference that cannot be eliminated. This difference needs to be seen positively to develop foreign languages that students learn. Foreign Language is one of the languages studied in Al-Kautsar Elementary School Malang, foreign languages are related to English and Arabic. Related to that, the uniqueness in language learning there includes a multicultural approach as an effort to facilitate students in learning foreign languages.

This can be seen from various methods developed by the teacher to accelerate the process of achieving goals in learning Arabic and prove that the process of learning foreign language becomes fun and does not make students feel bored in the learning process.

Therefore, the authors are interested in studying more about Multicultural Education developed at Al-Kautsar Islamic Elementary School in Malang as the latest innovation effort in developing foreign language learning models. With this background, how is the implementation of multicultural education in learning foreign languages applied at AlKautsar Elementary School? This will be discussed in depth in this study.

2. MULTICULTURAL EDUCATION

Multicultural education is a cross-border discourse, because it is related to the problems of social justice, democracy and human rights.[7] Azyumardi Azra defines multicultural education is education about cultural diversity in response to changes in the demographics and culture of a particular society or even for the whole.[8] Prudence Crandall argued that multicultural education is education that takes seriously the background of students both in terms of ethnic diversity (ethnicity), race, religion (religious beliefs) and culture (culture).[9] More briefly Andersen and Custer say that multicultural education is an education on cultural diversity. With some of the above meanings it can be concluded that multicultural education is the process of cultivating a way of life that respects, sincerely, and is tolerant of the diversity of cultures that live in the midst of a pluralistic society.

3. FOREIGN LANGUAGE LEARNING

In an increasingly globalized world context, interactions between nations that affect the interaction of language, culture, and even ideology are unavoidable. As a result of contact at the language level, there are opportunities where one foreign language coloring and even dominating native language, especially in certain contexts such as the use of key terms,

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[6] Merfat Ayesg Alsubaie, *Examples of Current Issues n the Multicultural Classroom,* Journal of Education and Practice, ISSN 2222-288X (online), Vol. 6, No. 10, 2015, p. 86.

[7] H.A.R Tilaar, *Kekuasaan dan Pendidikan Suatu Tinjauan dan Perspektif Studi Kultural,* (2003, Indonesia Tera), p.167

[8] Mashadi Imron, *Pendidikan Agama Islam Dalam Perspektif Multikulturalisme,* (Jakarta: Balai Litbang Agama, 2009), p.48.

[9] Musa Asy'arie, *Pendidikan Multikultural dan Konflik Bangsa,* http://www.kompas.com/kompas-cetak/0409/03/opini/ diakses pada 21 Juni 209 pukul 13.03

scientific discussions, and so on. [10] While at the cultural level, acculturation occurs that combines the dimensions of the origin of culture with existing local colors.

Meanwhile, cultural and language contact can continue to ideological interactions that have an impact on the behavior or typology of educational patterns. Comrie proposed the term heritage language, dominant language, and language shift as one of the effects of the phenomenon of globalization and multiculturalism. A community that initially uses a single language (monolingual) and adheres to a common culture (monocultural) can experience multicultural phenomena as a result of interactions with other communities or communities. In contexts where the language can be preserved properly, foreign languages will only color the original language. Conversely, if the native language does not get a good place in daily discourse, foreign language becomes a dominant language so that language shift occurs because foreign languages are used more often than the native language.[11]

Language is what gives humans the ability to participate in culture; it is the main method by which humans exchange and communicate meaning; it is a symbol and abstract form of communication. [12] The idea that language gives meaning to a culture of experience is very important for understanding the relationship between language and culture. Since language guides the meaning of experience, mastery of language must play an important role in learning. [13] The context in which language is learned is a significant factor in achieving proficiency. Individuals are usually exposed to the first language of family members (parents, siblings) in an informal setting and thus obtain several languages before entering formal school settings.

Soon language learners are very different from first language learners in terms of student characteristics and the environment in which learning takes place. Both languages are often studied in artificial settings (classrooms) where exposure to original loudspeakers is often limited. Consider the difference between teenagers who study foreign.

Languages in the middle school environment (in their own country) versus new immigrated adults with limited education learning English as a second language. Differences can be noted in a number of characteristics and conditions that include but are not limited to cognitive maturity, metalinguistic awareness, world knowledge, anxiety about speech, motivation for learning, corrective feedback, and understanding of culture and language interpretation.

However, something that all second language students share is that they have knowledge of at least one main language (main / original

[10] Dedi Irwansyah, *Pendidikan Multikultural dan Pembelajaran Bahasa Asing,* Jurnal ADDIN, Vol. 7, No. 1, Februari 2013

[11] Bernard Comrie, "Language Shift: Biological and Psychological Perspectives" *Linguistik Indonesia,* Tahun Ke 23, Nomor 2, Agustus 2005, p. 139-140.

[12] O'Brien, Jodi, *The production of reality: Essays and readings on social interaction.* Thousand Oaks, CA, 2006)

[13] Lightbown, P., & Spada, N.M, *How languages are learned* (3rd ed.). Oxford: Oxford University Press, 2006)

language). Knowledge of the first language can be useful for second language learners because it should give individuals feelings about how language operates. However, this knowledge can also guide students to make false assumptions about grammar and syntax in a second language, especially when the two languages do not have the same root.

4. THE IMPACT OF CULTURE FOR LANGUAGE

Language is formed to express and present certain cultural ideas. Every time a language grows and new words are created, the culture of a particular society changes.[14] Modern examples of language expansion are technological vocabulary. Culture influences language. Cultural knowledge is needed to achieve linguistic skills. The system of values, norms, customs, customs, and beliefs learned forms vocabulary, and hence, the meaning of words in certain languages.[15]

Culture can be changed depending on the language used by community members. Cultural elements are given names using language; each name gives meaning to objects, artifacts, ideas, or concepts.[16] New languages cannot be mastered until students have them understand the cultural context in which new languages occur. Therefore, "Understanding new cultures is an important element in achieving success in the second language of Acquisition.

5. METHODOLOGY OF RESEARCH

This study utilized descriptive qualitative approach and used case study method. Qualitative research aims to understand the phenomenon of what is experienced by research subjects holistically and through description in the form of word of words and language, in a specific context that is natural and using various scientific methods.[17] Qualitative research in this study aimed to get information about classroom management and learning process based on Multiple Intelligences system at Al-Kautsar Elementary School.

Data collection techniques are as follows; interview, observation and documentation. Observation is utilized to get information on school environment and classroom management physically. Documentation is used to get information about classroom management and learning process from document; lesson plan and academic guidance book. The technique of data analysis used in this study was conducted through the following steps:

[14] Kuo, M., & Lai, C, *Linguistics across cultures: The impact of culture on second Language Learning, Journal of Foreign Language Instruction, 1(1).* November 2006:10

[15] Farr, M., Seloni, L. & Song, J. Ethnolinguistic diversity and education: Language, literacy, and culture. New York, NY: Routeledge, 2010.

[16] Farr, M., Seloni, L. & Song, J. Ethnolinguistic diversity and education: Language, literacy, and culture. New York, NY: Routeledge, 2010.

[17] Lexy J Moleong, *Metodologi Peneleitian Kualitatif,* (Bandung: PT Rosdakarya Offset, 2007), p.6.

data collection, data reduction, data display, and verification and affirmation conclusions.[18]

6. RESULTS AND DISCUSSION

Al-Kautsar Elementary School is a formal education unit at the basic education level, under the auspices of the Pelita Hidayah Foundation. Al-Kautsar was established in 2004, and obtained its operational permit on February 14th, 2005 from the Malang City Education Service and has been extended in 2010 and 2016. Form of community-based education (Society Based Education), Al-Kautsar Elementary School has religious peculiarities in the form of integrated basic education with Islamic nuances.

For more than a decade, Al-Kautsar Elementary School Malang has scored 8 batches of graduates who are ready to compete at the advanced education level. Al-Kautsar Elementary School continues to improve, especially the characteristics of experience.[19]

Various predicates that are held reflect the direction of school culture and the form of educational services. Al-Kautsar Elementary School Malang is a pioneer of Multiple Intelligences-based schools, child-friendly schools, caring and cultured schools at the Independent National level, as well as a national-level quality culture school.

The peculiarities of the curriculum used are KTSP K-13 (national content, local content (Javanese language and culture), school specificity (English, Arabic, Technology and Information, and Environmental Learning).

It can be seen from the very multicultural learning of foreign languages starting from Javanese and its culture, English, Arabic as well as foreign languages which were studied to encourage Al-Kautsar Elementary School to instill multicultural values in the process of learning foreign languages.

Among the implementation of multicultural education applied at Al-Kautsar Elementary School is through three important aspects; First, learning resources that are used through native speakers imported directly from England as native English, the native learning process is usually students are collected in one place such as a hall to talk, talk about foreign languages being studied. Other learning resources such as learning environments support children's vocabulary development. For example there are classrooms, carts, gardens, halls, mosques.

Picture 1 : Foreign Language Vocabulary Labels at each school facility

The facilities in the neighborhood have foreign vocabulary written and labeled. Educational facilities provided are[20]:

No.	Facility
1.	Classroom (20-25 students), LCD in every classroom, Laptop, and Speaker.

18 Burhan Bungin, *Analisis Data Penelitian Kualitatif,* (Jakarta: PT Raja Grafindo Persada, 2003), p. 70.
19 Guidence Book of Al-Kautsar Elementary School Malang, 2018, p.1.
20 Guidence Book of Al-Kautsar Elementary School Malang, 2018, p.4.

2.	Student Center, Digital Library, Science Laboratory
3.	Art room
4.	Dining room and Kitchen
5.	Canteen
6.	Field
7.	Swimming pool
8.	Adiwiyata Hall and Multipurpose room
9.	Mosque
10.	Educational Park
11.	Health Service room
12.	Administration room
13.	Hostel Fullday School
14.	Sanitation room with a ratio of 1:30
15.	Area of Traditional Game
16.	Parking Area

This makes it easy for students to add insight into the vocabulary learned.

Second, the teaching materials used are not only books in nature, language teachers use texts that are in accordance with the students' personal conditions. For example, there are themes related to family, teachers are required to be able to develop and explore information for students to compose or mention things related to families using foreign languages, so that the learning process becomes not boring and meaningful. After that the students convey their family's background conditions, for example, mentioning their father's name, profession, tribe, etc. After that students can understand how the differences of each individual with the guidance of the teacher. This is a multicultural education planting that is developed in the form of implicit teaching materials.

Third, the process of learning foreign languages. In this aspect, multicultural education is applied in the form of a cooperative learning process.

The teacher determines the students in several groups to work on the assignments or directives put forward, so that the planting of values helps each other, respects and accepts the conditions of each friend will be embedded and trains students to appreciate each difference. In this aspect, the teacher is required to select students who are grouped with diverse intelligence conditions. One group consists of various characteristics, character and intelligence of students. Here, multicultural education can be well embedded when the Foreign language learning process takes place.

The application of multicultural education in Al-Kautsar Elementary School Malang is one of the efforts in developing foreign language learning strategies, so that it does not only improve the learning outcomes of foreign languages either in terms of skills or understanding the elements of language. Therefore, the need for multicultural education is highly recommended, where at this time it has a good impact on students, it can be seen from the values obtained above average and students have a sense of tolerance as a result of the existence of multicultural education instilled since the elementary level.

This instills a good character from an early age so that students have a character of mutual respect even though there are aspects of differences in terms of culture, customs, background of students etc. So, later each individual can reduce the conflict gap that will occur in the future.

7. CONCLUSIONS AND RECOMMENDATIONS

Multicultural Education is one of the strategies developed to minimize

horizontal conflicts in the future. For this reason, this strategy is very relevant to the process of learning foreign languages that pay attention to aspects of culture, customs and backgrounds that cannot be separated from each other. The implementation of multicultural education at Al-Kautsar Elementary School is divided into three supporting elements; (1) Language Learning Process, (2) Teaching Materials and (3) Student learning resources. The process of learning a foreign language using multicultural education has a positive impact that accelerates the achievement of maximum learning outcomes which is above the average.

Multicultural education that is implemented in learning foreign languages still needs to be developed; both in terms of a specially designed curriculum in accordance with the specifics of the region so that multicultural education can accelerate the achievement of desired foreign language learning goals.

8. REFFERENCES

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