Development of SAVI Learning Model on Multiculture to Increase Tolerance Attitude

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Abstract. Conflicts, racial issues are still developing and occur in various parts of Indonesia. One of the indicators that appears is the attitude of tolerance that is starting to fade in the souls of young people. The results of preliminary observations show that students at SD Negeri Gumilir 06 Cilacap show a lack of tolerance. So a learning model that can increase tolerance in a multicultural approach is needed. The purpose of this study was to design a multicultural-based SAVI learning model development design in an effort to increase the tolerance of class VI students at SD Negeri Gumilir 06 Cilacap, determine student responses, determine strengths and weaknesses and determine the effectiveness of the implementation of learning with the developed learning model. The research carried out is research and development (R & D). The development model used adapts the research and development model of Borg and Gall (2007: 775). In the initial development process, the developer consults with material experts to get input and suggestions about the learning model developed. To find out product validation, a material expert test and field experts (class teachers) were tested. The technique of collecting data from this research is by using questionnaires, observation sheets and tests. The results of the assessment were analyzed using the processsase technique and the Anova test. The results of research from material experts and field experts (class teachers) show that the developed learning model products meet the criteria and are feasible to be applied. Student response also showed a positive response. The advantage of this development model is that it can create an active and fun atmosphere. The weakness of the development model is that it requires teacher creativity in arranging learning activities and facilities and infrastructure to support the learning process. The application of the development of a multicultural-based SAVI model in the classroom can have an impact on the bettertolerance attitude of students. Multicultural-based SAVI model can effectively help students to improve their understanding of the material.

Keywords: SAVI Model, Multicultural, Tolerance attitude, elementary school

1. Introduction

The globalization era has had a major impact on the lives of all citizens of the world, both adults and parents, teenagers and even children [1]. One of the impacts of the globalization era is the formation of the ASEAN Economic Community (MEA). Indonesian society is multi culture and consists of various ethnic / ethnic groups, religions, beliefs, and groups with different backgrounds [2].

It is important to be tolerant in human life. Tolerance means respecting and learning from others, appreciating differences and bridging cultural gaps [3][5]. Tolerance also means that differences are not something wrong. They must be respected and understood as cultural richness,for example differences in race, ethnic, religion, customs, point of view, behavior, opinions and so on [1][4].

The concept of tolerance must be taught from an early age so that it can become provisions for students to have noble character [6]. The recognition of tolerance in children can be done by showing respect for others, setting good examples, teaching to speak carefully, and being honest [7]. Thus, the same attitude will be embedded in these children as they develop.

Tolerance can be shown in the form of mutual respect for people of different religions, ethnic groups and cultures. Indonesia is a country which consists of various ethnic groups and consists of various kinds of islands so that the people in Indonesia are considered as heterogeneous societies [4]. A multicultural education system is suitable to be applied in Indonesia to improve the quality of a heterogeneous society [3-4].

The value system that applies in Indonesia is Pancasila. Likewise, the values of multiculturalism are embodied in the motto "Bhinneka Tunggal Ika". Suyatno quoted from Bahri explained that "socio-culturally, Indonesia was once a prototype of an ideal pluralistic community life [4]. Thus, structured learning must contain and reflect multicultural cultural values.

Sleeter and Grant stated that multicultural learning is a policy in educational practice in recognizing, accepting and affirming human differences and equality for all [8]. Multicultural education is education that respects differences, always creates structures and processes in which every culture can express, tolerance is an attitude of accepting that other people are different from us, education that respects and upholds the realization of cultural equality is a necessity for our national education world today [3]

6th Grade students at SD Negeri Gumilir 06 Cilacap have different backgrounds both economically, socio-culture and religion. So, that multicultural learning is needed. The implementation of the application of this learning is that students have a sense of tolerance and respect for the differences that exist around them in particular and Indonesian society in general. Learning that is carried out in the school environment is still not clearly visible in the application of multicultural-based learning. The results of observations and interviews during the learning process in class VI SD Negeri Gumilir 06 Cilacap found that out of 31 students consisting of 12 girls and 19 boys, only 13 students or 41.9% had a tolerant character. high, the rest still do not show tolerance character. Based on these results, it proves that the tolerance character of students is still lacking.

The development of a multicultural-based SAVI model is expected to have an impact on the tolerance attitude of students for the better [9-10]. And can help students to improve understanding of the material. In the learning process students can be more active, not just listening but fully involved in the learning process. The researcher was interested in the above problems to raise a study with theme "Development of a Multicultural Based SAVI Model in an Effort to Improve Tolerance of Class VI Students at SD Negeri Gumilir 06 Cilacap".

2. Method

The experimental and development method, also known as research and development, was used by the researchers (R & D). This is a development study that aims to create a multicultural-based SAVI learning model at SD Negeri Gumlir 06 Cilacap. The learning implementation plan and student activity sheets were the devices created in this study.

The development model used is adapting from the research and development model of Borg and Gall [11]. Conceptually. the research and development approach includes ten steps, namely; (1) collecting research and information; (2) planning; (3) developing preliminary form of product; (4) testing preliminary field; (5) revising main product; (6) testing main field; (7) revising operational product; (8) testing operational field; (9) revising final product; and (10) disseminating and implementing.
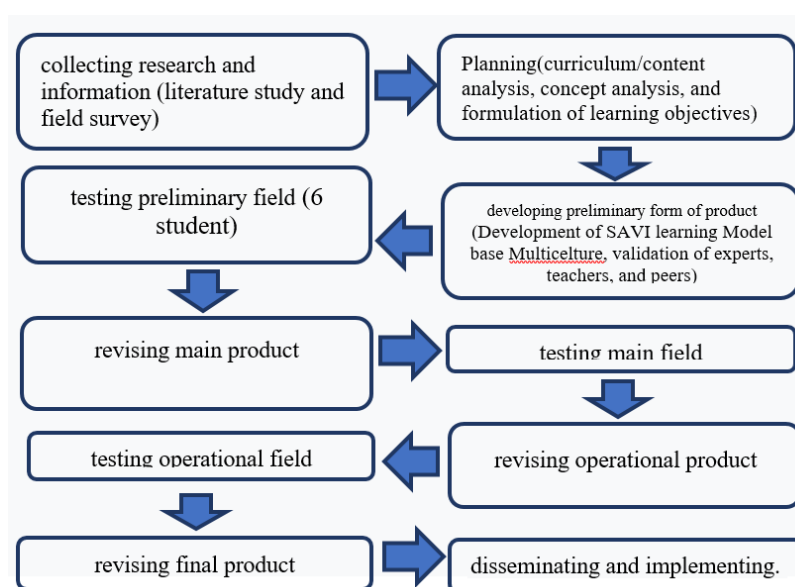

Figure 1. Prosedure of Development SAVI Model based Multiculture

Sixth-grade students from SD Negeri Gumilir 06 in Cilacap Regency took part in the study. One class consisted of 31 students as the experimental class and 32 students as the control class. In addition, 20 SD Negeri Karangtalun 03 students served as research subjects, with 20 serving as the experimental group and 19 serving as the control group. A teaching tool assessment questionnaire, a student response questionnaire, a learning activity implementation sheet, a student tolerance questionnaire, and a pretest and posttest question sheet were used in this study to collect data.

This learning activity implementation sheet is intended to determine the implementation of the planned learning process, both in terms of the sequence of activities and the multicultural-based SAVI strategy used. The Student Tolerance Questionnaire Sheet is designed to assess the level of tolerance observed during and after the learning process. The pretest and posttest question sheets are designed to assess students' comprehension after using the multicultural

development-based SAVI approach. The descriptive analysis technique was used to analyze the data, which included the normality test, homogeneity test, and ANOVA test. Data on the feasibility of learning devices and student responses were among those examined. The data on the feasibility of learning were obtained from expert and class teacher assessments, whereas the student response data were obtained from students during the trial implementation.

3. Result and Discussion

Based on research conducted by researchers, the following results were obtained: The product produced in this development research was a multicultural-based SAVI learning model. This product was developed for grade VI elementary school students as a means to guide students in carrying out learning activities on the theme of leadership. The development of the SAVI model allows students to use all senses in carrying out learning activities. So that the learning process can run according to learning objectives. The steps taken in this research are preliminary studies, planning and product development.
The results of the Lesson Plan feasibility assessment according to expert lecturers, class teachers, and peers are as follows:

1. Expert lecturers consist of material expert lecturers and media expert lecturers. The expert lecturer assessment was carried out by the material expert and the media expert. The results of the feasibility of the Lesson Plan are listed in Table 1.

Table 1. Lesson Plan Validation by Expert Lecturers

Aspec	Total score	Average	Category
Learning objectives	20	4	Good
Contents	30	5	Very good
Language	15	5	Very good
Time	9	4.5	Very good

Table 1 showed the result of Lesson Plan validation. This table indicated the Lesson Plan is eligible to used. Overall, the results of expert validation showed a score of 4.6 in the "Very Good" category.

2. Two Class teachers also validating the Lesson Plan. The results of the classroom teacher validation can be briefly seen in table 2.

Table 2. Lesson Plan Assessment Validation by the Teacher

Aspec	Total score Teacher assessment	Average	Category
Learning objectives	25	5	Very good
Contents	29	4,8	Very good
Language	15	5	Very good
Time	10	5	Very good
Learning objectives	79	4.9	Very good

Based on table 2 above, overall, the teacher validation results show a score of 4.93 in the "Very Good" category.

3. Peer assessment results data briefly peer assessments are presented in Table:

Table 3. Lesson Plan Assessment Validation by Peers

Aspec	Total score Peer assessments	Average	Category
Learning objectives	25	5	Very good
Contents	28	4.66	Very good
Language	15	5	Very good
Time	10	5	Very good
All Aspect	78	4.88	Very good

Based on table 3, the results of peer validation show a score of 4.88 in the "Very Good" category. From Figure 1 above, we can see that the lesson plans made by researchers as a whole are in a very good category, and there are some notes or inputs so that the lesson plans used are better. Meanwhile, students' responses to learning in field trials are presented in a histogram in Figure 2.
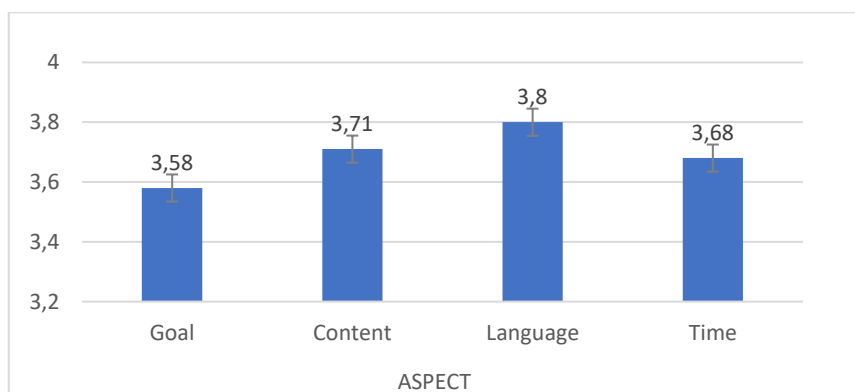

Figure 2. The Students' Responses to Multicultural-based Learning of the SAVI Model in Field Trials

Figure 2 indicates that learning with the multicultural-based SAVI Model can be used in the learning process. In addition, the multicultural-based SAVI Model can facilitate students in increasing tolerance.

Based on the results of the data above, it is known that the learning atmosphere with the multicultural-based SAVI model makes students happier. This can be seen when students watch the video presented by the teacher. Almost all students are enthusiastic about making observations of the phenomena that occur in the video that is shown. This model provides an opportunity for all senses to participate. The atmosphere became more alive after the learning process was carried out through discussion in group breakdowns. Providing material by being presented virtual is expected to be able to provide an overview of the material presented by the teacher.

Learning activities in the control class using the 2013 curriculum book with the lecture and question and answer method have not been able to provide a true picture regarding the information conveyed by the teacher. As a result, students only get cognitive knowledge in the form of ready-made concepts. Students do not experience the process by which these concepts are obtained. This is what causes the results of the tolerance attitude value tends to be lower because students do not have the opportunity to receive material about tolerance.

Some of the advantages of the SAVI learning model [9-11], such as: (1) increasing students' full integrated intelligence through combining physical movement with intellectual activity; (2) strengthening students' memory of the material being studied, because students build their own knowledge; (3) creating the fun atmosphere in learning because students feel cared for so they don't get bored in learning; (4) fostering cooperation, and it is hoped that smarter students can help other students who are less intelligent; (5) creating a more attractive and effective learning atmosphere; and (6) being able to improve students' creativity and psychomotor abilities.

By using the SAVI model, students in the learning process are involved in a pleasant atmosphere. So that in the learning process they do not get bored easily. There is a process of interaction in the learning process so that students can work together and help each other in the learning process.

While the weaknesses of the SAVI learning model according to Shoimin [12], namely: (1) The application of this learning requires a comprehensive learning facility and infrastructure that is comprehensive and must be in accordance with what is needed so that it requires a relatively large cost of education; (2) Students are accustomed to being given information in advance so that it is difficult to find answers or even their own ideas.

With the addition of multicultural content in the learning process, students are given learning and habituation to be tolerant of others [4]. In the learning steps, students are involved in various conditions where they have mutual respect, tolerance, democracy and help each other. So that the development of the multicultural-based SAVI learning process model is able to increase the tolerance attitude of students.

4. Conclusion

The design of developing a multicultural-based SAVI learning model is carried out through curriculum analysis, concept analysis, and formulation of learning objectives. The assessment of the feasibility of the multicultural-based SAVI learning model has been feasible to be used in learning because according to the expert's assessment it is in the "Very Good" category and the assessment of class teachers and peers it is in the "Very Good" category.

The response of students after carrying out learning with the development of a multicultural-based SAVI learning model on average is "very good" for every aspect. Thus it can be used in the learning process and facilitate students in increasing tolerance. Implementation of the multicultural-based SAVI learning modelsis effective to increase the students'tolerance. This can be seen from the difference in the average value of the tolerance attitude in the experimental class and the control class.

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