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RESEARCH REPORT

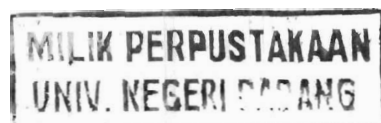
DEVELOPING MULTICULTURAL AWARENESS OF SENIOR HIGH SCHOOLTEACHERS IN PADANG, INDONESIA, AND AUSTRALIA

Collaborative Research Project
Padang State University and Deakin University
INDONESIA - AUSTRALIA

Research Team

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**PADANG STATE UNIVERSITY
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ABSTRACT

RESEARCH TITLE:

Developing Multicultural Awareness of Senior High School Teachers in Padang, Indonesia, and Australia

RESEARCHERS:

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ABSTRACT:

This study is a pilot study with the intention of developing a model of a training to build the multicultural awareness of teachers at Senior High School in Padang. In this pilot study, collecting data is aim at generating some ideas about how much teachers understand multicultural education. Data were collected by using open-ended questioners in two phases: before workshop, and after workshop. Workshop itself was conducted in three step strategies: 1) "Cultural attributes" is Exploring ideas about multicultural from "cultural iceberg" ideas, 2) " working in pair and group" is Exploring ideas about teaching multicultural issues, and 3) " Self evaluation" is what I have learnt .

Before workshop data showed that almost teachers think that multicultural education as a matter of various culture with various customs and attributes. It means that teachers understand soft culture instead of deep culture. From after workshop data, found a small change toward seeing multiculturalism as a way of thinking in place of various celebration of different culture. In addition, teachers also need more training dealing with applying multicultural education in teaching practice.

Finally, this pilot study recommends us to carry out a specific training for teachers so that multicultural education becoming part of teaching practice.

Key words : pilot study, multicultural awareness, multicultural knowledge

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ABSTRACT

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Australia Indonesia Research Institute for Humanity and Development Project	
Title of Research	Developing Multicultural Awareness of Senior High School Teachers in Padang, Indonesia, and Australia
Date of report	Report: 8th December 2012(for AIRIHD, DEAKIN) Report: 15th April 2013 (for AIRIHD, UNP)
Researchers	Dr. Isnarmi Moeis * and Dr. Fitri Erianti (UNP, Indonesia) Julie Dyers and Dr. James Campbell (Deakin University, AU) *coordinator
REPORT of the RESEARCH	
	Understanding the Contexts
Research Site	Padang is the capital city of the state of West Sumatera. The majority people in Padang are from Minangkabau ethnic, and they are muslims. The rests are from other ethnic like Javanese, Chinese, Indianese , with various religions such as Christian, Buddhism. It is represented in some schools. Generally, there is no conflict in such condition. However, they are living in their community separately each other, specially for Chinese and Indians . The feeling of separateness sharpen also due to differences in religious. The other issue relating to the differences is between

people who are moslems. Since the news in mass media that tell about radicalism related to Islam, there are many people look their brothers in the same religious with feeling (like) of hostility.

Based on what are evolving in dynamics of our society, there is a potency of conflict. It may be bigger and more real in the future, while in our school there is no specific concern to respond this issue.

In my last study in schools (Moeis, 2010) shows that teachers do not realize nor readiness to develop any action to deal with multicultural issues. Based on these phenomena, there is a need to develop a training to develop the awareness of teachers that multicultural issues are in front of their eyes. Following up this training, hopefully teachers are able to insert multicultural education in their daily teaching. It means that such issues are not only belong to senior high school teachers, but also to all teachers at all level of education.

Due to limited of our ability to take care all of teachers, we would like to start with senior high school teachers by helping them firstly to recognize that multicultural issues are important tasks to deal with in school today.

There were changes taken while applying this research. Firstly, We planed this study with multiyear-activities, and began with preliminary study by collecting the data about teacher awareness toward multicultural issues, and their expectation about how to carry out multicultural education in schools. At the second year we planned to

	<p>make a prototype of a program to develop multicultural awareness of teachers that will be validated through action research. Finally, the last product of this research would be a model of training program developing multicultural awareness through teaching in schools. So, to make the product of first phase of this study more valuable, we need a comparative data from Australian teachers. We believe that Australian teachers have much experiences dealing with multicultural issues.</p> <p>Since the limited of time and budget, researchers (UNP and Deakin) decided to make first year be a pilot project by collecting data about the teachers' understanding dealing with multicultural.</p> <p>This pilot study aim at knowing about how much teachers understand the issues related multicultural, and multicultural education. The research question was generated about: teachers background (age, gender, and ethnic); teachers knowledge deal with multicultural education, and teachers hope about multicultural education.</p> <p>The result of this study will be starting point to develop further research dealing with program for developing teachers and students awareness of multicultural issues</p>
	Methods of study
	Collecting data process applied by using questioner (open

ended type)(see appendix 1)

52 teachers in Senior High schools in Padang completed the survey -a 100% return rate.

A qualitative methodology through an interpretative approach was employed that sought themes across the participant data. Responses were grouped and themes developed. After collecting data at the stage 1, we conducted a workshop for teachers dealing with multicultural education. Workshop was attended by 30 Senior High School Teachers. The methods of workshop consists of three steps:

- Exploring ideas about multicultural from “cultural iceberg” (Phase 1 cultural attributes)
- Exploring ideas about teaching multicultural (phase 2 working in pair and group)
- Self evaluation what I have learnt

The data from self evaluation was analyzed and interpreted through qualitative approach under three themes:

- Changes in Teachers’ Understanding Through Workshop
- Teachers’ ideas about teaching multicultural
- Teachers’ expectation for the future

	Summary of Findings
	<p>Stage 1 (Data from Questioners)</p> <p>1) The identity of respondents</p> <ul style="list-style-type: none"> ❖ All respondents are Muslims ❖ Their ethnic group , mostly are Minangkabau, 2 of them Batak, and 1 is java ❖ Respondents consist of Female 34 and Male 18 <p>2) Experiences of Teachers regarding Multicultural Issue</p> <ul style="list-style-type: none"> ❖ 8 of 52 (15 %) teachers understand the multicultural education through seminars (7) and graduate class (1). ❖ 15 % knows multicultural education through mass media, internet, and talk show. ❖ 75 % never get any information about multicultural education, they make own definition about multicultural education based on their daily experiences <p>3) Various Definitions about Multicultural Education based on Teachers Experiences</p> <ul style="list-style-type: none"> ❖ Multicultural education deals with the pluralism of

	<p>culture of Indonesian society.</p> <ul style="list-style-type: none"> ❖ This is important subject to understand many cultures in Indonesia. It is a treasure of this society and be a social capital of Indonesia. ❖ There is no independent subject of multicultural education in our school, but it can be included in some subject matters such as sociology, citizenship education, or religion subject matter. ❖ There is an important relationship between citizenship education and multicultural education, because citizenship education focuses on character building of the students based on the pluralism of social reality. ❖ This is the subject matters that aims at keeping the existence of traditional culture. ❖ This is important subject to deal with since the phenomena of pluralism can be a threat to the unity of Indonesia otherwise it is managed properly. (from seminar) <p>4) Teachers Knowledge about Multicultural Education at School</p> <ul style="list-style-type: none"> ❖ Mostly teachers (95%) see multicultural educations as the subject matter deals with the various culture in society including religion, language, race, ethnic. Meanwhile few of them say that multicultural education have to deal with the
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disharmony between cultures in society.

- ❖ Regarding the main issue of multicultural in Padang, 20 % of teachers say that relationship between minangkabaunese (as the indigenous people) and the foreigners (such as Chinese, Indians, Nias) should be concerned with multicultural education
- ❖ Mostly teachers see the mass fighting between students is the big issues now to get attention from educators, since it is begun by no respect between students. So, multicultural education have to develop an approach to make students more calm, and respect the others. This opinion implies that multicultural education is imperative

Stage 2 Finding from workshop and self evaluation sheets

Methods of workshop

- ❖ **Phase 1** (cultural attributes)
- ❖ **phase 2** Exploring ideas about teaching multicultural (working in pair and group)
- ❖ **Phase 3** Self evaluation what I have learnt

Phase 1

Through this phase, teachers were helped to understand concepts of multicultural by providing them opportunity to see clearly and deeply about multicultural..

a. Concepts of multicultural education:

- ❖ Multicultural education is an approach for **transforming** education.
- ❖ It is grounded in ideals of **social justice, education equity, critical pedagogy**, and a dedication to providing educational experiences in which **all students reach their full potentials as learners** and as socially aware and active beings, **locally, nationally, and globally**.
- ❖ Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of injustice.
- ❖ Multicultural education is a process of developing an attitude and behaviour of someone or group as part of making human beings grow through teaching, training, and respecting plurality

Phase 2

- ❖ Working in pair and group :
 - In pair : talking about strength of our culture, and our friends' culture;
 - In pair : talking about weaknesses of our culture .
- ❖ Working in group to make clear concepts

	<ul style="list-style-type: none"> ❖ Writing self evaluation: <ul style="list-style-type: none"> ➤ Changes in Teachers' Understanding Through Workshop. <ul style="list-style-type: none"> ✓ Changes from seeing multicultural as a matter of cultural differences become seeing multicultural is a way of thinking and treating about differences; becoming open toward other culture ✓ Seeing multicultural education as a way to develop attitude of appreciating differences ✓ Seeing the equity of culture, in terms every culture has weaknesses and strength. ✓ Multicultural education as away to develop a friendship ➤ Teachers' ideas about teaching multicultural <ul style="list-style-type: none"> ✓ Multicultural education can be integrated in citizenship curriculum, or other curriculum. ✓ Teachers should be role model of being multiculturalism before their students ✓ Multicultural can be taught through
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	<p>role playing and discussion.</p> <ul style="list-style-type: none"> ✓ Teaching multicultural through dialog in couple or more to understand other perspectives. ✓ Developing of thinking about multicultural is better to do in group. ✓ Teaching multicultural means developing way of thinking about differences in plus and minus perspectives ✓ In teaching multicultural, teachers should give students opportunity to think and make decision. ✓ Multicultural education encourage students to be careful in giving judgment about other people. ✓ Multicultural education should be developed from early childhood and be supported by formal policy ✓ Being multicultural means being open toward differences without loosing their own identity <p>➤ Teachers' expectation for the future</p> <ul style="list-style-type: none"> ✓ Need more knowledge about multicultural education and the
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	<p>methods of teaching multicultural.</p> <p>✓ Need more understanding how to teach multicultural at many levels of child development. At what level multicultural education could be taught</p>
	<p>Discussion and Recommendation</p>
	<p>Two things can be underlined in this preliminary research. First is, relationship between “awareness and knowledge “ of multicultural education. Second is related to training for developing awareness and knowledge”. The first one is the main goal of this research, that how can teachers be a good educator for students so taking them be culturally competence. Consequently, the teachers should be firstly skillful in dealing with the diversity in the school as well in the society. In other word teachers should be able to take any action decisively in their classroom to create a classroom climate which culturally receptiveness, so that students be capable to handle the problem dealing with diversity in their daily live. In terms of this goal, there are many steps to do forward.</p> <p>This research showing teachers knowledge about multicultural education is very soft. Mostly teachers only know that multicultural as a celebration of various culture from many areas in Indonesia; it is our proud and treasure as a big country. Referred to what other research said dealing with metaphor used by teachers to say about</p>

diversity, teachers in this research view multicultural is an object of value (Brown, Parson, & Worley, 2005). It means that teachers knowledge about multicultural is very soft (Watson, 2000)

However, this preliminary study tell us that several teachers say that multicultural education is very important subject to develop in school, because nowadays many students so easily get angry and take action aggressively. This fact was viewed by teachers as deficiency of students attitude toward diversity, so multicultural education should be carried out in schools.

This study implies that there is a big gap between teachers' hope and teachers' competence. If we make a continuum between awareness in left side, and competence of multiculturalism in the right side, the hope of teachers to carry out multicultural education is the only an initial step of awareness, since the awareness itself dealing with self- examination instead of other-examination. In this research teachers think that multicultural education is important because many students engross in mass fighting. According to Sue, Bernier, Durran, Feinberg, Pedersen, Smith, et al. (in George cs, 2005) , awareness leads to knowledge, which in turn leads to the development of skills. Awareness, knowledge, and skills can then lead to social action and social justice, which will move a person towards becoming culturally proficient.

Regarding this definition, can be concluded that teachers need a training to disclose their awareness of multiculturalism as well as to increase their cultural

competence, before carrying out multicultural education in schools. Like George cs, 2005 cited Pinderhughes (1989) saying that "there is a need for training that facilitates understanding one another's personal experiences in relation to ethnicity, race, and power in a manner that also compels each to understand his own unique responses and *take responsibility for them*". She also points out that education that promotes self-examination enhances the ability to control and even change attitudes one has learned, to use systemic thinking, and to be comfortable with cultural difference. To achieve these benefits, training must focus not only on ethnicity and race but also on power.

It means that the training for teachers is not only give them knowledge about multicultural education, but also trigger them to make critical thinking about multicultural issues. Especially in Indonesia today, there are many conflicts between different groups or ethnic communities only based on a simple triggered, but turning into a big fighting. For this reason, teachers need to have critical attention dealing with this problem.

The recommendation spawned from this preliminary study is essential to design a model of training for teachers to develop their multicultural competence. This training will be a place for teachers learn to understand one another's personal experience regarding diversity; to use critical thinking to do self-examination in order to unveil their consciousness related power relationship in society.

	References
	<ol style="list-style-type: none"> 1. Brown, Pamela, Parson, Sue & Worley, Virginia (2005). Pre-Service Teachers Write about Diversity. <i>A Journal for the Scholar-Practitioner Leader</i> Volume 3, Number I 2. George, Jayashree cs (2005) Three Voices on multiculturalism in the Art Therapy Classroom. <i>Art Therapy. Journal of the American Art Therapy Association</i>, 22(3) pp. 132-138 © AATA, Inc. 2005 3. Moeis, Isnarmi , Al Rafni, Junaidi Indrawadi (2010) Otoritas Guru dalam Konteks Pendidikan Kritis di SMA Negeri Padang, <i>Jurnal Pendidikan dan Kebudayaan</i> Vol 16 no 4, Juli 2010 Hal : 391-399 4. Watson, C.W (2000) <i>Concepts in Social Sciences: Multiculturalism</i>. Philadelphia: <u>Open University Press</u>.

Appendix 1 Questionnaire

Collaborative Research Project

Padang State University and Deakin University

INDONESIA – AUSTRALIA

Developing Multicultural Awareness of Senior High School Teachers in Padang, Indonesia, and Australia

Questionnaire Teachers

PART 1

1. Gender
2. Age
3. Birthplace
4. Religion
5. Ethnic group

PART 2

7. Current School location
8. Where did you train as a teacher?
9. How long have you been at your present school in years?
- 10 What subject areas do you teach?
- 11 Did you experience any multicultural education training in your teacher training? If yes describe the content.

PART 3

12. What do you understand by multicultural education?



Appendix 2 (self evaluation sheets)

Collaborative Research Project

Padang State University and Deakin University

INDONESIA – AUSTRALIA

Developing Multicultural Awareness of Senior High School Teachers in Padang, Indonesia, and Australia

Part 1

1. Name (optional)
2. School
3. gender

Part 2

Please write your responses dealing with three questions:

1. What change of knowledge of multicultural education you get after workshop
2. What the knowledge you got regarding teaching strategies in multicultural education after this workshop.
3. What are your expectations related multicultural education after finishing this workshop.

Apendixes 3 Research Log Book

LOG BOOK

RESEARCH PROJECT UNP_ DEAKIN

May 29, 2011 until May, 29 2012

The Project Title : Developing Multicultural Awareness of Senior High School Teachers in Padang, Indonesia, and , Australia

The Project Team : Isnarmi Moeis (UNP) , Fitri Eriyanti (UNP), Julie Dyer (Deakin University), James Campbell (Deakin University)

No	Time	Activities	Realization
1	May, 29, 2011	Acceptance the proposal by Australia Indonesia Research Institute for Humanity and Development Melbourne Burwood Campus 221 Burwood Highway Burwood, Victoria 3125, Australia	Letter of acceptance
2	June-July 2011	Discussion through email with research team from Deakin university to follow up the study.	An agreement to carry out the study during the first year under a pilot study An agreement dealing with the research instrument. A decision to collect the data (phase 1) by using questioner. And the phase 2 by FGD.

3	July 2011	Developing items of questioner to collect the data at phase 1	A questioner (see attachment)
4	Augusts 2011	Ramadhan, no school activities	
5	September 2011	Distribute questioners to the teachers around 70 exemplars.	Teachers get the questioners through MGMP (a teacher organization with specific subject matter).
12	October 2011	Get back questioners from teachers only 30 %. Redistribute the questioners. Finally get total back only 52 questioners	52 questioners
13	November, 2011	Analyzing the data	Report draft.
14	December, 7, 2011	Carrying out a workshop of multicultural education at MGMP (9.00 AM SMA I Pertiwi Padang)	Team of The study
15	December, 8, 2011	Interview with student at SMU 2	Not happened
16	March, 2012	Report progress, sent to AIRHID	team
17	May 2012 - December 2012	analysing data from questioners and evaluation sheets	Research coordinator
18	December 2012	Final report, sent to AIRHID	team
19	April, 2013	Final Report, sent UNP	team
20	May, 30 2013	Workshop with teachers MGMP	In Planning