INCREASING MULTICULTURAL AWARENESS THROUGH EXPERIENTIAL LEARNING MODEL

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Abstract: This study aims to increase multicultural awareness in the effectiveness of the Experiential Learning model in multicultural group students (Javanese and Chinese tribes) at one of the public junior high schools in Parung, Bogor. The research method is experiential learning with film stimulants using the Within group or individual design and equivalent materials. Meanwhile, the data collection instrument in this study uses a multicultural awareness scale, to increase multicultural awareness of experiential learning model learners as an instrument in this research. *Uji nonparametric* statistics and visual data analysis is a data analysis in this study to see changes in multicultural awareness. Increasing multicultural awareness of multicultural group students (Javanese and Chinese tribes) at one of the public junior high schools in Parung Bogor in using model Experiential Learning effectively.

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Keywords: Experiential Learning model, multicultural awareness, Javanese and Chinese

INTRODUCTION

Indonesia is a country consisting of various multiracial diversity. They are a multiracial group consisting of descendants of Chinese, Arab and Indian origin. From the economic and business sphere they are famous as a successful society.

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They tend to dominate more in the business and economic fields, this is under certain conditions andat cause problems in the social sphere. Meanwhile, on the education side, they get the same opportunity. They attended an exclusive school in the early 1850s to 1960s. Cultural awareness, race, ethnicity are contexts that need to be studied (Zappata-Barrero, 2018). This underlies the diversity of races, cultures, and various languages often adds influence to Indonesian society which has a variety of opinions (Narno, Blasius Lasan, Hidayah Nur, 2020).

The existence of multiracial descent made researchers conduct research for students so that they could have an understanding of multicultural awareness in the multicultural group at SMP Negeri 1 Parung Bogor. The background of Javanese descent is different from that of Chinese descent. First from the *socioeconomic* field**,** the socioeconomic situation of the Chinese people tends to be better than that of the Javanese people. Secondly*,* in terms of residence, the Chinese people are reluctant to choose a place to live in the area of the Luxury Housing Complex and Luxury Shops which results in the Chinese people tending to tend to more exclusive than Javanese people (Saputra, 2018). The last thing is *history*, some Chinese tend to side with the Dutch at the time of the history of Indonesian independence. Thus resulting in them being labeled less in love with the Indonesian state by the Javanese people It is not an easy matter to achieve a high level of multicultural awareness. Jackson & Wasson (in Rohiman & Pamuji, 2017) explains that to achieve multicultural awareness, one must first recognize one's own culture.

According to Daeng (1982) mentioned that Javanese people do not like the nature of showing off wealth, arrogant nature, rarely associate with the community, and other ifats of the Chinese community. Based on this with the fact in the field, it is known that social inequality and economic inequality exist between Javanese and Chinese people. This prejudice arises when they have a position in the economic field, have a problem in work and are tenacious in the field they are currently engaged in.

Attitude can't initiate, is more wasteful, slow in doing work, believes in things, and cannot be easily believed by the thinking of the Chinese people , this prejudice in the Chinese group is spoken of freely, but not spoken of in a pent-up and unknown to the Javanese people, (Tim Perumus Materi Ujian Dinas Kementerian Pertahanan RI). made a recommendation so that the Javanese people could imitate the nature of wanting to be more advanced, tenacity, thrifty, and a view towards economic management.
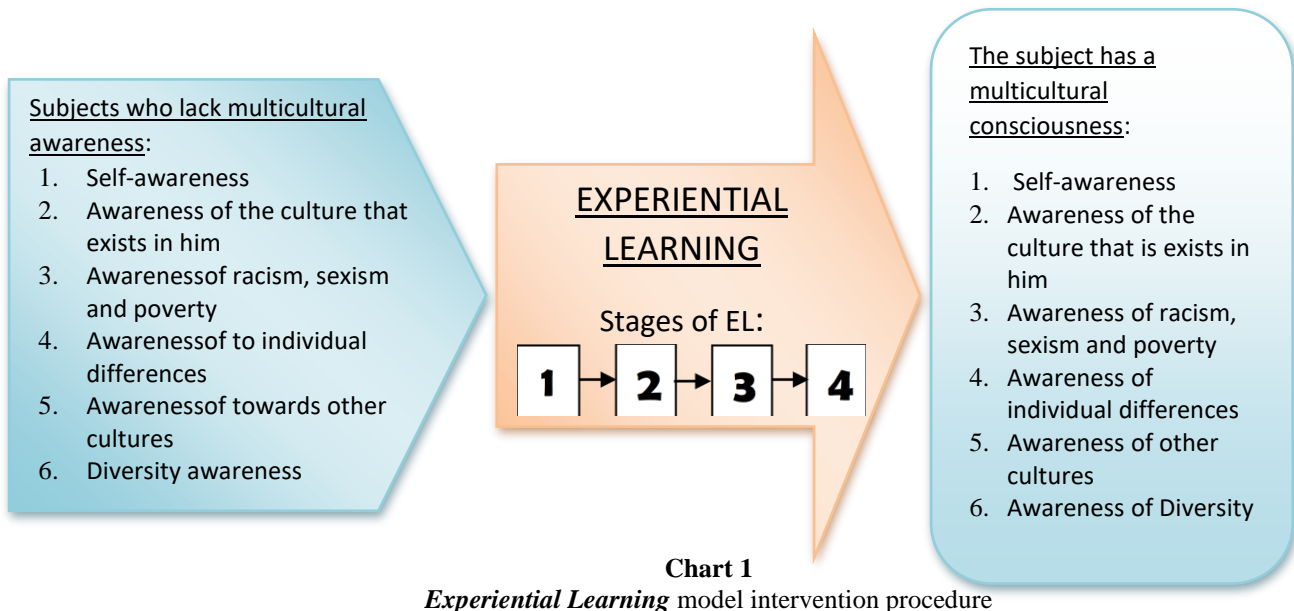
From this, researchers conducted research on the multicultural awareness of students of indigenous descent with Chinese ancestry. The phenomenon studied is in the world of education that we already know together get the same educational services between indigenous people and hereditary groups. Meanwhile, the pattern of education does not emphasize on one's social development and is only focused on the academic aspect. In fact, social

development is also needed in life not only from the academic field. Likewise, the curriculum that is currently applied only focuses on aspects of cognition, not involving other aspects. This research was conducted at SMP Negeri Parung Bogor because there are multicultural groups (Javanese and Chinese) where Javanese students (70%) and Chinese (30%).

METHOD

State junior high school students in Parung Bogor are the subjects in this study. Because at the school there are several different ethnic groups of students, one of which is Javanese and Chinese. With an experiential learning research method with stimulant films with group members of 10 people based on the results of the specified questionnaire, namely as many as 6 students of Chinese descent who have a very low category in multicultural consciousness, and 4 students from Javanese tribes are categorized as lace in multicultural consciousness.

This study used a data collection instrument as a *pretest-posttest* sheet (multicultural conscious scale/MA), and *a material stimulus* instrument in the form of *an experiential learning* scenario. The intervention procedure in the study can be seen in the chart as follows:

Subjects who lack multicultural awareness:
1. Self-awareness
2. Awareness of the culture that exists in him
3. Awarenessof racism, sexism and poverty
4. Awarenessof to individual differences
5. Awarenessof towards other cultures
6. Diversity awareness

EXPERIENTIAL LEARNING

Stages of EL:

1 → 2 → 3 → 4

The subject has a multicultural consciousness:
1. Self-awareness
2. Awareness of the culture that is exists in him
3. Awareness of racism, sexism and poverty
4. Awareness of individual differences
5. Awareness of other cultures
6. Awareness of Diversity

Chart 1
Experiential Learning model intervention procedure

Description:
Step 1 : *Concrete experience*
Step 2 : *Reflective observation*
Step 3 : *Abstract conceptualization* / conceptualization
Step 4 : *Active experimentation* /real-life deployment

There are two analyses used in this study, namely *the wilcoxon sign rank test* and *the wilcoxon sign rank test*. These two a nasis are to test research hypotheses and visual analysis of research with the aim of knowing the differences between the experimental groups before and after administration treatment (Andrianie Santy, Muslihati, Ramli M., 2018). It is expected that the increase in the research hypothesis received and it is hoped that multicultural awareness will increase in using an effective *experiential learning* model.

FINDINGS AND DISCUSSIONS

The trend of changing the multicultural consciousness of the subject from *pretest* to measurement after the first intervention, from measurement after the first intervention to measurement after the second intervention to measurement after the fifth intervention, it is necessary to describe picture. Therefore, based on the data of the results of the entire test (one *pretest* and five measurements after the intervention) multicultural awareness, the trend picture of each intervention is depicted below this:

1. Changing Trends in Multicultural Consciousness Intervention 1

Changes in students's multicultural consciousness before and after the intervention are depicted in the following Figure:
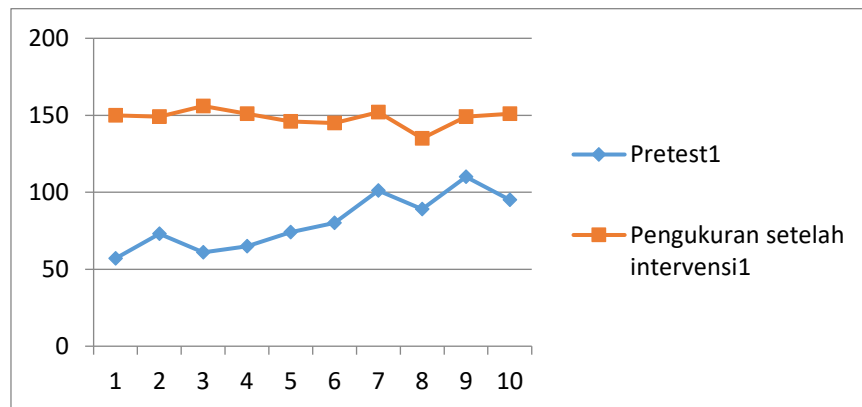

Figure 1 The Trend of Changing Multicultural Consciousness in the First Intervention

description:
1-6   = ethnic Chinese students

7-10   = javanese ethnic students

Based on figure 1 above, the subject's initial multicultural awareness was relatively low and very low, with only a score ranging from 57 to 110.

Furthermore, after being given the first intervention, the subject's score increased to a high one that ranged from a score of 148-157. So it can be concluded that there is an increase in *pretest* 1 and measurement after intervention 1.

2. Changing Trends in Multicultural Consciousness Intervention 2

The changes in the multicultural consciousness of the subject after the first intervention and after the second intervention are depicted in the following Figure:
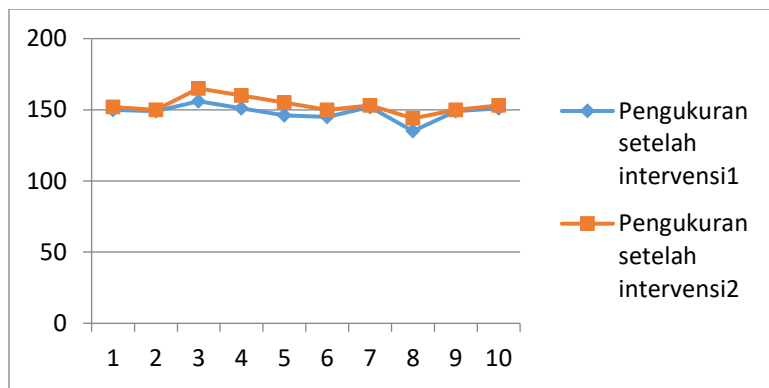

Figure 2. Trends in Multicultural Consciousness Change in the Second Intervention

description:
1-6   = ethnic Chinese students
7-10   = javanese ethnic students

Based on figure 2 above, the average comparison of multicultural awareness of Javanese and Chinese subjects after intervention 1 and after intervention 2 increased, namely in intervention 1 falling into the category of the subsequent high after intervention 2 falls into the very high category. However there was one subject (subject 8) who still had a score of 135 (low category) but after the intervention of 2 the score rose to 144 (high). So it can be concluded that there is an increase in measurement after intervention 1 and measurement after intervention 2.

3. Changing Trends in Multicultural Consciousness Intervention 3

The changes in multicultural consciousness after the second intervention and after the third intervention are depicted in the following Figure:
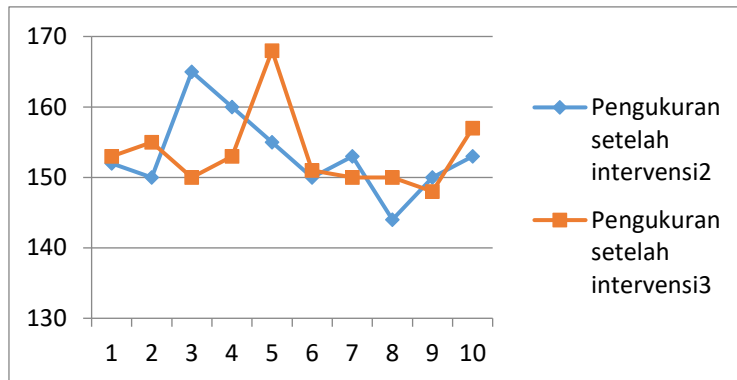
Figure 3 Trends in Multicultural Consciousness Change in the Third Intervention
Ket:
1-6   = ethnic Chinese students
7-10   = javanese ethnic students

Based on figure 3 above, the average comparison of students' multicultural awareness after intervention 2 and after intervention 3 decreased scores although they remained in the high category. In subject 3 intervention score 2 which was 165 and intervention score 3 decreased to 150, subject 4 intervention score 2 which was 160 and intervention score 3 decreased to 153, subject 7 intervention score 2 i.e. 153 and intervention score 3 decreased to 150, subject 9 intervention score 2 i.e. 150 and   intervention score 3 decreased to 148. So it can be concluded that there is an average decrease in measurements after intervention 2 and measurements after intervention 3.

4.   Changing Trends in Multicultural Consciousness Intervention 4

Changes in multicultural consciousness after the third intervention and after thefourth intervention are depicted in the following Figure:
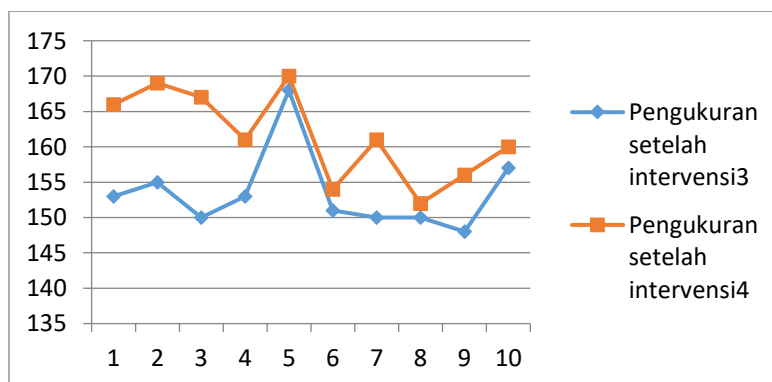

Figure 4 Trends in Multicultural Consciousness Change in the Fourth Intervention
Ket:
1-6   = ethnic Chinese students
7-10   = javanese ethnic students

Based on figure 4 above, the average comparison of multicultural awareness after intervention 3 and after intervention 4 increased, namely in intervention 3 falling into the high category, which subsequently after intervention 4 falls into the very high category. However, there are three subjects that are still in the high category despite the increase in scores, namely subjects 6, 8, and 9. So it can be concluded that there is an increase in measurement after intervention 3 and measurement after intervention 4.

5. Changing Trends in Multicultural Consciousness Intervention 5

The changes in multicultural consciousness after the fourth intervention and after the fifth intervention are depicted in the following Figure:
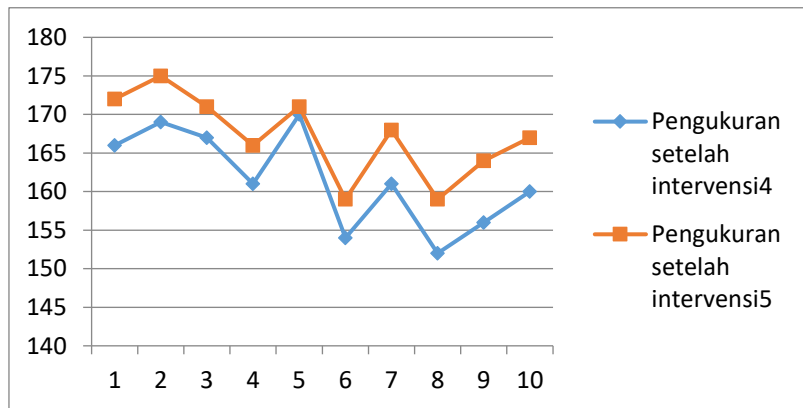

Figure 5 Trends in Multicultural Consciousness Change in the Fifth Intervention

description:
1-6   = ethnic Chinese students
7-10   = javanese ethnic students

Based   on figure 5 above, the average comparison of multicultural awareness scores after intervention 4 and after intervention 5 increased although still in the same category very high. In intervention 4 there were still three subjects who were in the high category as mentioned in intervention 4 then in intervention 5 all subjects increased in the category very high. So it can be concluded that there is an increase in measurement after intervention 4 and measurement after intervention 5.

6. The Changing Trend of Overall Multicultural Consciousness

The changes in multicultural consciousness as a whole are depicted in the following Figure:
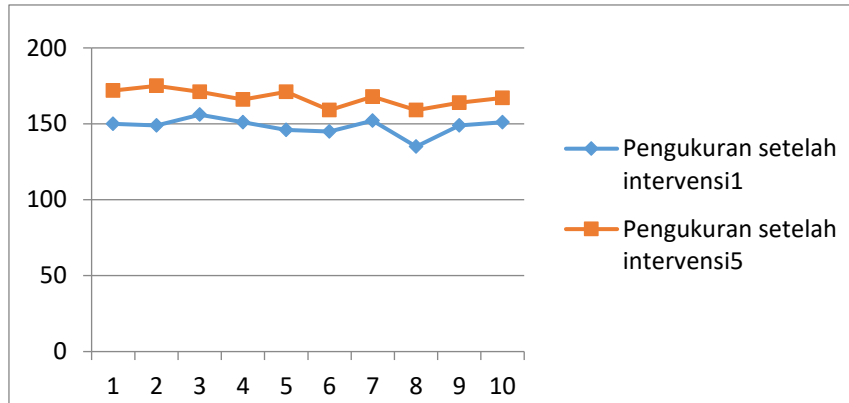
Figure 6 Overall Change Trend of Multicultural Awareness

description:
1-6   = ethnic Chinese students
7-10   = javanese ethnic students

Based on figure 6 above, the average comparison of the subjects' multicultural awareness scores after *pretest* 1 and measurements after intervention 5 increased and was in the very high category. So it can be concluded that there was an increase in *pre-test1* and measurement after intervention 5.

CONCLUSION AND RECOMMENDATION

The results of the study were able to increase multicultural awareness in using an effective *experiential learning* model for students in multicultural groups (Javanese and Chinese tribes) at SMP Negeri Parung Bogor. This experiential learning model can later be used by school counselors in providing guidance and counseling services to students in group guidance settings towards awareness of ethnic or racial differences in the school environment. Be it Javanese, Chinese or other tribes so that multicultural awareness can better understand each other between one tribe and another in the school or community environment. *Equivalent Materials* is the design used in this research. Researchers then need to test various other psychological aspects in the effectiveness of training using *experiential learning* models.

ACKNOWLEDGEMENTS
Thank you to the Principal and the Entire Academic Community of SMP Negeri Parung Bogor for allowing me to conduct research at this school

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