Application of Multicultural Based Learning Model with Lesson Study Pattern in Citizenship Education Learning

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Abstract. The goal to be achieved through research is to analyze the increase in multicultural skills of semester II students of the D3 Accounting Study Program, Faculty of Economics, Ganesha University of Education in the 2019/2020 academic year after implementing a multicultural-based learning model in Citizenship Education courses. This type of research is a classroom action research conducted on a cycle, in a lesson study pattern, namely planning (plan), action (do), observation / evaluation (do), and reflection (see). The subjects of this study were all even semester students of the D3 Accounting Study Program, Faculty of Economics, Ganesha University of Education in the 2019/2020 academic year who took 37 Citizenship Education courses. The object of this research is student multicultural skills and multicultural based learning models. Data collection in this study was carried out by using the objective test method, attitude scale, and observation. This study uses descriptive quantitative data analysis techniques to find the average value and the percentage to determine the level of multicultural skills of students. Based on the research results, it was found that the implementation of the Multicultural Based Learning Model with the Lesson Study Pattern could improve the social skills of the D3 Accounting Study Program students. In the first cycle, the multicultural skill level of students reached an average score of 73.63% in the sufficient category. In cycle II, the level of multicultural skills of students reached an average score of 83.37% in the good category. There was an increase from cycle I to cycle II of 9.74%.

Keywords: Multicultural Skills; Lesson Study

1 Introduction

Students as the backbone of the nation, as well as the nation's next generation, must have cultural skills and awareness. This is inseparable from the fact that Indonesian society has a diversity of religions, ethnicities, languages and cultures. On the one hand, diversity is an asset and wealth with great potential for the prosperity and welfare of the Indonesian people. However, on the other hand, diversity can be the cause of endless conflicts. According to [1] if people do not understand the meaning and essence of diversity, then it is certain that differences will become the most dangerous "killing machine" on earth. The massacres in Rwanda, Yugoslavia, ethnic conflicts in Yemen, Iraq, Afghanistan, Rohingya Malaysia, India, and several other countries are concrete evidence of the vulnerability of diversity [2]. The issue of diversity that is still hot and causing casualties, property and the psychological condition of

society is violence against black people in America by unscrupulous police. Whereas so far, America is an example for other multicultural countries in building and developing diversity inunity.

Problems that occur in various countries around the world also occur in Indonesia. The Sambas conflict in East Kalimantan, inter-tribal conflict in Timika Papua, conflict and violence against the Ahmadiyah sect in Lombok and West Java, violence against peaceful acts of freedom to embrace religion, religious conflict in Poso, destruction of the Church in Temengung, Bali Nuraga conflict in Lampung and various other conflicts related to differences in "understanding" of diversity, are concrete evidence of the extent of multiculturalvaluesthat exist in society [3]; [4]. The rioting due to the weak awareness of diversity that is still warm in our memory is the racial action of Papuan students in Surabaya which led to a massive demonstration by the Papuan people (CNN Indonesia, Tuesday, 20/08/2019). This demonstration led to the destruction and burning of several government offices and resulted in casualties on the part of the apparatus and the protesting community (CNN Indonesia, Tuesday, 29/08/2019). Deeper than all of that is the psychological trauma experienced by the Papuan people and the Indonesian people towards cases of diversity that are difficult to lose from memory and often cause persoanal and communal grudges, resulting in a temperamental reaction when faced with diversity cases [2].

One of the compulsory courses at the tertiary level that has the mission and goals of building good citizens is Citizenship Education. Through citizenship education, it is hoped that awareness of the importance of Pancasila, the Unitary State of the Republic ofIndonesia, the 1945 Constitution and Unity in Diversity. Operationally in the context of the Indonesian State, students are expected to have an awareness of unity in diversity and diversity in unity, so that they can live in peace and harmony. For this reason, strategic efforts are needed that can improve the quality of the Citizenship Education learning process at the tertiary level. Research conducted by [5] shows that Citizenship Education learning in Bali Province is still dry from developing multicultural skills, using social media as a learning resource, using innovative learning models and using multi-media learning media. Citizenship education in tertiary institutions has not been able to fully develop a system of physical, emotional, intellectual, social, moral and spiritual intelligence at once, especially in the context of training and habituation to apply the values of Pancasila and Bhinneka Tunggal Ika in everyday life [6]. The learning process is more focused on developing mastery of material, without being accompanied by an empirical contextual assessment process on citizenship issues, such as the spread of hatred between beliefs due to differences in political choices, the pros and cons of solving legal cases, the development of fundamentalist currents and radicalism, hoax news and social media content that provokes between groups, and vilifies one another on religion, ethnicity, region, and political choices on social media [7].

The learning practice as described above also occurs in the learning practice of Citizenship Education at Ganesha University of Education. Where the learning process is still dominated by lecturers as a learning resource and the lack of student activity during learning. Lack of learning planning such as preparation of instructional media, preparation of semester program plans, learning objectives, materials and evaluation processes is one of the causes of this condition. On the other hand, the reflection process, which should be used as a reference for improving the learning process, is often neglected at the close of lectures. Moreover, there is a "perception", that the learning process is an administrative activity that makes lecture hours a measure of the success of the learning process, reinforcing this condition. In connection with that, lesson study as an effort to improve the quality of the learning process by involving colleagues as observers is a strategic effort to improve the learning process of Citizenship Education [8]. Through lesson

study, lecturers will have sufficient time to make lesson plans, objectively see weaknesses during the learning process, and be able to improve the learning process carried out [9]. Lesson studies are not only intended to improve the quality of the learning process and outcomes, but beyond that, there is an effort to share knowledge and skills to address broader learning problems.

2 Method

Methodologically, this research uses a classroom action research method with a lesson study pattern that begins with a plan, namely the process of planning actions, do, namely the process of implementing a multicultural-based learning model and making observations with Citizenship Education lecturers, and see, namely carrying out a reflection process [10]. Classroom action research with a lesson study pattern can be described as follows.
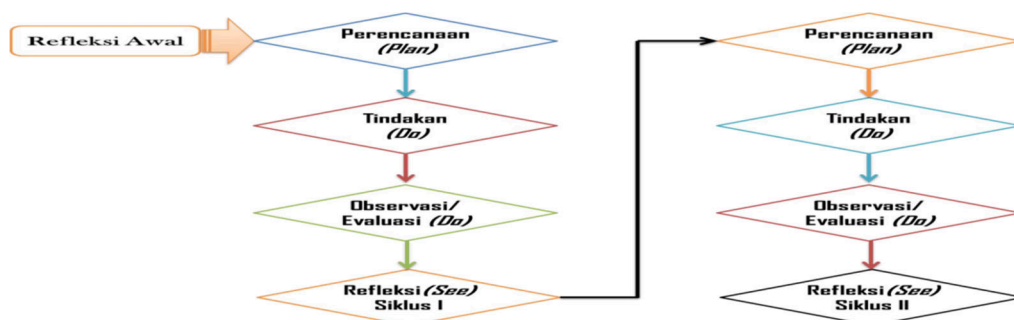

Figure 1 Classroom Action Research with Lesson Study Patterns

The subjects of this study were all 37 students of D3 Accounting Robel, totaling 37 people. While the object of research is a multicultural based learning model and student multicultural skills [11]. Data collection techniques were carried out by observation, interviews and objective tests. While the research instruments were interview guidelines for the implementation of learning, observation guidelines for students 'social skills developed by the researcher and objective tests for students' multicultural knowledge. The data analysis technique in this study used qualitative data analysis techniques and descriptive statistics. Qualitative data analysis is used to analyze data from observations of the learning process that has been carried out. While statistical analysis is used to determine the average and average percentage of student multicultural skills [12].

3 Results and Discussion

Research Results Cycle I

Action planning (plan stage). In the planning process, the activity begins with coordination with a team of lecturers in the Pancasila and Citizenship Education Study Program to discuss the research implementation process, teamwork patterns for each stage, determine the material discussed in learning, determine a multicultural-based learning model as the model to be used, and compile units lecture events, student discussion sheets, learning media, and arranging instruments for student multicultural skills. Implementation of actions (do stage). The action stage is the implementation of the multicultural-based learning model syntax. The activity begins with an initiation, namely giving greetings, asking students to pray together, singing the national compulsory song, facilitating students to explore the meaning of the compulsory song to be sung, and conveying learning objectives. Individual opinion, namely asking students to seek information and identify diversity problems, asking students to make hypotheses, and facilitating students to submit their individual assignments. Multicultural groups, namely dividing students / classes into multicultural groups, giving assignments to each group, asking students to review references relevant to the problem, giving group assignments to make videos, pictures or power points for media presentations and guiding discussions. Multicultural opinion, namely asking students to present the results of their group work in front of the class, facilitating students for discussion, giving feedback on student percentages and asking students to determine the three best presenter groups. Implementation, namely asking students to submit their work (the three best group works). Reflection, namely, asking students to reflect on the learning process, asking students to make conclusions, providing confirmation of conclusions, giving evaluation, and praying together.

Observation and evaluation (do stage). To find out the multicultural skills of students after the multicultural based learning model was applied, an evaluation was carried out. The evaluation was carried out on three indicators of multicultural skills, namely the ability to communicate, the ability to work together and the ability to understand differences. Data on student multicultural skills in cycle I after being converted to conversion guidelines can be presented in the table below.

Table 1 Student Multicultural Skills Data

Score	Qualification	Frequency	Percentage
$108,00 \leq x \leq 135,00$	Very high	4	10,8%
$90,00 \leq x < 108,00$	High	9	24,4%
$72,00 \leq x < 90,00$	Moderate	16	43,2%
$54,00 \leq x < 72,00$	Low	8	21,6%
$27,00 \leq x < 54,00$	Very low	0	0,0%
Amount		37	100,0%

From the table above, students' multicultural skills are spread across all level categories except in the very low category. However, there are still 21.6% of students in the low category. Reflection (see stage). The not optimal multicultural skills of students in cycle I were due to several weaknesses. The results of the reflections of the researcher and the research team are: (1) students are not familiar with the model being applied, (2) students are still unable to find factual issues related to the material, (3) students have not been able to work well with their groups, (4)) students need to be accustomed to have the courage to argue and make policies related to the cultural conflicts being studied, (5) students still rely on their friends to answer questions / express opinions, and (6) elaboration between students has not been optimal. The

results of the analysis carried out by the research team agreed that the improvements made were: (1) students were guided more intensively in each group, (2) students were reminded to help each other, cooperate in their respective groups, (3) students given the opportunity to explore the knowledge and skills possessed in group activities, and (4) provide opportunities for all group members to express their opinions

Research Cycle II

Action planning (plan stage). Planning in cycle II is focused on improving the previous lecture program units, student discussion sheets, making learning media and arranging student multicultural skills instruments. Implementation of actions (do stage). The activities of implementing the action in cycle II are the same as the previous cycle. Initiation, namely giving greetings, asking students to pray together, singing the national compulsory song, facilitating students to explore the meaning of the compulsory song to be sung, and conveying learning objectives. Individual opinion, namely asking students to seek information and identify diversity problems, asking students to make hypotheses, and facilitating students to submit their individual assignments. Multicultural groups, namely dividing students / classes into multicultural groups, giving assignments to each group, asking students to review references relevant to the problem, giving group assignments to make videos, pictures or power points for media presentations and guiding discussions. Multicultural opinion, namely asking students to present the results of their group work in front of the class, facilitating students for discussion, giving feedback on student percentages and asking students to determine the three best presenter groups. Implementation, namely asking students to submit their work (the three best group works). Reflection, namely, asking students to reflect on the learning process, asking students to make conclusions, providing confirmation of conclusions, giving evaluation, and praying together.

Observation and evaluation (do stage). To find out the multicultural skills of students after the multicultural based learning model was applied, an evaluation was carried out. Evaluation was carried out on three indicators of multicultural skills, namely the ability to communicate, the ability to work together and the ability to understand differences. Data on student multicultural skills in cycle II after being converted to conversion guidelines can be presented in the table below.

Table 3.1 Student Multicultural Skills Data

Score	Qualification	Frequency	Percentage
$108,00 \leq x \leq 135,00$	Very high	6	16,2%
$90,00 \leq x < 108,00$	High	11	29,7%
$72,00 \leq x < 90,00$	Moderate	20	54,1%
$54,00 \leq x < 72,00$	Low	0	0,0%
$27,00 \leq x < 54,00$	Very low	0	0,0%
Amount		37	100,0%

In the table above, it can be seen that there is an increase in the percentage of categories: moderate by 10.9%, namely from 43.2% (16 people) in the first cycle to 54.1% (20 people) in the second cycle; high of 5.3%, namely 24.4% (9 people) in the first cycle to 29.7% (11 people) in the second cycle; and very high category of 5.4%, namely 10.8% (4 people) in the first cycle

increased to 16.2% (6 people) in the second cycle. Reflection (see stage). After the improvement efforts were made in cycle II, the researcher and the team observed that the learning process activities were generally going well. The things that become the results of observations are: (1) students have the courage to have an opinion, and are not monopolized by one or two people, (2) students are able to explore their abilities, (3) students are able to cooperate in their groups, and (4) students are able to control themselves in their interactions.

The application of a multicultural-based learning model showed a significant increase in the multicultural skills of students from cycle I to cycle II. The percentage increase in categories: moderate by 10.9%, namely from 43.2% (16 people) in the first cycle to 54.1% (20 people) in the second cycle; high of 5.3%, namely 24.4% (9 people) in the first cycle to 29.7% (11 people) in the second cycle; and very high category of 5.4%,namely10.8% (4 people) in the first cycle increased to 16.2% (6 people) in the second cycle. This is because the syntax (steps) of the multicultural learning model is able to facilitate students in developing their skills optimally. Prayers carried out by lecturers and students seriously at the initiation stage are considered to be able to calm students' learning emotions because they feel protected by God Almighty. Singing the national compulsory hymn wisely and discussing its meaning collaboratively can make students understand its meaning. Through questions and reinforcement of what students say by lecturers, it can also increase student learning motivation.

Individual opinion activities, able to build and develop individual student opinions based on the process of exploring, analyzing, formulating and concluding what they have got. For this reason, the lecturer assigns assignments individually to all students through questions related to competencies and learning objectives that have been prepared by the lecturer. Then students are asked to develop their individual opinions by looking for information through relevant learning resources that have been informed by the lecturer at the previous meeting. This process builds students' personal skills, relating to self-confidence, the ability to develop opinions, the ability to express opinions, the courage to take risks and the courage to disagree with others based on truth and rational, logical and juridical arguments. The global community with its various dimensions must be respected and appreciated as long as it brings positive changes to the life of the nation and state. Vice versa, bad values must be filtered through the positive values we already have. Only people with personalities and identities are able to survive the current swift currents of globalization.

Multicultural group activities are able to build and develop multicultural awareness in students. Through multicultural groups consisting of various ethnicities, races, religions, cultures, regions, gender and abilities, students are invited to directly experience the true multicultural society in class life. This process does not only occur in the learning process, but also takes place outside the classroom, because the groupwork they do also takes place after class hours. This multicultural group really makes students consisting of various ethnicities, races, religions, regions and cultures mingle, helping each other, learning from each other, exchanging experiences and cultures, understanding each other's differences and interpreting the differences they have. This process is in line with the last three dimensions of multicultural learning namely: (1) reducing prejudice; (2) equality pedagogy, which is when lecturers change their teaching methods in a way that will facilitate the academic achievement of students who come from various ethnicities, races, cultures, regions and religions; and (3) an empowering campus culture and campus structure. This process can be done through learning practices that make the classroom a multicultural community laboratory [6].

Multicultural opinion activities are able to build various opinions of students based on the perspectives they build. For this reason, students are asked to observe carefully the work of their other student groups and provide comments based on the results of their observations. In this

process, there are actually skills to criticize, build and develop an objective attitude towards the work made by other people. Likewise, the group given an assessment must have an open attitude to accept criticism, suggestions, praise and improvement, regardless of who and where the person is (ethnicity, religion, region and culture), so that what is made is better. These processes should be built from an early age through learning practices, including formal learning in schools, so that in the future a society that is democratic, open, has shame and realizes the mistakes made in the future will be born.

Implementation activities, namely the process of socializing and disseminating the skills that have been acquired in the learning process. In this phase, students convey what is the result of their group work in front of the class. In addition, the three best works are displayed on the campus wall paper (given to others) so as to provide reinforcement of learning to students who provide a sense of fun, feel appreciated, and motivate student learning [6]. The existence of an award for this best work makes students motivated to develop their abilities to the maximum, so that they can appear in front of the class and their work is displayed on the campus wall magazine. Moreover, all of their potential is facilitated in the practice of Citizenship Education, so that weaknesses among students can be covered up, including the strengths of each student that can complement each other and produce the best work. Reflection activities, namely reflecting back on what has been done and concluding the learning outcomes that have been achieved. The process of reflection which is carried out with a conscience will help students to feel honestly, whether what has been learned is beneficial for themselves and others, whether the process is fun and is able to achieve the goals set. It is able to build self-awareness to acknowledge the weaknesses and strengths of each one. This reflection process is able to make students more aware of the importance of the processes that have been passed in building identity, so that they are more mature in taking attitudes and actions related to diversity issues [6].

4 Conclusions

The implementation of a multicultural based learning model with a lesson study attern to improve the multicultural skills of the Undiksha Faculty of Economics D3 Accounting student shows positive effectiveness. This can be seen from the increasing multicultural skills of students from cycle I to cycle II. The percentage increase in categories: moderate by 10.9%, namely from 43.2% (16 people) in the first cycle to 54.1% (20 people) in the second cycle; high of 5.3%, namely 24.4% (9 people) in the first cycle to 29.7% (11 people) in the second cycle; and very high category of 5.4%, namely 10.8% (4 people) in the first cycle increased to 16.2% (6 people) in the second cycle. This is because the syntax of the multicultural learning model is able to facilitate students in developing their skills optimally.

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