

RESEARCH ARTICLE

Multicultural approach in learning beginning writing in elementary school

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Published online: 17 December 2023

Abstract

Multicultural approach in learning beginning writing is basically a need for teachers and students in the learning process, because multicultural education can be used as an alternative to success in learning. The purpose of this study is to see how the effectiveness of the role of culture, in this case multicultural, is used by teachers as a means as one of the ways to improve the ability to write beginnings in grade 2 (two) elementary schools in several schools located in the district of Kotabumi Selatan, North Lampung Regency. This type of research is experimental research using a 2x2 factorial design. Data in this study were collected using learning achievement tests and learning motivation questionnaires, and analysed using two-way ANOVA and sheffe test. The results in the study showed that; 1) there was a gap in learning achievement between experimental group students and control group students; 2) there was a difference in learning achievement between students who had high motivation in both groups; 3) there was a difference in learning achievement between students who had low motivation in both groups; 4) multicultural approach was proven to improve students' beginning reading ability.

Keywords: Multicultural Learning, Beginning Writing

Abstrak

Pendekatan multikultural dalam pembelajaran menulis permulaan sebenarnya pada dasarnya menjadi kebutuhan bagi guru dan siswa dalam proses pembelajaran, karena Pendidikan multikultural dapat dijadikan salah satu alternatif keberhasilan dalam pembelajaran. Tujuan dalam penelitian ini adalah untuk melihat bagaimana efektifitas peran budaya dalam hal ini multikultural digunakan oleh guru sebagai sarana sebagai salah satu cara untuk meningkatkan kemampuan menulis permulaan pada kelas 2 (dua) sekolah dasar di beberapa sekolah yang terletak di kecamatan kotabumi selatan kabupaten Lampung Utara. Jenis penelitian ini adalah penelitian eksperimental dengan menggunakan desain faktorial 2x2. Data dalam penelitian ini dikumpulkan dengan menggunakan tes prestasi belajar dan kuesioner motivasi belajar, dan dianalisis dengan menggunakan ANOVA dua arah dan uji sheffe. Hasil dalam penelitian menunjukkan bahwasanya 1) terdapat kesenjangan prestasi belajar antara siswa kelompok eksperimen dan siswa kelompok kontrol 2) terdapat perbedaan prestasi belajar antara siswa yang memiliki motivasi tinggi di kedua kelompok 3) terdapat perbedaan prestasi belajar antara siswa yang memiliki motivasi rendah di kedua kelompok 4) pendekatan multikultural terbukti dapat meningkatkan kemampuan membaca permulaan siswa.

Kata kunci: Pembelajaran, Multikultural, Menulis Permulaan

INTRODUCTION

The process of acquiring knowledge in education can be done at any time and is not limited by time and space. Some experts give their opinions about education, in fact as social

creatures humans need education even until the end of life, as a fulfilment of needs in their lives. This is one of the reasons for humans to compete in pursuing education in order to make individuals better in life. If we observe Indonesia as a developing country today and consists of various ethnic groups, then, the role of education cannot be separated from multicultural values in its implementation. Thus, multicultural should be paired with education in Indonesia, even multicultural education is very important to be implemented in every level of education in Indonesia, starting from primary education to higher education.

The implementation of multicultural education at the elementary school level in learning to read is the main focus that will be discussed in this research. In general, multicultural education is a tangible manifestation that there has been a change of renewal / reform in the world of

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education that has the aim of providing comprehensive opportunities to students by ignoring the background of these students, so that in this case all students can have the same opportunity to improve the abilities that exist in themselves to the maximum according to their talents and interests (Zamroni, 2011; Samad & Azis, 2020; Ahmadi, 2010).

Another opinion was expressed (Avis, 2014) who gave the opinion that, the habituation process in the application of multicultural in schools is very important from an early age, from a small child should be able to understand that they live and live in an environment that comes from a diversity of customs and diverse cultures, so that children will be accustomed to living in multicultural education. This multicultural education financing factor has a very good impact, if the understanding of multicultural education is not understood by children from an early age, then it is not impossible when the child grows up, it can cause various problems that will be experienced by the child, such as racial, ethnic, religious and cultural conflicts that have recently occurred in several regions in Indonesia. One of the conflicts that occurred was caused by the lack of multicultural education in the school environment (Alias M & Lubis M, 2018; Bandura, 2005; Bafadal, 2018).

Based on this, the learning material in schools that has the potential for success as an effort to instil multicultural values is Indonesian language learning in Indonesian

language learning can be done with a maximum persuasive approach, because basically Indonesian language learning is one of the subjects oriented to the needs of students in the language aspects of communication both orally and in writing, so it is felt to be able to make multicultural education run well in the line / field of education (Zuchdi & Budiasih, 1997; Bowman, 2009).

Based on the results of initial observations that have been made, the results obtained that in learning to write the beginning in several elementary schools in the Kotabumi Selatan sub- district of North Lampung which have homogeneous / equal types of abilities. From the results of the initial interviews conducted, the results showed that the teacher in teaching mostly used the lecture method, or in other words, the teacher was still teaching with conventional methods without using active learning media in the learning process.

From the results of the initial interviews, it was also found that students felt bored in learning to write beginnings with conventional methods, this could be caused by several factors, one of which was because students were accustomed to gadgets which were part of technological developments, audio-visual retrieval and images were considered to be more attractive to their learning interests (Howe & Lisi, 2014; Dewi. A.K, Mashuru. et.al, 2021; Hague. C, 2010).

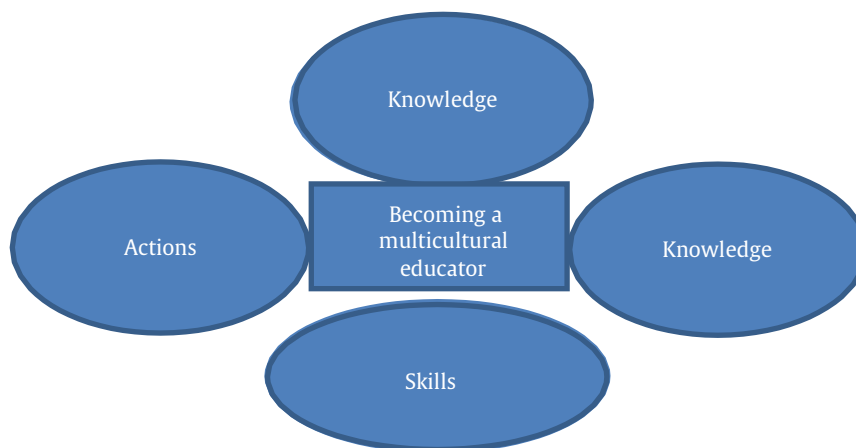


Figure 1
A Model for Personal Development in Multicultural Education (Howe & Lisi, 2014)

In the implementation of multicultural education in the elementary school environment, the first step that must be taken by a teacher is how to form awareness in students about the reality of racial differences, ethnic groups found in Indonesia, how to accept reality, form prejudices, and eliminate the sense of discrimination that is often done or even experienced by students themselves or against others. Secondly, teachers must have a qualified knowledge of how cultural perspectives exist. Third, teachers must be able to develop themselves to master their teaching skills, use culture in their teaching, and have a learning style that has many variations.

In line with this. (Bowman. N.A, 2009) argues that teachers need to develop and improve their skills in implementing multicultural education, how to build their own knowledge related, skills and tendencies in diversity, as well as efforts to develop institutional action plans through multicultural education in learning. Teachers must be able to see the extent to which multiculturalism contributes to

students' knowledge so far. It is this knowledge that teachers will use later as an initial provision in implementing multicultural education into learning and curriculum, because they have experienced the issues of intergroup life.

Furthermore, Brown in his research revealed that students who are in a minority environment do not get the benefits of multicultural education that targets especially student skills using experimental studies. The difference between the research conducted by Brown and the research conducted by the author lies in the approach used, in this study the multicultural approach is used as an effort to increase motivation and improve the learning ability of elementary students' beginning writing.

In this research, the learning process of writing beginnings in Indonesian language subjects in elementary schools is focused on the stage of how the initial knowledge, awareness and skills and actions of students are caused

because the developmental stage of elementary school students is only at the stage of how to recognise concepts.

This research is also supported by the results of previous studies which show the results that negative images in multicultural education originate from speech that comes from humans themselves. This happens because of the shift in the structure of nouns spoken by humans, which may cause someone to interpret the speech in a generalised way, causing problems, namely misinterpretation. Visual markers in writing also such as (bold, red marks), selection of quotes, and other emphases look like *foregrounding* that leads to negative imaging of a person (Prihantoro, 2015). Based on this, this study aims to find out how the implementation of a multicultural approach in fostering motivation and writing skills of elementary school students in learning Indonesian.

METHODS

This research used experimental method with 2x2 factorial design. Then, the dependent variable in this study is the learning achievement of students' beginning writing, then the independent variable is the learning approach, which is a multicultural approach in learning. The second independent variable is students' learning motivation which is categorised into two groups, namely low and high learning motivation. The 2x2 factorial analysis design for this study can be seen in table 1.

Table 1
Research Design

Learning Approach	Multicultural (A1)	Cosy (A2)
Learning Motivation	High (B1) A1 B1	A2 B1
	Low (B2) A1 B2	A2 B2

Explanation:
 A1 = Multicultural approach A2 = Conventional approach
 B1 = Students with high Indonesian language learning motivation B2 = Students with low Indonesian language learning motivation

The situation experienced by students is reinforced by the results of assessments obtained from several class teachers, that of the 14 students who sit in grade 2 elementary school, 10 of them get a score of 75 or in other words below the KKM, with an average score of only 55. In this case, Indonesian language learning has not shown maximum results, especially in the material of writing the beginning. In the use of teaching media, teachers are accustomed to using conventional sources or media, namely textbooks, modules or in the form of summaries containing several paragraphs containing several explanations that tend to make students feel bored and less motivated in learning to write the beginning. This further makes students reinforce the negative stigma about writing is a difficult language skill, that assumption is what makes a decrease in interest in the motivation to write elementary school students, whereas as we know that the formation of student motivation is the existence of interest or interest.

Suggests that someone who has strong motivation from within himself tends to show fondness, attention, concentration, and a sense of optimal perseverance from within himself, and most importantly is able to orientate his focus in achieving the desired achievement with a high sense of enthusiasm without knowing boredom. Generally, students who have high learning motivation tend to find it

easier to follow the learning process at school, this happens because they think that learning is an important thing. It is inversely proportional to students who have low learning motivation, they will feel that the process of learning to write the beginning is a saturating journey, so that they experience a decrease in enthusiasm which results in a decrease in understanding of concepts in the process of transferring knowledge by the teacher (Agriyanti, 2011; Nurmahanani, 2022; Hague. C, 2010). Based on the conditions as described above, the multicultural approach is needed in the learning process, especially in writing beginnings that are generally taught in low grades with the aim of fostering learning motivation and improving students' abilities in writing beginnings.

(Howe & Lisi, 2014; Soto. Ef, Irwin. et.al, 2021) argued that multicultural education is a pedagogical approach that teaches how students can be more aware of religious, ethnic and racial harmony in everyday life. Teachers' efforts in cultivating understanding and sensitivity in the learning process in the classroom culturally require several approaches, which are considered important and supportive, among others, 1) contributive approach, 2) adaptive approach, 3) transformation approach, 4) and social action.

(Nieto, 2010; Laar. Deursen., et.al, 2017; Wahyuni, N, 2018) suggests that there are several other aspects that can support the implementation of multicultural education. These aspects can strengthen the implementation of multicultural education in primary schools, including tolerance, acceptance, mutual respect, and high solidarity, and non-criticism. In line with these supporting values, there are also values of multicultural education, including democratisation, humanism, and pluralism. The value of democratisation or justice is a comprehensive term in all forms, whether cultural, political or social justice. Meanwhile, the value of humanism is basically an acknowledgement of the existence of plurality, heterogeneity, and human diversity. Finally, the value of pluralism, which is a view that recognises the existence of diversity in a nation.

Multicultural education is evidence of a reform process taking place in schools and is the basis of a comprehensive education for all students. It also challenges how teachers can emphasise multicultural education to students so that they can avoid all forms of rejection of racism, ethnicity or other forms of discrimination that may occur and still often occur both in the educational environment and in the community (Avis. J, 2014). According to (Howe & Lisi, 2014), there are several stages that teachers must do to be able to implement multicultural education in the school environment, these stages include knowledge, awareness, skills, and actions which are described as follows.

The population in this study were all second grade students from 5 primary schools in Kotabumi Selatan Sub-district, North Lampung District. Sampling was conducted in this study randomly by considering the diversity of ethnicity, religion, educational background of parents, and gender of students in the school environment.

The steps taken to determine the population in this study were carried out in several stages, among others: 1) determining which schools will be used as research locations, 2) determining from the 5 schools that have been selected, randomly divided to be used as experimental groups and control groups 3) grouping students based on the level of learning motivation through the results of questionnaires that have previously been distributed, 4) then sorting the results of the questionnaire based on the level of learning motivation of all students sorted and separated from the highest value to the lowest value, 5) then

determining upper group students as students who have high learning motivation and lower group students as students who have low learning motivation. The number of samples used in each stage in accordance with the research design is 60 students. Data analysis was conducted to test the hypothesis and see the effectiveness of multicultural approach in learning beginning writing using shefe test. Data collection in this study consists of 2 data, the first is data on learning motivation and data on the ability of beginning reading in elementary school students.

Table 2
Group Category

School	Highly Motivated Students	Low Motivated Students	Number of Students
School 1	14	16	30
School 2	16	14	30

Table 3
Learning Outcome Category

Criteria	Category	Control Class		Experiment Class	
		Frequency	Percentage	Frequency	Percentage
Score > $M_i + 1.5 S_d$	Very high (score 23-30)	9	30.1%	20	64.5%
$M_i < \text{Score} < M_i + 1.5 S_d$	High (score 15-22)	20	66.6%	10	33.5%
$M_i - 1.5 S_d < \text{Score} < M_i$	Very Low (score 8-14)	1	3%	0	0
Score < $M_i - 1.5 S_d$	Low (score 0-7)	0	0%	0	0

Based on the table 3, we can know together that the level of students' beginning reading ability taught by teachers using conventional methods obtained 9 people who were in the very high assessment category, 20 people with high scores, and a low category as much as 1 person. From the results that have been obtained, it can be concluded that the reading ability of students in the control class tends to get high scores. Furthermore, we can see that the class whose teachers use multicultural approaches in learning beginning reading is 20 students in the very high category, and 11 students in the high category.

Thus, it can be concluded that the beginning reading ability of experimental group students with multicultural approaches tends to be in the very high category. Furthermore, the normality of the data was tested using the Kolmogorov Smirnov (K-S) test, while the homogeneity of variance was tested using the F test or lavene test. Hypotheses in this study use variance analysis techniques or more popularly known as two-way ANOVA. In this study also used Micro CAT Analysis with ITEMAN 3.00 programme with point biserial correlation technique. The questionnaire for student learning motivation was analysed using *SPSS version 15.00 for windows*.

RESULTS OF STUDY

From the results of the field test using the analysis of variance as summarised in the table below, the calculation result of F_{cv} is 2.213 with a total probability of error of 0.142. If F_{cv} is confirmed to F_{obs} with a significance level of 0.05 (5%) where the db value is 1 as the numerator and 57 is used as the denominator, the result will be 4.012 at F_{obs} which means that the F_{cv} value is smaller than F_{obs} . This is because the probability of error value will be greater than the predetermined significance level of 0.05, thus H_0 can be accepted and H_1 is rejected, from this explanation we can conclude that there are significant results between the multicultural approach in learning with students' beginning reading skills, but it needs to be seen again the relevance of higher values whether it can also affect student learning motivation. The results of the study can be seen in the table 4.

Table 4
Summary of Two-Way Analysis of Variance (ANOVA)

Source of variance	Sum of Squares	db	Mean Square	F Count	F Table 0.05	Possible Error
Approach (A)	198.302	1	198.302	21.293	4.012	.000
Motivation (B)	287.069	1	287.069	30.824	4.012	.000
Approach*	20.612	1	20.612	2.213	4.012	.142
Motivation	-	-	-	-	-	-
Probability	530.853	57	9.313	-	-	-
Error (D)	-	-	-	-	-	-
R square = .481 (adjusted R Squared = .454)						

Table 5
Scheffe Test Results

Average Group Comparison	t- Count	t- Table	Explanation
A_1 and A_2	4.48	2.00	t count > t table
$A_{11}B_1$ and $A_1 B_1$	4.40	2.00	t count > t table
A_1B_2 and $A_2 B_2$	2.50	2.00	t count > t table

Table 6
Starting Reading Learning Ability of Experiment Group and Control Group Students with Low Starting Reading Ability

Learning Approach	Multicultural	Conventional	t table	t count
Average	21.76	19.00	0.5	0.1
Mean square	9.313	2.506	2.000	2.660
df	57	-	-	-

After obtaining significant FA and FB scores, then the Scheffe test was used with the aim of knowing whether the difference. With this Scheffe test, we can see whether there is a significant difference in the ability to learn beginning reading between students taught through the Multicultural learning model and students taught using the conventional approach (A2 B1) this test will be given to the group of students who have low beginning reading ability.

From the calculation results obtained F-count of 2.506 while F-table at the 5% significance level with db1= 1, and db2 = 57 obtained a value of 2.000 and 2.660 for the 1% significance level. This shows that t-count > t-table at the 5% significance level. Therefore, H₀ is rejected and H₁ is accepted. Thus, it can be concluded that there is a significant difference in the results of students' beginning reading ability taught by teachers using multicultural approaches and students taught using conventional approaches. For more details, the results of the Scheffe test calculation can be summarised as in Table 6.

DISCUSSION

Based on the data that has been obtained by researchers and then analysed as described above, there is a significant influence between the results of students' beginning reading skills using a multicultural approach compared to students who are taught using conventional methods. Thus, the multicultural approach can be applied to all levels of reading learning both beginning and advanced reading. The use of multicultural approach in learning beginning reading by providing reading examples and current issues related to daily life can foster good values of cultural diversity in students that can later be practised by students into their daily lives both at school and the environment where they live.

This approach provides awareness to students of the importance of unity in life and avoids things that can cause division among students with one another. It is also reinforced by the results of research conducted by other researchers, (Nurmahanani, 2002) which states that multicultural education in schools can avoid conflicts that will be experienced by elementary school students. The multicultural approach can also see the extent of students' learning motivation and learning achievement more broadly. However, further research can be done to prove this. Learning through multicultural approach can continuously improve students' learning achievement compared to conventional approach. The findings above are supported by the opinion of experts who state that these results are part of the analysis of cognitive effects on early reading learning that has been investigated in various studies (Hague, 2010; Avis, J, 2014).

The simple act of beginning reading will enhance new learning at both the conceptual and linguistic levels. There is a difference between learning to read and other themes, with reading as a process students will automatically discover for themselves the goals to be achieved through the reading they read, where understanding and mastery of concepts are closely related to the interaction between

themes and rhetorical aspects (the relationship between themes, reading goals gender, age, and target readers). Students' awareness of the importance of beginning reading strategies not only improves verbal ability but also achievement in learning (Dewi A.K, Mashuri., et.al 2021; Bowman, 2009). Based on (Samat & Aziz, 2020; Wahyuni, 2018) research, multicultural education is integrated into all Indonesian subjects because the curriculum is one aspect of multicultural education that plays an important role in directing teachers to educate students in the classroom. Thus, the multicultural education model can be run more systematically and structured.

CONCLUSIONS AND SUGGESTIONS

Based on the results of hypothesis testing and discussion, several conclusions can be drawn related to the learning process of elementary school students' beginning reading for Indonesian language subjects: 1) there is a gap in learning ability between experimental group students and control group students; 2) there is a difference in learning ability of beginning reading between highly motivated students in experimental group and control group students; 3) there is a difference in achievement of beginning reading between low ability students in experimental group and control group students; 4) multicultural approach is proven to be more effective than conventional approach to improve the ability of beginning reading. Thus, from the results of the study, the author suggests that in learning beginning reading students can be varied by using a multicultural approach. Future research is expected to explore more factors that contribute to the effectiveness of this approach.

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