

HISTORY LEARNING ANALYSIS BASED ON MULTICULTURAL OUTING CLASS IN MAN 2 MODEL MEDAN

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ABSTRACT : *The objective of the research was to investigate history learning based on multicultural outing class in X IPS MAN 2 Model Medan during academic year 2017-2018. The population of this research was the tenth grade of IPS MAN 2 Model Medan which consists of 1 class. The sample of this research was taken from X IPS MAN 2 Model Medan. This research was qualitative research which was dealt to describe and analyze the phenomena, event, social activities, trust attitude, humans' perspectives individually or grouply. The instrument that used in this research was documentation, observation, interviews which would be analyzed by data collection, data reduction, data presentation, conclusion and verification. The result showed was the multicultural values of students' awareness could build the respect behaviour towards them which has a different beliefs, cultures, ethnics, and social classes.*

KEYWORDS: Multicultural, Outing Class, History Learning

INTRODUCTION

The education process has never separated from human's communication with the environment of human's life and culture. In Indonesia society's life definitely the interaction definitely happend individually or in groups, the process of socialization concerned with the culture learning process in relation to social systems. In the process, an individual from childhood to adult learns patterns of action in interaction with all sorts of individuals around him who occupy the various social roles that may exist in everyday life.

The one of important part of learning history in Indonesia is to introduce a place or historical place to learners. Historical Place or site has a very big role in influencing the mindset and behavior of learners. However, the use of a site or place in historical learning is still poorly utilized by teachers, thus it cause meaningless learning impact . As happened at MAN 2 Model Medan school, which is one of the islamic schools based on in Medan. Religious-based schools tend to seem very exclusive, the school is famous with the thought patterns and behaviors that are displayed in social life, so the school seems to shut down in looking at different things and perspectives outside the school.

As one of the schools which is located in the middle of Medan city with a pluralistic life of ethnic, racial and religious inside the society, the school should be aware of the pluralism and want to open themselves by trying to introduce and study non-Islamic figures who have contributed to the progress of the Indonesian nation, especially in Medan City. The School did not only focus on studying Islamic figures. Because, Islam is a "rahmatan lil alamin" which means grace for all. Thus, it can be traced how the teachings of Islam related to human values and justice. Therefore, Islamic school should not shut down to learn from non-Muslim people.

In realizing the learning above, teachers have an important role in the learning process. The teacher acts as the spearhead of education, must be able to address the plurality of people in Medan City, and utilize these differences as learning materials. Teachers can implement multicultural-based education. It is expected not only to provide knowledge for the students, but it is also expected that students can actualize the value by displaying attitudes and behaviors that reflect multicultural values in social life. In Indonesia, multicultural education is a relatively new discourse and is seen as a more appropriate approach for heterogeneous Indonesian society, especially during the autonomy and decentralization period since 1999/2000. As Kymlicka (2002: 14) notes that

Multiculturalism is a cultural or multicultural diversity that exists within a particular country, in which the nation means a historical community, more or less complete institutional, occupying a territory or a particular land, having its own language and culture. Furthermore, Dantes et al (2008: 57) explains that the School as an educational institution has a very strategic role and function in relation to deliberation and attitude and behavior training that reflect multicultural understanding and awareness (literation). Therefore, multicultural learning needs to be developed so that learners can understand that they live in an plural society environment.

In order of multicultural education have to run effectively, one effort that can be done by teachers is by slipping learning materials that contain historical values of multiculturalism so that the values can be actualized by learners. This is because, the history subject is a subject which full of values. Thus, the value will be invested in the learner through the subject matter of history, so that learners can analyze and actualize the value.

According to Mahfud (2013: 216) it is important to apply learning based on multicultural in Indonesia, because it can be as transformative media for learners in understanding the nation's multiculturalism, such as : (1) as an alternative media of the conflict resolution; (2) as a transformative media of the nation's cultural values; (3) as the foundation of the development of the national curriculum; and (4) toward multicultural Indonesian society.

In the implementation of local history learning about historic sites or places in Medan, teachers can use the Kota Cina site in order to install multicultural values for the learners. Kota Cina site is one place that has an important role in trading in East Sumatra, especially in Medan. The site of a Kota Cina which was one of a bustling port was visited at the beginning of the 12th century until the early 14th century. At that time, based on archaeological evidence it was known in Sung, Yuan and Ming dynasty in China, the findings indicate that the community of traders who come from overseas such as China, Johor, Java, Burma, Thailand had stopped at the port airport located on the east coast of North Sumatra coast.

The use of Kota Cina Site in historical learning aims to increase the insight and knowledge of learners about the concept of multiculturalism, the learners are part of a plural society in Medan. Thus, it will reduce the possibility of ethnic, racial and religious conflicts in the future. This is because, in history also noted that Chinese people also have an important role in the development of Medan city, especially in the economic field, so that Medan became one of the major cities in Indonesia. Therefore, teachers should be able to explore more deeply how the role of Kota Cina site against Medan city, so that the values contained in the site or historic place can be a role model for learners.

The school which is going to be researched is not far from the Kota Cina site in the Medan Marelan area. Based on the results of observations of previous researchers, culturally learners

in schools are very diverse because there are derived from ethnic Minang, Batak, Mandailing, Karo, Java, Malay and Aceh. However, the implementation of attitudes and behaviors that reflect the multicultural values within the school still have shortcomings. Therefore, learners need to further analyze how the role of non-Islamic religious figures including Chinese people in the past, who made the city. The field is more advanced and developed as it is now. Learners should not discriminate someone based on ethnicity, race and religion any more. No more groups assume that they are superior to other ethnicity, because all are equal and cooperate in building this nation for the better.

If the teachers are not able to manage the ethnic diversity contained in the school environment, it will not produce a life order based on the equality principle. It has the potential impact to encourage the emergence of authoritarian attitudes that glorify their own cultural characters, so that it can trigger conflicts in the future.

In order to avoid the deviation of the description and the focus of discussion a researcher needs to limit the scope of the research, so researchers do not fall in the widespread study. The scope of this study takes Multicultural Analysis. The details of this research are focused in class X-IPS Specialization, the material discussed in Multicultural Analysis in this research is development of local history of China City site in Medan. In Learning History in MAN 2 Model Medan. Analysis in this research use Outing Class, that is learning which is done outside class.

This study applied qualitative research which is aimed at describing and analyzing phenomena, events, social activities, attitudes of trust, thinking people individually or in groups. So the data obtained really original from the object. So it can be concluded Multicultural Analysis is aimed at students of class X so that they understand the values - values of local culture through the enrichment of historical material ..

From the background of the problems that have been described above, the formulation of the problem to be studied in this study are as follows:

1. How is history learning planning based on multicultural outing class in MAN 2 Model Medan ?
2. How is the implementation of history learning based on multicultural outing class in MAN 2 Model Medan?
3. How is the evaluation of history learning through multicultural outing class in MAN 2 Model Medan ?
4. What are the constraints faced by teachers and learners and how is the solution in learning history based on multicultural outing class in MAN 2 Model Medan ?

The Objectives of the Research

1. Describe the history learning planning based on multicultural outing class in MAN 2 Model Medan.
2. Analyze the implementation of learning history learning history based on multicultural outing class in MAN 2 Model Medan.
3. Analyze historical learning evaluation based on multicultural outing class in MAN 2 Model Medan.
4. Describe historical learning constraints and solutions based on multicultural outing class in MAN 2 Model Medan

RESEARCH METHODOLOGY

This research was conducted in MAN 2 Model Medan. The reason for choosing this school because of some consideration such as: (1) The School location is not far from the Kota Cina site which is located at Kota Cina street Paya Pasir Medan Marelan Medan City North Sumatra, Kota Cina Site is one place which is the culture reflect multicultural values, and (2) Culturally, students in MAN 2 Model is very diverse because they are from Minang, Batak Toba, Mandailing, Karo, Java, Malay and Aceh ethnic. The duration in conducting this research was 4 months start from the preparation of research in March 2017 to the preparation of research results in July 2017. This research process started from the preparation stage, implementation and finally writing of the research results.

Understanding of the various sources of data is a very important part for researchers because the accuracy of selecting and determining the type of data will determine the accuracy and wealth of data or the depth of information . (Sutopo, 2006: 56). Information to be extracted from various data sources and types of data sources as follows:

1. Informants, including teachers of History Subject , students, as well as teachers and other staffs to support the argument or information. In this research the researcher interviewed Mr. Samsul Bahri as the history teacher, Dr.H.Burhanuddin, M.Pd as a head master of MAN 2 Model Medan, and students.

2. The document is usually a written material which is related to one events or certain activities. These include the vision and the mission of the school , the school's main data comprising the list and the number of teachers and students, the inventory of school facilities and infrastructure. Documents collected in the form of learning tools consist of curriculum, syllabus, lesson plan (RPP), list of subject values.

The technique sampling used in this research is purposive sampling/criterion based selection /internal sampling which is a snippet technique in field data, either interview, observation or document. Researcher only select informants who are considered to know the problem and can be trusted as a source of data that is completely reliable, factual, and the responsibility can be assured . Collection or selection of field data can develop in accordance with the needs of researcher in obtaining data. This means that researchers determine the informants based on important positions in research problems (Sutopo, 2006: 56).

Data Collection Technique

The analysis conducted in this research was inductive. The nature of inductive analysis was closely related to the flexibility and openness of the study and emphasizes the importance of what actually occurred and was found in the field that is essentially specific based on the characteristics of the context in natural conditions (Sutopo, 2006: 105). The process of analysis in this study used interactive analysis model in which each data unit obtained from various data sources are always interacted or compared with other data units in order to find the various things required in accordance with the purpose of research. In this analytical model used the analysis was developed by Miles and Huberman (in Sutopo, 2006: 113) consists of three activity lines namely data reduction, data presentation and conclusion that occur simultaneously. The three steps were as follows:

Data reduction

Data reduction refers to the first component in the analysis which is the process of selecting, focusing, simplifying, and abstracting of all types of written information in a fieldnote. In data reduction, the researcher in the analysis activities do the sustainable activities during the research started from the stage before the data collection until the verification process is completed by coding, focusing the theme, determining the limitation of the problem and also writing the memo.

Data presentation

Data presentation refers to the an information organization assembly, a description in the form of a complete narrative which further allows the conclusion of the research to be conducted. This data presentation is prepared based on the topics contained in data reduction, and presented using the sentence and language of the researcher which was a logical and systematic arranged sentence, so that when the process of reading it will be easily to be understood. Data presentation in this research not only in the form of narrative sentence it also includes various types of matrix, drawing or scheme, network of activities and table linkage in order to support the narration to find a meaning from data that have been collected and then arranged systematically from complex information form become simple information.

Conclusion and verification

Drawing conclusions is an analytical phase that provides a systematic explanation in accordance with the formulation of problems that have been described. The conclusions obtained from the data presentation are temporary because they are still growing in line with the discovery of new data. Therefore it was necessary to verify that it is a repetition activity for the purpose of consolidation, retrieval of data back quickly, possibly as a result of second thoughts arising across the researcher at the time of writing the data presentation by looking back briefly on the field notes. Conclusions need to be verified to be good enough and completely accountable (Soetopo, 2006: 115).

More explicitly, the technical data analysis for this study can be seen in the scheme below

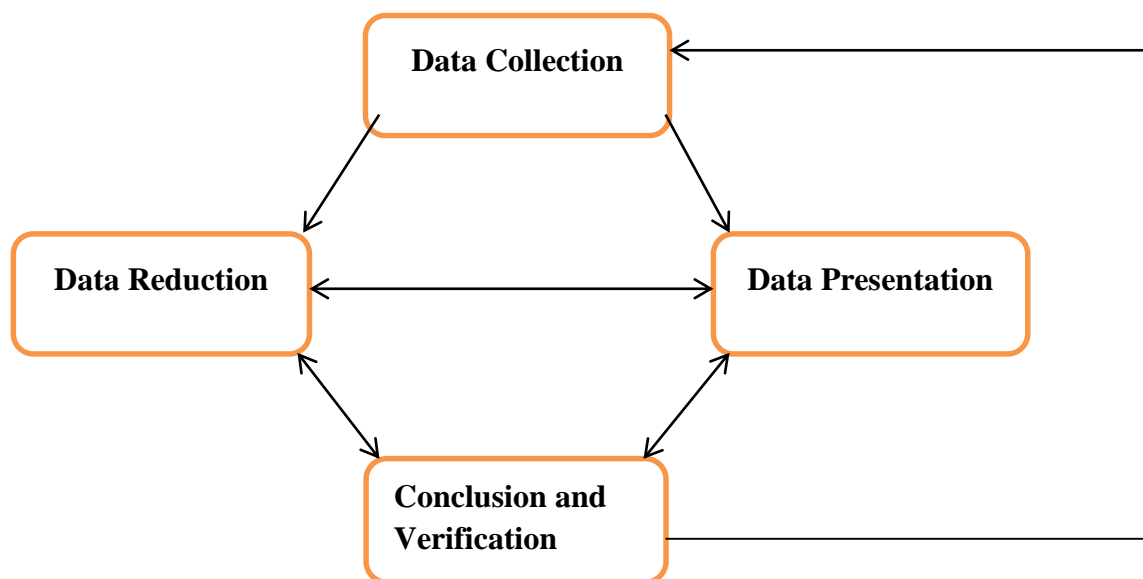


Figure 3.1 Interactive Analysis Model

DISCUSSION OF RESEARCH RESULTS

History teacher's perception on history learning multicultural-based

Interviews with history teacher at MAN 2 Model Medan said that multicultural learning was an education of awareness and renewal about the importance of education process from various ethnic, linguistic, cultural, religious, even social class background. Through multicultural learning students can be awakened and given an understanding to instill awareness of tolerance about the importance of living in diversity. This is in line with Tilaar (2012) said that the national education system that promotes cultural diversity in Indonesia can contribute to world and global civilization. Therefore, national education must be rooted in a culturally diverse so that the unity of the nation can occur with respectful feeling among the society.

Efforts to plant multicultural learning in every school in Indonesia including MAN 2 Model Medan continue to be done. Although multicultural learning lessons have not stand-alone as a subject but in its implementation it was integrated with every subject given to the students including the subjects. An interview with the vice principal of the curriculum department revealed that multicultural education did not stand apart as a separate subject but remained within the curriculum structure. In the application of multicultural education in MAN 2 Model Medan can be integrated with other subjects including history lessons. This was very valuable for their future life and was important to the upholding of human values.

Learning planning based on multicultural outing class in Man 2 Model Medan

The learning planning is a stage that has a strategic function in the success of a teaching and learning process in school. This stage should be well prepared by the teacher so it is very easy in implementing it in the classroom. Because if the teacher prepare the material based on the planning in the lesson plan it will be obtained the maximum result. Similarly, in the context of the implementation of multicultural education that led to the formation of student characters should be planned first in the planning of learning so that easily to be internalized to the students.

When the researcher conducted an interview with the history teacher obtained the data that multicultural education was planned in the lesson plan. However, when the researcher do the cross-check in history subject documents related to historical learning planning that integrates multicultural education found that multicultural education has not been planned in advance in the Lesson Plan . Multicultural learning planning in Lesson Plan was done with the intent and purpose that, the result of existing multicultural learning process at educational institution MAN 2 Model Medan would produce maximal result that is provide next generation nation that able to cooperate, responsibility and love and peace and also appreciate various difference owned by this nation.

This is in line with the statement of James A. Banks (2005) that the goal of diversity education is to recognize equal opportunities for learners from different groups to gain knowledge in school. With the formation of equal opportunities to study in the school will be formed the groups that come from various ethnic with each characteristic.

The implementation of learning history based on multicultural outing class in MAN 2 Model Medan

After doing the planning process by teacher, then implemented it in class. In the process of learning the ability and creativity of teachers is needed, where the teachers who were able and creative in providing learning materials will be able to create a good classroom atmosphere and the students was very enthusiastic in following the lesson so easily absorb every material that has been given by teachers. Then, the implementation of multicultural education that is integrated with each subject is in need of teachers' creativity in internalizing it to students. Multicultural learning is very important to do because start from the multicultural learning the students can be given an understanding of the importance of the tolerance.

The implementation of multicultural learning in MAN 2 Model Medan has been integrated with the history subjects. The integration of this multicultural learning can be proven by interviews with students that the subject history teacher in carrying out the learning always appealed to the students to always accept or mix with friends of different ethnic, ethnic, and customs. Because by mixing then the students will get a lot of new things from fellow friends and it can be minimize the conflicts caused by misunderstandings. In addition, Teachers in conducting learning in the classroom always provide equal treatment to students without privileging certain students. Thus, it can be said that the successful implementation of multicultural education to instill the values of goodness in the personality of each student is very dependent on the creativity of teachers in internalizing it. Yaqin (2005) who said that teachers and lecturers play an important role in instilling values of harmony in school and university that is not only able to make students understand the subjects taught, but also expected to arouse awareness of students to always be fair, respectful, and the most important one understand the existence of other ethnicity as part of their lives.

The interview results with history teacher found that the implementation of learning in MAN 2 Model Medan has and always integrate multicultural learning, for example MAN 2 Model Medan is a school that has students come from various cultural backgrounds, ethnic tribes and social class. But in the learning process there is no difference in treatment, all students receive the same rights. Based on the reasearcher's observation, the processes of teaching and learning which is provided by the teacher were very interactive. The teacher convey the material by the easy language so it was easy to be understood. The relation of student and teacher during learning implementation was flexible. Where all students were always given the same opportunity to express their opinions and ideas related to learning materials. The developed learning model was an exploring of the 2013 curriculum that demands student activeness (student-centered). Teachers can also create a humane, relaxed and fun classroom atmosphere.

Portrait of existing history teachers in MAN 2 Model Medan was a future teacher who was able to guarantee and maintain the integrity of the Indonesian nation. Yaqin (2005) argues that every teacher should have sufficient understanding and insight about the anti-discrimination attitude, strong sensitivity to the symptoms of ethnic discrimination, and is expected to provide a direct example through his or her attitude and conduct that are impartial or not applicable discriminatory against students with certain ethnic or racial backgrounds. Yaqin (2005) adds by using the steps, it is expected that students will be able to imitate and practice little by little to behave fairly towards their friends.

Evaluation of history learning based on multicultural outing class in MAN 2 Model Medan

Assessment is an important part of evaluating the teaching and learning process in schools. This assessment activity is intended to check the level of student absorption of the subject matter that has been given the teacher. Similarly, the evaluation process of multicultural learning is done by the teacher to know the level of application of student behavior in applying tolerance in their daily life. The interview result with history teacher can be seen that the assessment process conducted by teachers is objective based on academic potential and affective. However, history teachers tend to put emphasis on character education assessment which was the goal of multicultural learning which emphasizes more on fostering a sense of peace, tolerance and nationalism of students. Because for history teachers, it is better to produce learners as the next generation which has a good mental and moral than a has good academic but with bad mental and moral.

This is in line with the statement of Aman (2011) that the measure of the success of history learning is not enough to be judged only from the aspect of academic proficiency, but it is necessary to look at the results of the assessment of aspects of historical consciousness and nationalism. Aman (2011) added that the aspect of nationalism concerns students' sense of pride as the nation of Indonesia, the love of the homeland and the nation, willing to sacrifice for the nation, accepting plurality, pride in diverse cultures, appreciating the heroes' services, and putting public interests as the priority.

It was also found that in the assessment which is done by teachers to the students, there is no dichotomy caused by differences in religious, ethnic, cultural and social class backgrounds but it were very multicultural. Such the assessment systems can create and provide a sense of comfort to students in following the learning process and receive every outcome of the process. Similarly, Aman (2011) says that in historical learning, which aims to foster nationalism and national integration, a suitable approach is a multiperspective and multicultural approach. Referring to teacher attitudes as mentioned concerning value assignment to students who are very subjective and tend to emphasize the attitude of students without looking at other factors, it can be said that the teacher in teaching the values of kindness in the context of tolerance to the students not only limited to the provision of material or lecture but teachers can also manifest words related to uphold tolerance for others in their lives. Thus, students will easily imitate what the teacher has done.

Multicultural Awareness Result in MAN 2 Model Medan

The good results of every learning process conducted by each teacher will spur the work spirit of the teacher in improving his work in the field of teaching and education. Similarly, the successful application of multicultural learning in an educational institution can be seen and visible if the citizens of these educational institutions have shown a good appreciation between fellow and friends with residents outside the educational institution.

Similarly, in the context of applying multicultural education in MAN 2 Model Medan incised a very significant result. Interviews with history subject teachers suggest that multicultural awareness in MAN 2 Model Medan was very high, as evidenced by MAN 2 Model Medan It is a school whose learners come from diverse ethnic, linguistic, and social class backgrounds. Although students in these schools were vary greatly, there was no difference in the treatment of students but all students are treated equally. Yaqin (2005) says that a teacher should be able

to directly apply the social, political and economic attitudes and anti-discrimination in the classroom, school or out of school. Yaqin (2005) adds that teachers can apply the attitude by being fair to all students without having to privilege any of them despite their different social status backgrounds.

While the interview with the deputy head of the student affairs department said that the relation between students from various tribes, religion, ethnicity and culture in MAN 2 Model Medan was very well. Where they respect each other. In addition, the relationship between students MAN 2 Model Medan with students from other schools are good, it can be recognize when students MAN 2 Model conducted art performances and they invited students from other schools. James A. Banks (2005) says participation in art and sport activities can train different ethnic, racial, and religious children in an effort to create a tolerant and inclusive academic culture. Cultural living process tolerant in high school environment MAN 2 Model Medan provides an opportunity to him that this Christian institution is a future educational institution which is the next generation of the nation is educated and given a sufficient understanding of the importance of coexistence and respect differences as a force in maintaining the existence of NKRI as a state rich in religion, culture, and ethnicity.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Conclusion

Based on the principal of the findings that have been established and the discussion of research results mentioned above, there were some conclusions were drwan as the following:

1. Perceptions owned by teachers in history learning that integrate multicultural learning in MAN 2 Model Medan is good enough. multicultural education is the education of awareness and renewal of the importance of the educational process from various ethnic, cultural, linguistic, ethnic, religious and social class backgrounds. Multicultural learning oriented to student awareness about the importance of living in diversity, did not need to stand apart as a separate subject but is sufficiently integrated with every subject in the school. The formation of the character of the students to understand each other, accepting differences towards other people of different religious, ethnic, and cultural backgrounds can also be done through any sport activities undertaken.
2. Planning of learning of multicultural classroom in MAN 2 Model Medan contextually did not yet included in lesson plan or RPP. However, in the implementation of history learning in the classroom teachers have applied it.
3. Implementation of learning history in MAN 2 Model Medan has applied learning outing class multicultural. Teachers in doing history learning in the classroom or outside the class always directs all students to apply the attitude of tolerance and peace love to fellow friends of different religions, ethnic groups, and cultures. In the formation of discussion groups, students are always mixed up so that no one is exiled. Discussion activities as well as teaching and learning activities in the classroom and outside the classroom, all students are given the opportunity to be able to propose ideas and ask questions. Then, the teacher summarizes all those opinions into an answer or conclusion that all students can accept

4. Assessment of learning multicultural outing class in MAN 2 Model Medan conducted fairly and objectively, assessment was done based on academic value (cognitive) and affective students. In the context of multicultural learning assessment in MAN 2 Model Medan, history teachers tend to emphasize affective aspects. This was based on the idea that it was better to produce children who have good moral and mental qualities even though their academic potential is in the standard position than has a good academic but moral and mental bad.
5. Multicultural awareness in MAN 2 Model Medan was very high. This is reflected through the relation between students in MAN 2 Model Medan is good, that have never happened a brawl between fellow students MAN 2 Model Medan and with students from other schools. In addition, students of MAN 2 Model Medan organize extra-curricular activities such as performing arts and other activities always involve students from other schools namely MAN 1 Medan, SMA Negeri 3 Medan and SMA Negeri 1 Medan. Then, in the intra-curricular activities in the classroom and outside the class there is no difference in treatment among students either in opinion or in the aspect of the assessment by the teacher that students are given value based on the results of students' academic and affective judgments.

Implications

MAN 2 Model Medan is very potential in the development of multicultural learning in the classroom and outside the classroom. This school gives freedom to the whole society from any circle to be able to send their children in this Islamic education institute. In the process of learning in the classroom, students are treated equally without any students receiving octroi right from the teacher from the learning process until the giving of the value. Educational institutions MAN 2 Model Medan is an Islamic educational institution, however, Islam only appears in adherents on Islamic holidays but in everyday activities visible colors of nationalism in the surrounding institutions.

Perceptions which were owned by history teachers and all teachers about multicultural learning in MAN 2 Model Medan as a capital development. Until today the students of this institution have never been involved in fighting either between MAN 2 Model students and with students from other schools. Rather there was an attempt to inherit the footsteps of our founding fathers that there is no element of parochialism in viewing the diversity that is owned by the nation and the State of Indonesia. Learning planning prepared by history teachers in order implement multicultural learning was well prepared that includes three points in the realm of student attitudes assessment that shows the behavior of cooperation, responsibility, and peace love. Then in the implementation of learning, teachers have applied multicultural learning as an effort to minimize the level of horizontal conflict that was directing students to always appreciate the differences that exist in school to rule out the stereotypes and prejudices against differences owned by all school residents. Assessment used by teachers in assessing students 'multicultural awareness integrated with historical learning has been done which was value was given based on students' attitude or affective judgment.

Suggestions

1. Teachers

Teachers have to make an effective the planting of multicultural learning outing class to the students that is the learning of multicultural outing class should be planned first in RPP so that

it can be easily implemented. In addition, if necessary use updated teaching methods including the use of video if in a class that is multicultural so that students understand and apply it easily. Because nowadays so many videos that are not educating that leads to damage nation's morality and break Indonesia's unity.

2. Headmaster

It needs to apply a subject that can foster a sense of tolerance of students. Adding an extra schedule of activities on specific days oriented to the character formation of students as well as the arena of students' talent development. So it is not impressed that school activities are only oriented towards improving students' cognitive and affective abilities but also as educational institutions that can produce creative output. In addition, improving the ability of teachers by providing training, especially about the mastery of learning models and the ability to shape the character of students about tolerance.

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