Exploring How Secondary School Principals Implement Multicultural Education in The Freedom of Learning Era

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ABSTRACT

Purpose: The program "Sekolah Penggerak" (School Activator) implemented in Indonesia in the recent years is conducted to encourage school principals in realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students. One of the indicators of Pancasila Students is global diversity. This study aims to explore how two senior excellent high schools in Surakarta manage multicultural education especially on developing students' character "global diversity" (kebhinekaan global). The schools are chosen as activators and motors of the country's educational transformation program. Both are characterized by having students with various cultures (religion, ethnicity, gender, economic social background, and culture).

Methodology: This is a qualitative study in which the researcher applied ethnography. To collect the data, the researcher interviewed the three schools' principal, teachers, and students. In addition, the researcher observed the schools and collected documents.

Results: The findings show that the schools principals plan the education character by involving teachers, staffs, and parents. To monitor the implementation, the principals assign the senior teachers to help them monitor the implementation. They also revitalize the school activities which encourage students with various background to communicate and collaborate. Evaluation and Reflection are conducted once a month.

Keywords: multicultural education, global diversity, school principals

INTRODUCTION

The Indonesian Ministry of Education and Culture has launched eight reforms of educational policy program known as Merdeka Belajar or Freedom of Learning. The policy programs are learner's performance assessment, lesson planning and school zoning system, Merdeka Campus, School Operational Assistance Mechanism (BOS), Mobilizing Organization Program (POP), School/ Teacher Mover, College Fund Transformation, and the language and culture improvement. All of the programs are conducted to achieve the goal of realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students (Pelajar Pancasila). Pancasila Students are characterized by six indicators namely, (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independent, (5) critical reasoning, (6) creative. Out of the six indicators of Pancasila Student profile, global diversity is a very pivotal aspect to prepare students to interact with people around the world having various background culture in the global era.

The development of knowledge and technology today encourages the formation of global communication where people around the world can communicate easily. Through various applications, people can connect with people who have different cultural, region, social, economic background, gender, ethnic and ethnic backgrounds. An open attitude towards these differences will encourage the creation of good and harmonious communication in the communication process. On the other hand, lack of knowledge and choice of differences can facilitate handling, stereotypes, and discrimination. Sensitivity to diversity should ideally be given to students so that later they will be able to communicate well in the wider community in order to create a peaceful and better life around the world. Sensitivity to cultural diversity is necessary to maintain multicultural interactions (Dike et al., 2020; Salgur & Gursoy, 2015; Altan, 2018). Education equips students with knowledge and mutual

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respect and understanding of the diversity that exists in their environment so that later they will be able to communicate and adapt well in a multicultural environment.

School as a miniature community where students learn to live harmoniously in society is the right place to socialize. As stated by Zaitun (2018), socialization is a process to help the development of students to become human beings who can adapt well in the midst of society. In this socialization process, multicultural education which includes tolerance, understanding differences, and mutual respect can be instilled. Through this process, discrimination, prejudice, stereotypes that may arise in a multicultural society can be minimized. In order that students can learn to socialize, good environmental management is needed. In this case, the principal is the main person in charge of managing the environment in which students learn how to socialize. As shown by previous research, principals have a major role in managing multicultural education. Principal leadership influences the creation of a positive climate, motivation, and teacher performance (Nurcholish, 2019; Qurtubi, 2017; Sa'adah, 2018; Salimin et al., 2021; Wachira et al., 2017) (Kartikawati et al, 2018)). Good school environment management will encourage the formation of positive attitudes in the school community and support the achievement of achievements and goals that have been set.

In its implementation, Banks describes five dimensions that must exist. The first, there is an integration of education in the curriculum (content integration). It involves diversity in an educational culture whose purpose is to reduce prejudice. Second, the construction of science (knowledge construction) which is realized by knowing and understanding comprehensively the diversity that exists. Third, the reduction of prejudice which was born from the interaction between diversity in educational culture. Fourth, the pedagogy of human equality (equity pedagogy) which gives room for and equal opportunity to each of the various elements. Fifth, empowering school culture (empowering school culture). The fifth thing This is the goal of multicultural education, namely for schools to become elements of education social relief (social transformation) from an unequal social structure to fair structure.

As stated by Baidhawy (2005), the environment to support the creation of a tolerant attitude towards diversity can be identified through nine indicators. The nine indicators include: learning to live in differences, building mutual trust, maintaining mutual understanding, upholding mutual respect, being open in thinking, appreciation and interdependence, conflict resolution and reconciliation. The nine multicultural values can be accommodated by transformational leaders. This type of leadership provides intellectual direction and innovation in an organization while empowering and supporting members in decision making (Balyer, 2012; Conley & Goldman, 1994; Jackson & Marriott, 2012; O'Malley & Capper, 2015; Price, 2012; Silins et al. al., 2002). Transformational leadership differs from hierarchical and procedural models. Transformative leaders apply a shared instructional leadership approach by seeking to increase participants' commitment to the organization (Dvir et al., 2002; Kraft et al., 2019; Neumerski, 2012; Thoonen et al., 2011). In the process of managing activities, as a manager, the principal has the main task as a planner, organizer, leader, and controller (Goerge R. Terry in Danim & Khairil, 2010; Mulyasa, 2007; Wahjosumidjo , 2010). Organizer is a very important function in implementing programs in schools (Ankoma-Sey, 2020; Ginting, 2020; Amaliyah, 2018). This function is carried out to control activities so that they are directed to the goals that have been set and minimize the occurrence of problems that can interfere with the implementation of the program. In carrying out program control, the principal should be able to synergize with members of the school community well. In the digital disruptive era, with this fast-paced information change, the principal must be agile and resilient in dealing with problems and finding solutions to existing problems (Haryatmoko, 2020). As stated by Haryatmoko (2020), in order to solve problems, find solutions, and other creative ideas, the most appropriate leadership structure is network, not linear. The right leadership pattern to implement is transformative. Yukl (2005) formulated four characteristics of transformative leadership, namely idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation.

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Previous research shows that multicultural education has been widely implemented. However, the similar study is still needed to find an ideal model of multicultural education. In this study, the researcher explores the role of school principals implement multicultural education in "The Freedom of Learning Era" or "Era Merdeka Belajar" focusing on how they create school environmnet which support the realization of multicultural education. Assuming that school management is influenced by the basic values held by the foundation, the researcher explored two senior high schools having students with various cultural backgrounds, namely SMA Negeri 3 Surakarta and SMA WARGA Surakarta. The previous school, located in the center of Surakarta city, is one of the 10 excellent schools in Surakarta. There are 1195 students with various gender, economic background, ethnicity (Javanese, Chinese, and Sundanese, and Arabian), and religion (Moslem, Catholic, Christian, Hindus, and Buddhist). The later is a private affiliated school with 386 students learn in it. The same as the previous school, SMA WARGA is colored by the students having variety of cultures

On the basis of the problems above, the study explores how three secondary school principals in Surakarta manage multicultural education, especially in creating environmnet which support the realization of multicultural education.The three schools chosen are led by transformative leadership types leading teachers and students who have different cultural background. The two schools are public and private non-religion schools.

METHOD

The study is categorized as qualitative research. Data sources are divided into two, namely primary data and secondary data. Primary data is data obtained by the researcher directly (first hand), while secondary data is data obtained by the researcher from the existing sources. Primary data were obtained through in-depth interviews with several sources and observations of teacher and student activities in the teaching and learning process, and character strengthening. Secondary data is obtained through document review. This document study is a collection of data through written sources at SMA Surakarta where most of the available data are documentaries such as books, letters, diaries, reports, pictures, photos, videos, and data stored on websites or hard drives. Of the four existing qualitative research designs, namely: narrative inquiry, phenomenological, grounded theory, ethnographic, and case study, the design used in this research is ethnography.

FINDINGS AND DISCUSSION

In this part, the researcher described the results of the observation and interview with the teachers and students. Since the study focuses on how the school principals manage the school climate which supports multicultural education, so the researcher categorizes the findings into four namely bullying cases, the methods applied in the teaching and learning process, the interaction among the school community, and school facilities. Each of them is discussed below.

Bullying cases

Bullying cases rarely occur in these two schools. TheAs the co-principal of SMA 3 Surakarta stated:

"*Sekolah yang memiliki siswa yang berlatar belakang budaya heterogen memang rentan terjadi perundungan. Perundungan memang masih ada, namun jumlahnya sangat sedikit dan jarang. Hal ini karena ada pencegahan yang dilakukan oleh sekolah.*"

(Schools with students from heterogeneous cultural backgrounds are prone to bullying. Bullying does still exist, but the number of cases is very small and rare. This is because there are efforts to prevent this to happen)

In line with the co-principal, one of the teachers explained the efforts to prevent bullying to happen.

"*Salah satu usaha yang dilakukan adalah dengan usaha pencegahan, misalnya selalu mengingatkan guru untuk memberikan contoh berperilaku yang baik, menghindari "body shaming" atau menjuluki siswa dengan julukan-julukan tertentu, menghormati satu sama lain dalam berinteraksi.*"

(One of the efforts made is by prevention efforts, for example always reminding teachers to give examples of good behavior, avoiding «body shaming» or calling students with certain nicknames, respecting each other in interacting.)

One of the teachers also mentioned that there is a meeting conducted once a week to discuss the academic and non-academic activities done in a week, the reflection of what they have done in the previous week. This meeting is not only for the principals to remind the teachers abut their duty in teaching but also to discuss the problems they have in a week.

Teaching and learning process

The implementation of multicultural education is also done in the teaching and learning process. This education is both implemented explicitly in Sociology subject, Civics, Religion, and Bahasa Indonesia, but also implicitly in the teaching methods. Explicit teaching of multicultural education is done in particular subjects by giving examples and problems to discuss. As an example, when a civics teacher intends to teach living harmoniously in a society, he gives example of bullying case or social conflict in a society. Based on the cases, the teacher asks the students to analyze the possible causes of the problems and the solution. Through the process of discussing the problems, it is expected that the students can learn norm and values in living in a plural society. What follow are the indirect implementation of multicultural education.

1. Praying in the beginning and the end of the lesson based on the students' belief.
2. Teaching models
    Project-based and problem-based learning are the most widely applied methods in the teaching and learning process. These kinds of models do not only inflict the students' autonomous learning and higher order thinking skills but also enable them to interact with each other in a group.
3. Grouping students
    Most of the methods applied by the teachers in both of the schools are group works. In making the group, the teachers do not always
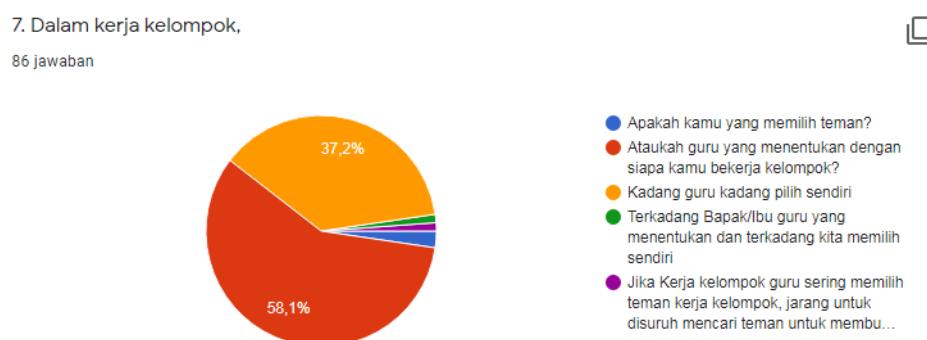

Figure 1. The results of survey to students of SMA WARGA about grouping

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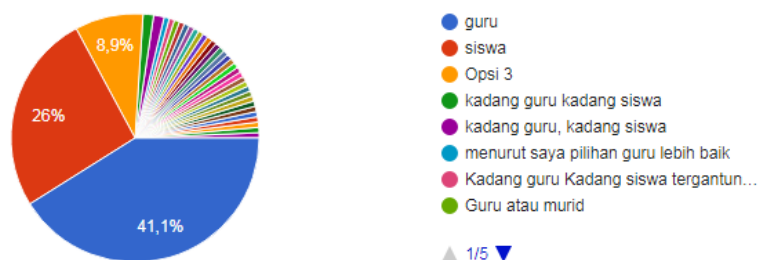p-ISSN: 2477-3328
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Figure 2. The results of survey to students of SMA WARGA about grouping

In the interview with the English teacher of SMA 3 Surakarta, it is found that grouping students are randomly is done by the teachers in order that the students can learn how to communicate positively with students from various cultural background. The teachers can easily teach how to control emotion, solve problems, and respect others.

The interaction among the school community

Creating a positive climate is a very important aspect to be implemented in both schools. The positive situation will not only become model for the students to imitate but also create a comfortable place to learn and to interact. To encourage the school community respect one another,

Senyum, salam, sapa (greetings and smiles)

This is the most common strategy implemented by the schools to create a harmonious climate in order that all members in a school interact. The strategy is done also to develop respect among students and the students with their teachers, and other education staffs. As they meet in school they greet in Bahasa Indonesia or Javanese.

Poster

Poster is a short type message which is usually put in a public area in order that people can easily understand the message. The posters put in the schools contain messages to are eye catching and

Figure 3. poster containing a massage to respect others

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Doing activities together

Prinsip multikultural sangat terasa dalam proses pendidikan di SMP Tumbuh Yogyakarta. Lingkungan dan iklim yang sangat baik, di antaranya, dalam lingkungan sekolah siswa begitu akrab dengan perbedaan ras, suku, dan agama. Hal terpenting lainnya adalah terdapat peringatan hari-hari besar keagamaan yang diikuti seluruh siswa, adanya program peduli lingkungan yang mengajari makna hidup bersama.

School facilities

It can be seen froo the way the Capacity and Culture The implementation of multicultural value education that is formed from school culture and class culture at the YPSIM can be seen through several facilities that support the implementation of multicultural values, among which can be seen from several programs as follows, 1. School monuments that represent the foundation's vision, 2. Religious Education discussing universal values, 3. Celebration of Religious Holidays and Bhineka Tunggal Ika (Unity in Diversity), 4. Seating arrangements as a way of interacting and cultural exchange, 5. Praying activity according to each religion and belief before the lesson takes place and after the last lesson, 6. Providing worship facilities or pavilion at school.

Kebhinekaan global

Pelajar dengan Profil ini adalah Para siswa diharapkan mencintai keberagaman budaya, agama dan ras di negaranya serta dunia, sekaligus menegaskan mereka juga warga global.

School climate is a multidimensional construct that represents "virtually every aspect of the school experience" (Wang and Degol, 2016[18]). While researchers have not reached a consensus on the indicators that make up school climate, four spheres of school climate emerge from previous research (Cohen et al., 2009[15]; Thapa et al., 2013[19]; Wang and Degol, 2016[18]):

- **Safety**: includes maladaptive behaviours, such as bullying, disciplinary problems in the classroom, substance abuse and truancy, and also the rules, attitudes and school strategies related to these maladaptive behaviours. This sphere is renamed as student disruptive behaviour in this volume as only maladaptive behaviours are examined.
- **Teaching and learning**: includes aspects of teaching, such as academic support, feedback and enthusiasm, aspects of the curriculum, such as civic learning and socio-emotional skills, and indicators of teacher professional development and school leadership, such as teacher co-operation, teacher appraisal, administrative support and the school vision.
- **School community**: includes aspects of the school community, such as student-teacher relationships, student co-operation and teamwork, respect for diversity, parental involvement, community partnerships, and outcomes of these indicators, like school attachment, sense of belonging and engagement.
- **Institutional environment**: includes the school resources, such as buildings, facilities, educational resources and technology, and indicators of the school organisation, such as class size, school size and ability grouping.

Pelajar Indonesia mempertahankan budaya luhur, lokalitas dan identitasnya, dan tetap berpikiran terbuka dalam berinteraksi dengan budaya lain, sehingga menumbuhkan rasa saling menghargai dan kemungkinan terbentuknya dengan budaya luhur yang positif dan tidak bertentangan dengan budaya luhur bangsa. Elemen dan kunci kebinekaan global meliputi mengenal dan menghargai budaya, kemampuan komunikasi interkultural dalam berinteraksi dengan sesama, dan refleksi dan tanggung jawab terhadap pengalaman kebinekaan.

Planning is done in the beginning of a semester. The three school principals work with their co-principals to design the activities. After the principals designed the plan, they invited teachers, academic staffs, and school committee. The results of the meeting were used to better the planning.

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Focusiing on the Dealing with the Discussing the plan at the beginning of a semester. School rules – school as center of culture . Organizing

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