

Pancasila and Civic Course Design Based on Multicultural as A Systemic Program

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Abstract. This study aims to design the citizenship subject based on multicultural as a systemic program for the development of student competencies in practicing interpersonal conflict resolution. The research method used is Research and Development method by following the Borg & Gall procedures. The instrument used was a questionnaire for citizenship learning material design which was validated by experts and analyzed using the average percentage of scores (PRS). Data analysis was also carried out on the results of observations related to students' competencies in carrying out multicultural resolution practices through qualitative descriptive analysis techniques. Observation of students' competencies are carried out both during the learning process takes place in the classroom and in project activities outside the classroom. The results showed that the design citizenship learning material based on multicultural was declared as valid and suitable for use in Pancasila and Civic Education course. The results also show that learning material designs can develop students' abilities in carrying out constructive multicultural practices including aspects: problem solving, creative ideas, information literacy and multicultural abilities.

Keywords: Pancasila and Civic Education learning, multicultural,

1 Introduction

One of countries has some various cultures such belong to different languages, ceremonies, customs, tradition, even religion is Indonesia. has very impressive characteristics when viewed from physical, social and cultural aspects. With more than 17,000 large and small islands spread over an area of more than 5,000,000 square kilometers, from the city of Sabang at the western end to the city of Merauke at the eastern end and from Miangas island at the northern end to Rote Island at the southern end. The geographical area of the Indonesian archipelago is wider than Western Europe, and almost comparable to the United States and Australia. With a population of around 250 million people, Indonesia is now ranked the fourth country as having population the most in the world. In addition, with around 500 ethnic groups and 700 languages, Indonesia is the most culturally diverse country on the planet [1]. Indonesia has the legacy and challenges of cultural pluralism more prominently, so it is seen as a "classical

locus" for the new formation of a "Diversity ". The pluralism of Indonesian society can be seen from at least two unique characteristics. Actually, it is differed based on ethnic, religious, custom, and area in social life. Secondly, it is marked by the existence of vertical differences. between the top layer and the bottom layer which is quite sharp [2]. The phenomenon of a complex society with a plural culture is described in the principle of unity in diversity, characterized by diversity in diversity, integration in unity and oneness.

However, after the 1998 reformation, this nation was shocked by various horizontal and vertical conflicts that threatened to lead to the disintegration of the nation, such as conflicts between self-proclaimed indigenous people and citizens of Chinese descent, conflicts in Aceh, Poso, Kalimantan, Maluku, and other conflicts. This fact shows that Indonesia's unity, which has been considered strong, is prone to conflict. Learning from this historical experience, it is deemed necessary for Indonesian unity to continue to be built through multicultural awareness in socializing in a diversity unity. The historical experience underlies the importance of multicultural education in Indonesia through the revitalization of cultural values, especially in the current global era which is full of change and uncertainty. Revitalization of cultural values as the core of multicultural education is considered very important in the global era as an effort to build cultural resilience and national unity. In this case, Bennett [3] stated that the nation's cultural values need to be strengthened to achieve the goals of multicultural education in order to: develop diverse historical perspectives (ethnohistoricity) from social groups; strengthening awareness of living culture in society; accept and appreciate differences in diversity; eliminate racism, sexism, discrimination and various types of prejudice (prejudice); as well as strengthening the intercultural competence of the cultures that live in society.

Based on this thought, it is time for the Indonesian people to reformulate multicultural education based on cultural values. This is a consequence of factuality, almost every region has various tribes, arts, religions, customs and local wisdom, so it needs to be addressed carefully in responding to the changing trends of the 21st century. To maintain and maintain state identity, such as state culture, it is necessary to instill love for ancestral values in social life [4]. Therefore, multicultural education based on cultural literacy is very important for the nation's children for the main task as a neighbor to have a sense of responsibility, tolerance and also love of the nation [5]. Nowadays, it is very important to understand cultural literacy. It encourages the realization of an Indonesian society that adheres to a complete understanding of multiculturalism, namely a society based on respect and appreciation for differences [6] [7]. So, according to the previous of researches and events were as the proof that to always remind the next generation about national identity, and foster a sense of caring attitude towards each other and respecting every difference, literacy skills are needed. [8] Iswatiningsih [9] including in minimizing the occurrence of conflict [10]. Various conflicts in the homeland occur not only on the scale of the nation and state, but are currently also occurring on the scale of social life, due to the low level of multicultural awareness, such as intolerance, ethnocentrism, radicalism, discrimination, and various other attitudes and behaviors that do not reflect a diverse life and *Tunggal Ika*. For this reason, multicultural education could be used as a vehicle for the nation's children to learn about differences in diversity and learn to resolve the conflicts they face.

The factuality of learning in the social sciences cluster is generally still dominant in conceptual presentations and tends to be textual rather than contextual [11] in the sense that learning is not used to raising real problems to train students in solving existing problems in the surrounding environment and on a wider scale related to social, national and state life.

On the basis of the factuality above, researchers are trying to redesign multicultural learning based on cultural literacy at the tertiary level. Multicultural education based on cultural literacy is designed to be results-oriented. This departs from the assumption that all students need to gain full competency [12] and improve the quality of learning by ensuring achievement in both knowledge, attitude and psychomotor aspects [13]. Through this design, students learn to understand the differences in diversity (the politics of recognition); discover various problems observed and experienced; trained in disclosing problems that need to be found for solutions, and trained in making decisions in order to solve problems faced in community's life. Multicultural learning is as cultural literacy developed in this study is designed with the aim of increasing students' skills in solving problems.

These researchers above were trying to redesign multicultural learning as cultural literacy. Through this design, Pancasila and Civic Education students are equipped with the ability to be able to create the citizenship subject competence, such as creating the personality students who have the democratic, good, firm and confident and independent personality. as well as the ability to solve problems as a form of sense of social and national responsibility [14].

2 Literature Review

2.1 Multicultural Learning Based on Cultural Literacy

Globalization in citizenship education requires this educational program to be able to equip its graduates with a number of civic competencies which include Citizenship education includes having good social skills to live life in a diverse society [15]. To answer the challenges and opportunities of global life, a new paradigm is needed in the world of education. Tilaar [3] put forward one of the important new paradigms in education, namely that education must be able to create programs that are solutions to create a united society in a very contrasting diversity to create people to be united forever on the richness of societal and cultural diversity.

Citizenship education must have revolution to add the content and learning programs that can complete the students to be prepared to become citizens who have global competence [16]. Through this program, students as young citizens are trained to understand social problems at local, regional, national and global levels, and can solve various problems in the global era. Based on this idea, citizenship education as an educational program is seen as needing to be designed by developing multicultural learning based on cultural literacy.

Multicultural education in the global era is once again showing its urgency as a program to ensure that students are able to have a positive attitude towards themselves and have good credibility in dealing with cultural, racial and ethnic differences more wisely [17]. It could be managed to having the educational institutions in observing the students' life who had various

ethnics; assist in developing positive treatment towards differences in culture, race, ethnicity, religious groups; provide students with resilience by teaching them decision making and social skills; and help students build cross-cultural independence and provide them with a positive picture of group differences. To implement multicultural education into the learning process program, it is necessary to pay attention to several important dimensions related to multicultural learning, namely first, the dimension of content/material integration (content integration), by combining the content of the learning material to create a new title in a module belonging to multicultural materials. The 2nd step is to dissect scientific subjects related to multiculturalism to be used as discussion or material that is able to influence and shape students' personalities so that they understand multiculturalism which will be discussed later. Third, the prejudice reduction dimension, educators help students develop positive behavior regarding group differences. Fourth, the equitable pedagogy dimension. At this stage, to achieve easier learning outcomes for the group of students studied. It would be hoped that this stage would provide a better impact in accordance with the research objectives fairly include cooperative learning, and not competitive learning. So as to provide experience for students regarding equal rights and equality in obtaining learning opportunities. Fifth, the empowerment dimension of school culture and social structure). This needs to be done to strengthen and utilize the diverse conditions of students in schools or campuses in studying local social structures in responding to various existing differences [18].

As explained above, support for literacy programs is needed, especially cultural literacy. Several research results show that cultural literacy programs and activities are able to develop the character of patriotism, curiosity, tolerance, a spirit of friendship, responsibility and discipline [19]. It is essentially capability to take and think about Indonesian culture as a Indonesian. The capability to take diversity and responsibility as citizens of a nation is a skill that every individual must have in the 21st century. Therefore, cultural literacy needs to be provided at the family level, educational institutions and society, especially the millennial generation, so that they continue to love and be able to preserve culture in Indonesia both nationally and internationally. This program not only aims to save the culture and identity of the Indonesian nation, but also to save the personality of the younger generation so that it remains pure and proud and continues to thrive without abandoning its identity or national identity in the midst of the battle for global change [20].

3 Methodology

3.1 Research Location

This research was carried out at Pancasila and Civic Education Department, Social Sciences Faculty, Universitas Negeri Medan, located at Jalan Willièm Iskandar Pasar V Medan-Estate. The research is planned to be carried out from January to November 2023.

3.2 Research Subject

The research subjects involved: (1) course lecturers; (2) students as a limited trial group; and (2) four validation experts from the Pancasila and Citizenship Education Department, including: experts in the field of sociology, experts in the field of anthropology, experts in the field of politics, and experts in the field of citizenship learning.

3.3 Research Model

This inquire about applies the advancement investigate demonstrate from Borg & Bother. The R&D improvement demonstrate is inquire about that's purposely and methodically coordinated at finding discoveries, defining, creating, creating, testing the viability of certain items that are prevalent, unused, viable, productive, beneficial and significant [21]. In its implementation by Sugiyono [22]:

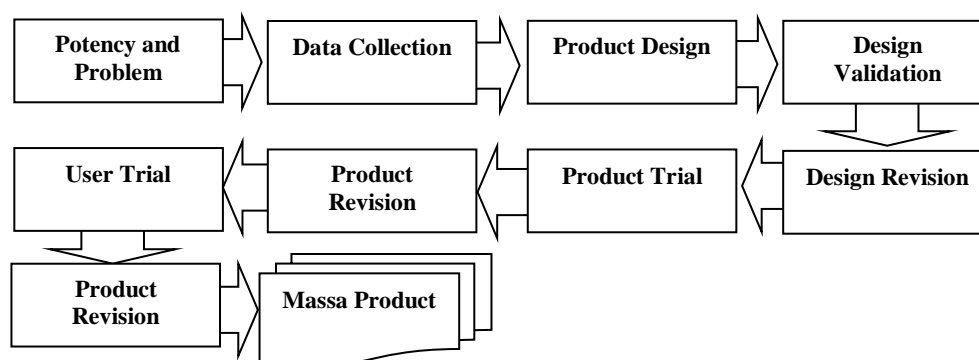


Figure 1. Research and Development Steps

The method for creating a multicultural learning plan based on social education to create interpersonal struggle determination abilities is taken through 4 stages, to be specific: (1) conducting preparatory inquiry about, (2) making a learning plan, (3) investigating, testing and reexamining the item, and (4) test item adequacy.

Leap I: Conducting Preliminary Research

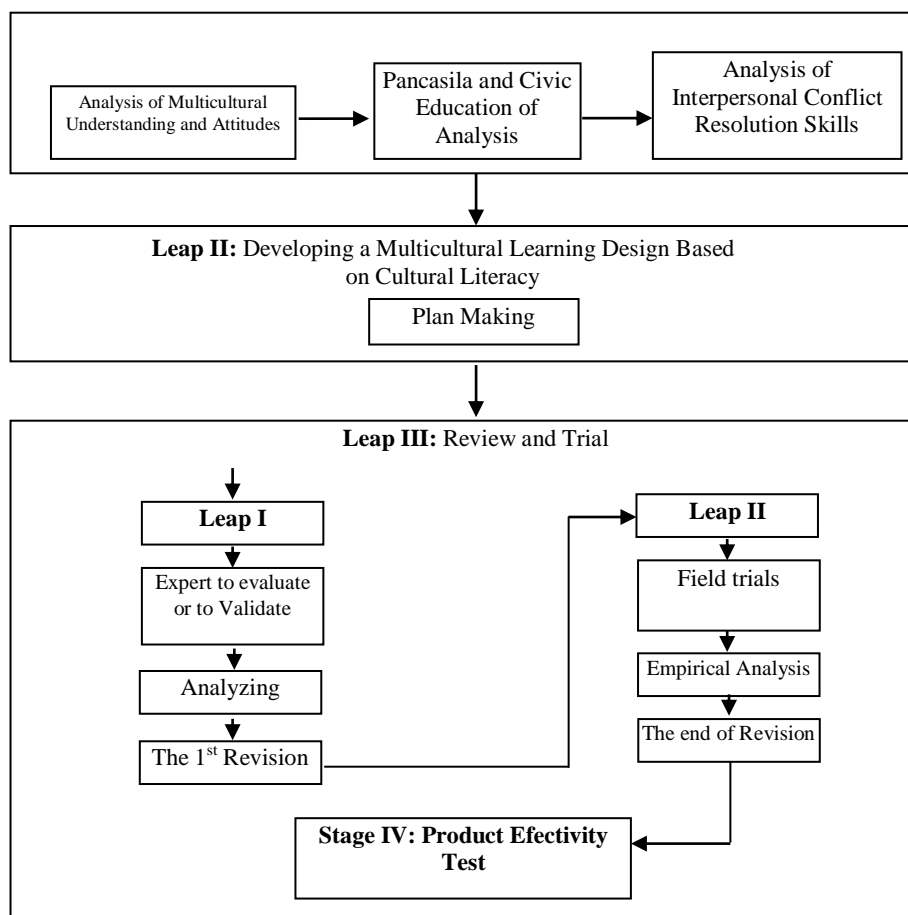


Figure 2. Borg & Gall and Dick & Carey Development Procedure Chart

The instrument utilized in this inquire about is: master approval survey. The master approval survey instrument employments a Likert scale which was adjusted by the analyst to a

scale of 5. The evaluation criteria are classified into five levels with the taking after evaluations: (1) Not great, (2) Not great, (3) Pretty great, (4) Great, (5) Very Great[23]. The master approval survey network is displayed underneath:

Table 1. Expert Validation Questionnaire Grid

No	Substances	Sub-Content
I	Feasibility of multicultural learning content based on cultural literacy (Content)	a. Suitability b. accreted c. Contextual d. Updated
II	Introduction	a. Presentation technique b. Tools used in learning c. Related d. The thought flow
III	Language	a. Well done and the choice oof language b. Related c. Explanation clearly d. Comfortable
IV	Conflict Resolution Practices	a. Creating new something b. Interactive and Communicative c. Collaboration d. Could be used.

4 Research Result

This investigate was arranged based on the advancement methods taken to deliver a item within the frame of a learning design which was realized within the shape of a Social Education Based Multicultural Learning reading material. The improvement method is carried out through 4 stages, to be specific: (1) conducting preparatory investigate, (2) making a reading material plan, (3) investigating and testing reading material, and (4) testing item viability.

4.1 Leap I: Conducting Preparatory Investigate

Based on interviews with speakers who instruct the Citizenship Instruction course as one of the center courses in Pancasila and Civic Instruction Office, Social Science Workforce, Universitas Negeri Medan, data was gotten that this course makes a vital commitment to the arrangement of graduate profiles, as well as learning results which incorporate competencies: states of mind, information, common abilities and abilities. uncommon. Be that as it may, from the comes about of perceptions it was found that Citizenship Instruction, which ought to be executed as a multicultural learning program based on social proficiency to create interpersonal struggle determination skill that has not been implemented optimally. This is because: 1) the Civics learning process, which should involve three contents, namely: knowledge, skills and disposition civic, has not been carried out simultaneously. Facts in the

field show that Civics learning is still dominant in the civic knowledge component with the presentation of conceptual knowledge; 2) The Civics Program as a multicultural learning program has not been designed to improve students' ability to solve problems, including in this case the ability to practice interpersonal conflict resolution. Therefore, it is necessary to develop integrated Citizenship Education learning by implementing multicultural learning as a practical vehicle for students to improve their abilities in interpersonal conflict resolution. Innovative action needs to be taken by developing Civics through multicultural learning as a program to strengthen student competency in their ability to solve problems, including in this case their ability to practice interpersonal conflict resolution.

4.2 Leap II: Design

Item plan is carried out by creating a detailing of learning results or learning results that have been planned, as displayed within the taking after table.

Table 2. Learning Outcomes Multicultural Learning

Material	Learning Outcomes
The Nature of Multicultural Learning in a Citizenship Perspective	They could illustrate the capacity to analyze, decide states of mind and activities whereas examining fabric on the Nature and Measurements of Civics within the Worldwide Time which incorporates the concepts of: 1. Definition, Understanding and Targets of Multicultural Instruction from a Citizenship Viewpoint 2. The scope of Multicultural Education 3. History of Multiculturalism 4. Multicultural Education and <i>Bhinneka Tunggal Ika</i>
Multicultural Education in the Global Era	They could present the ability to analyze, determine attitudes and actions, while studying Multicultural Education in the Global Era material which includes the concepts of: 1. Multicultural subject in the Global Era 2. Utilization of Multicultural Values in Civics Learning
Multicultural Learning Design as a Citizenship Education Program	The could can illustrate the capacity to analyze, decide demeanors and activities whereas examining Multicultural Learning Plan as a Citizenship Education Program which includes concepts: 1. Strengthening the Civic Knowledge Program 2. Strengthening the Civic Skills Program 3. Strengthening the Civis Disposition Program

4.3 Leap III: Evaluation

This section is the end of the step research. It has evaluation from validators by experts namely;

a) Expert Evaluation of Citizenship Education Material Content

The learning material expert developed in this research is a Citizenship Education material content expert. It had four experts could examine the product produced such as a

multicultural subject design based on cultural literacy. This approval was carried out in May 2023. The item test was carried out by fabric specialists and improvement through a survey.

The survey comprises of a few evaluation components, specifically content or typography plan, supporting writing, substance and clients. The comes about of substance approval are displayed in table 3.

Table 3. Material Content Expert Validation Results

No	Component	Indicator	Score	Category
1	Text	font and letter size	4	Great
		color	4	Great
		Spelling	3	Pretty Great
		language	5	Very Great
		The sentences selection	5	Very Great
Total			21	
Average			4,2	Great
2	Content	Title/ Sub title, tables and pictures were vivid.	5	Very Great
		Material, tables and pictures were convenient to understand	4	Great
		Containing elements of cultural and civic substance	5	Very Great
		Discussing cultural and civic values flexibility	5	Very Great
		The compatible	5	Very Great
		The logical	5	Very Great
		Accuracy	4	Great
		Update	3	Pretty Great
		Depth	4	Great
		Breadth	5	Very Great
		Accuracy in selecting case examples	5	Very Great
		Accuracy in selecting supporting literature	3	Pretty Great
		Triggering curiosity	5	Very Great
		Suitability	4	Great
Total			62	
Average			4,4	Great

3	Supporting literature	Accessing literature easily	5	Very Good
		Composition	4	Good
Total			9	
Average			4,5	Good
4	User	Media according to user characteristics	4	Good
		flexibility	5	Very Good
Total			9	
Average			4,5	Good
Overall Total			101	
Overall Average			4,4	Good

The content of multicultural learning module based on cultural literature developed by researchers obtained an average score of 4.4 with details: 4.2 for the text component; 4.4 for content; 4.5 for supporting literature; and 4.5 for user. The total average score reached 4.4 or was in the "Great. Thus, learning designs that are realized in the form of textbooks are still worth testing without having to revise. If the assessment is stated in the score achieved is 84.5% or a valid.

The data above was obtained from the validation results of four material experts on text components, content, supporting literature and users which shows:

Tabel 4. Expert Analysis

Validator	Percentage	Result
1 st	83%	Valid/ No Revision
2 nd	85%	Valid/ No Revision
3 rd	84%	Valid/ No Revision
4 th	86%	Valid/ No Revision
Average	84,5%	Valid

b) Trial

These evaluations were brought by testing on 5 from 29 students in second semester of the Citizenship Education Department, Social Sciences Faculty, Universitas Negeri Medan. The 5 students were randomly selected based on their learning abilities, including high, medium and low abilities. The five students were asked to assess the learning design

in the form of a textbook by filling out a probability test in questionnaire. The questionnaire existed three aspects of assessment, namely presentation of material, learning and language. The data obtained from this stage of testing is presented in table 4.

Table 4. User Test Result

No	Aspect	No. Item	Indicator	Average	Category
1	Material	1	Understood conveniently	5	Very Great
		2	Showing vividly and coherently	5	Very Great
		3	Showing purposely for lectures	5	Very Great
		4	Discussing in depth	4,4	Great
		5	Sources or literature could be accessed conveniently	5	Very Great
Average				4,9	Great
2	Learning	6	Triggering curiosity	5	Very Great
		7	Interested to learn	4,4	Great
Average				4,7	Great
3	Language	8	Sentences	5	Very Great
		9	Spelling	4,6	Great
Average				4,8	Great
Score				4,8	Great

Table 4 shows that the average score for the media aspect of the five students' assessment results reached 4.8 as result was stated "Great"; the material aspect is 4.9 as result was stated "Great"; learning aspects 4.7 as result was stated "Great"; and the language aspect received 4.8 as "Great".

The researcher found no urgency to be revised among of aspect like material, learning and language. Thus, the learning design embodied in the form of multicultural learning textbooks based on cultural literacy is valid and appropriate to be used as a guide for students in Citizenship Education courses, especially in Pancasila and Civic Education Department, Social Science Faculty, Universitas Negeri Medan.

4.4 Leap IV: Product Effectiveness Test

The textbook of Multicultural based on Literacy had been made and analyzed Multicultural is valid and feasible to use, the next step is to test the effectiveness of the product. The product effectiveness test was carried out by implementing textbooks on

semester I students in the Citizenship Education class. The product effectiveness test results are presented in the following figure:

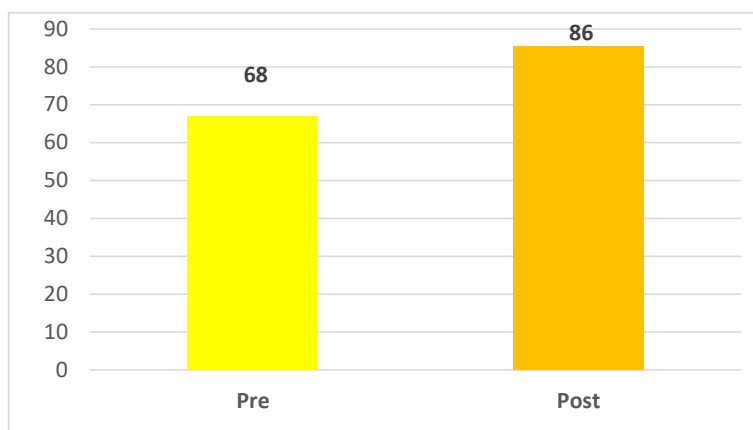


Figure 3. Product Effectiveness Test Results

According to the picture above, it can be seen that the average learning outcomes of students who received treatment showed an increase in learning and behavior which was the aim of this previous research. The results of the pretest tested on students previously obtained a perfect score of 68%. Meanwhile, after carrying out treatment and learning according to the module that had been developed and validated by the researchers, the results increased by 20% namely 86%.

5 Conclusion

Based on the results of data processing and discussion, the results of this study can be concluded: 1) the multicultural learning design based on cultural literacy embodied in the form of textbooks is declared valid and suitable for use as a guide for students in multicultural learning in the Citizenship Education course; 2) the results of the study also show that the material design in textbooks can develop students' skills, including aspects of: problem solving, creative ideas, and information literacy.

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