

## **The Preliminary Study and Analysis on the Need of Teachers for Social Science Training with Multicultural Insight**

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### **Abstract**

*The objective of this research is to describe: (1) the initial condition of the teachers' competency; and (2) the teachers' need for training to improve their competency in the learning process of Social Science with multicultural insight. This research was conducted by using the research and development approach. This research and development was conducted in Surakarta city. The population of this research was the junior secondary school teachers consisting of 32 teachers as the subject of need of training, 30 teachers as the subject of test on instrument, 6 teachers as the subject of individual trial, 12 teachers as the subject of group trial, and 30 teachers as the subject of limited trial. The data of this research consisted of qualitative and quantitative data. The qualitative data were gathered through suggestion, comment from expert team, answer to open questionnaire on the teachers' need for training. The results of the observation were described qualitatively. The quantitative data were collected through questionnaire on the need for training, evaluation from the expert team, and evaluation from the participants on the training model draft and devices. The questionnaire was set up in the form of Likert scale and its results were analyzed by using the percentage descriptive statistics. The results of the preliminary study are as follows: (1) the initial condition of the competency of the Social Science teachers is still low; (2) the teachers have less comprehension on multiculturalism; (3) the teachers are not able to have the mapping on basic competency with multiculturalism potential; (4) the teachers are not able to develop the syllabus and lesson plan with multicultural insight; and (5) the teachers are not able to conduct the learning process of Social Science with multicultural insight. On the basis of the results of this research, a conclusion is drawn that it is highly necessary to conduct Social Science training with multicultural insight.*

**Keywords:** teachers' need, Social Science training, and multicultural education

### **Introduction**

Indonesian people are known as plural people. This plurality brings consequences toward various problems existing in relation to the Ethnic, Religious, Racial, and Intergroup issues. Intergroup conflicts have highly frequently happened in the life of Indonesian people.

This reality is a heavy strike on our education world. In the past our national education system had more 'uniformity' characteristic based on the national culture standing upon the peaks of local cultures. Such education is called monocultural education which is, according to Dove (1983), highly vulnerable to the Ethnic, Religious, Racial, and Intergroup conflict. Suparlan (2002) appeals that the government would should implement multicultural education from primary school level up to senior secondary school level. Multicultural education would better be inserted into the school curriculum and its implementation can be as the extracurricular subject. One out of the three alternatives which can be attempted is the integration of multicultural education to the subjects already existing, such as through the learning process of Social Science.

Social Science subject is responsible for building the characters of young generation as democratic and responsible citizens. Shortly there are three levels of character of the learning process of Social Science in this global era. First, the learning process of Social Science is ontologically the learning process of creating awareness, empowering, and cultivating values for the students to be individual as well as citizen. Second, the learning process of Social Science must epistemologically put forward multicultural approach in relation to the reality of diversity of the people and the students (Tilaar: 2004).

Third, the learning process of Social Science is axiologically aimed at enhancing the responsibility of the students as individuals, national people, and global people, or as democratic and responsible citizens in the formal term of legislation in Indonesia (Sudarma, 2007:27).

Speaking of the problems in the learning process is not going to be separated from speaking of teacher since the role of teacher is highly strategic in the education and learning system on the whole. Nevertheless, the complaints from people on the low quality of the teachers' competency in conducting their duty are still heard. Beeby (1991:81) proposes that the primary school teachers on average are not more than merely doing their routine task in their condition. The teachers are less able to adapt themselves to the change and development occurring in the education world. Nowadays there are still a number of teachers who less fulfill their role as the developer of curriculum at school. This is indicated by setting up lesson plan for mere formality, conducting uncontinuous evaluation, and not making the results of the evaluation feedback in the implementation of curriculum.

Teachers hold a highly strategic role in every effort to improve the quality of education, such as renewal of curriculum, development of learning method, and also provision of facilities and infrastructure. Those efforts are going to be meaningful only if the teachers are involved (Supriyadi, 2006:264).

The improvement in teachers' competency can among others be conducted through development and training program. Training for teachers is an education process which is well-planned and programmed as well as conducted in a shorter period of time with the objective to improve human resources, particularly in enhancing their knowledge, skill, and ability to prepare and improve the teachers' professional competency in conducting their duty on field for the sake of the progress of the schools where they work at (Simamora, 2005:342).

Training for teachers is related to the expertise and competency of the employees to do the job at the present, to have orientation at the present, and to help the employees achieve certain expertise and ability so that they succeed in conducting their tasks (Rivai, 2004:226). Training is an acquisition of knowledge on the subject matter by the participants and direction to the individual behavior pushing the emergence of improvement in their job (Lynton, 2002:13). Meanwhile Nawawi (1997:215-216) explains that training basically means the process of giving help to the employees to master specific skill or to help improve its lack in doing their job.

Thus, the training program with multicultural insight for the Social Science teachers' competency is the process of developing human resources (teachers) which is well-planned and programmed, conducted in a short period of time, and intended to enhance knowledge, ability, and skill useful to raise the teachers' competency in relation to the learning process.

Social Science education or more popular with Social Science is the translation from the term in English *Social Studies* which has been developed in the United States (Wahab et al, 2009:14). Therefore, the movement and concept of social studies in the United States have much influence on the thinking on Social Science in Indonesia.

Social Science subject is the name of a subject integrated from history, geography, and economics as well as other Social Sciences (Sapriya, 2009:7). Sumaatmadja (1984:172) defines social study as a study on the interrelation of Social Sciences in analyzing the social phenomena and problems occurring in the community. Meanwhile Soemantri (2001:92) affirms that Social Science education program is the synthesis of branches of social and humanities sciences including religion, philosophy, and education. Even Social Science can also take certain aspects of natural and technological sciences. On the basis of such a concept Social Science is a subject which is sufficiently comprehensive to address and solve the socio-national problems in Indonesia and it is very accurate to integrate multicultural values into Social Science on account of the plurality of our people.

Banks (2001) as quoted by Tilaar (2004:181) argues that multicultural education as concept, idea, or philosophy as a series of beliefs and explanations which acknowledges and values the importance of cultural and ethnical diversity in establishing lifestyle, social experience, personal identity, and individual, group, as well as national opportunities.

Furthermore, Banks and Banks (1997) state that multicultural education can be defined in accordance to three things, namely: idea or concept, reformation movement, and sustainable process. As an idea, multicultural education contains meaning that all students, regardless of gender, social status, ethnic group, and cultural flavor or characteristics, are obliged to get equal opportunity to learn at school. As reformation movement, multicultural education is designed to make changes at school and education institution in such a way that all students from all social classes, genders, races, and cultural groups can get equal opportunity to learn.

As sustainable process, multicultural education is a continuous process implemented in all aspects of education at school with the objective of equality in the right to get education and enhance academic achievement in order to achieve the highest self potency as human being which may never be perfect but it keeps on being attempted.

According to Andersen and Cusher (Mahfud, 2009:167) multicultural education is given meaning as the education on cultural diversity whereas James Banks (Mahfud, 2009:168) defines multicultural education as the education for people of color. It signifies that multicultural education intends to explore differences as certainty (God's grace). Then, it is related to how we are able to address such differences with full tolerance and egalitarian spirit.

### ***Research Method***

This research was designed with the research and development approach. According to Borg and Gall (1989) the implementation of research and development includes ten stages. The stages consisted of: (1) research and data collection, (2) planning, (3) development of product draft, (4) initial field trial, (5) revision on results of trial, (6) field trial, (7) improvement in product of field trial, (8) trial of field implementation, (9) improvement in final product, and (10) dissemination and implementation.

The stages mentioned above were furthermore simplified in accordance with the condition and use on field. The procedure taken in this research consisted of: (1) preliminary study stage, which includes literature study, survey on the teaching and learning process on field to investigate the initial condition of the teachers' competency, analysis on the teachers' need for Social Science training with multicultural insight, and development of initial draft of training management model and its devices; and (2) development stage, which consisted of: the activities of validation on training model and its devices by expert team, revision on model, individual trial, group trial, limited field trial, and final model. Nevertheless, only the preliminary study stage up to the need analysis is going to be presented in this article.

This research was conducted in Surakarta city with the population of the Social Science teachers teaching at the junior secondary schools. The subjects of this research were divided into two groups, namely: the expert team and the teacher team. The data of this research consisted of the qualitative and quantitative data. The qualitative data consisted of the suggestions and comments from the expert team on the training model and devices as well as the answers to the open questionnaire on the teachers' need for training and then the results of the observation were described in qualitative way. The quantitative data were gathered through questionnaire on the need for training, evaluation from the expert team, and evaluation from the participants on the training model draft and devices. The questionnaire was set up in the form of Likert scale and the results were analyzed by using the percentage descriptive statistics.

### ***Result and Discussion***

#### **Initial Condition of Teachers' Competency**

The preliminary study is conducted to investigate the initial condition of the competency of the Social Science teachers teaching at the junior secondary schools in Surakarta city. On the basis of the results of the observation on the learning process of Social Science conducted in some junior secondary schools, a conclusion is drawn that the teachers' competency in the learning process is generally low. This is reflected in the condition as follows: (1) the learning atmosphere is not conducive and many students pay less attention to the teacher; (2) the teachers deliver the material only by using lecturing method without any combination with any other method; (3) the teachers only explain the material which is exactly the same as written in the textbook without any effort to develop the material in such a way that it can raise the students' interest and motivation; (4) the teachers do not try to instil relevant values, attitude, and social skill which are beneficial to the life of the students; and (5) the activity level of the students is low.

The questionnaire is then distributed to the students in order to investigate the teachers' competency further in the learning process which has taken place. The students evaluate that the learning process of Social Science which they have gone through (item number 1) is not enjoyable as pointed out by the average score of 1.36 given by the 36 respondents. The students answer that the teachers at times teach the material of Social Science by instilling values, attitude, and social skill (item number 2) as signified by the average score of 1.72. The teachers at times relate the material of Social Science to the cultural, religious, ethnic, language, and gender perspectives fairly and proportionally (item number 3) as signified by the average score of 1.50 given by the students.

The teachers also at times instil the students with positive attitude toward the differences in culture, religion, ethnic group, language, gender and social economic status (item number 4) as indicated by the average score of 1.81. The respondents evaluate that the teachers have less fair attitude toward all students (item number 5), either in the learning process, evaluation, or interaction outside the class as pointed out by the average score of 1.89. Then, the students evaluate that they never get freedom to express self opinion on an issue in the learning process of Social Science (item number 6) as signified by the average score of 1.44.

The data on the teachers' competency in the learning process of Social Science are gathered through the interview with the headmasters/vice headmasters in charge of curriculum field. The results of the interview are as follows: (1) the headmasters assume that the learning process of Social Science which has been conducted all this time still needs improvement in its quality, particularly in setting up the syllabus and lesson plan as well as organizing the material; (2) The headmasters evaluate that the Social Science teachers greatly need to instil the students with values, attitude, and social skill in addition to delivering material; (3) The headmasters view that the comprehension and acknowledgement on the differences and diversity existing in the community are very much necessary to be instilled by the teachers in the learning process of Social Science; (4) The headmasters assume that the teachers are less able to instil multicultural values in the learning process of Social Science since all this time the teachers have only delivered knowledge limited to what is presented in the textbooks to their students; and (5) the headmasters assume that it is very much necessary to conduct Social Science training with multicultural insight on the reason that the teachers get the training which is beneficial to the improvement in their competency, particularly in the learning process of Social Science with multicultural insight.

The person in charge of validation, in relation to the lesson plan, evaluates that the lesson plan used by the teachers on the whole still needs to be improved in the terms as follows: (1) the integration of multicultural values relevant to the material of Social Science subject; (2) the use of learning strategy and method in support of the mastery in the comprehension on Social Science and multicultural education; and (3) the measures taken in the learning process have to reflect the approach and method chosen. Similarly, the affective aspect needs to be taken into account in evaluation.

On the basis of the data gathered and elaborated above a conclusion is drawn that the competency of the Social Science teachers in Surakarta city in the learning process of Social Science is generally less good as reflected in the less ability of the teachers in preparing lesson plan and conducting the learning process of Social Science.

### **Need of Social Science Teachers for Training**

The teachers are gathered after the initial competency of the Social Science teachers of the junior secondary schools was found to be still low. The gathering of the teachers is intended to investigate the model of Social Science training with multicultural insight needed and able to be used to train the teachers in such a way that such a model can improve their competency.

The results of the study on the model of Social Science training with multicultural insight needed by the teachers are as follows:

**Table: Resume on Average Aspect, Indicator, and Category**

Aspect	Indicator	Average Score	Category
Form of Training	Procedure of Training	3.73	Highly Important
	Implementation of Training	3.69	Highly Important
<b>Average Aspect</b>		<b>3.71</b>	<b>Highly Important</b>
Training Program	Objective of Training	3.63	Highly Important
	Method of Training	3,74	Highly Important
	Evaluation on Training	3.67	Highly Important
	Target of Training Program	3.78	Highly Important
<b>Average Aspect</b>		<b>3.71</b>	<b>Highly Important</b>
Teaching Material of Training	Quality in Teaching Material	3.70	Highly Important
	Analysis on Instructional Material	3.42	Important
	Relevance of Teaching Material to Objective	3.78	Highly Important
<b>Average Aspect</b>		<b>3.63</b>	<b>Highly Important</b>
Training Instructor	Mastery on Material	3.75	Highly Important
	Systematics and Method	3.69	Highly Important
	Flexibility of Instructor	3.70	Highly Important
	Media Used	3.75	Highly Important
<b>Average Aspect</b>		<b>3.72</b>	<b>Highly Important</b>
Facilities and Infrastructure	Preparation of Training	3.68	Highly Important
	Venue of Training	3.63	Highly Important
<b>Average Aspect</b>		<b>3.65</b>	<b>Highly Important</b>
Refreshment	Appropriateness in Refreshment	3.26	Important
<b>Total Average</b>		<b>3.61</b>	<b>Highly Important</b>

On the basis of the table above an explanation can be presented that most of the 32 respondents (the Social Science teachers of the junior secondary schools in Surakarta city) consider that the Social Science training with multicultural insight is highly important as pointed out by the average score of 3.61.

### **Discussion**

On the basis of the results of the observation the learning process of Social Science conducted in the junior secondary schools is still far from the expectation. The teachers in general only deliver knowledge in memorization nature. This is similar to what the students have put forward that the learning process of Social Science conducted by the teachers all this time is in general less satisfactory. The students' complaints mentioned above is sufficiently reasonable since the objective of the learning process of Social Science is to develop the students' potency so that they are sensitive to the social problems happening in the community, they have positive mental attitude toward the improvement in overcoming the inequality existing in the community, and they have skill to overcome every problem which emerges in the daily life of theirs and the surrounding people's (Sumaatmaja, 1984:20). Social Science is knowledge in the forms of fact, concept, and generalization of the Social Sciences which functions to develop knowledge, values, social skill, and citizenship of the students in such a way that those can be reflected in the social and national life of Indonesian people (Depdiknas, 2006).

This low competency of the teachers in the learning process of Social Science is also acknowledged by the headmasters of the junior secondary schools. According to them, the teachers in general only give lecturing to deliver the material and they have less interaction with the students in such a way that the learning process of Social Science becomes less interesting. Another weakness is in the planning of learning process. The teachers in general only have the syllabus and lesson plan copied from the Teacher Forum. It implies that the teachers do not comprehend how to plan the learning process well that way since the lesson plan should be set up by taking into account the characteristics of the students which are definitely different from among other schools.

The facts revealed from the results of the observation as well as the response of the students and the headmasters are as follows: (1) the teachers realize that the learning process that they have conducted all this time is more oriented to cognitive aspect and less attentive to affective and psychomotoric aspects on the reason of too much material of Social Science which has to delivered but too little time on the other hand; (2) in addition, the teachers also admit that they are less able to develop the values relevant to the learning material of Social Science; (3) the teachers also realize that the people of Surakarta is highly plural in terms of religion, ethnic group, culture, and social economic status. Conflicts between ethnic groups are admitted to have frequently happened in Surakarta in the midst of plurality of its people. The students of the same class but with different religions or ethnic groups are even seen to be less able to mingle with each other. The students in general prefer to associate with their mates coming from the same religion or ethnic group; and (4) Therefore, the teachers realize the importance of the learning process of Social Science with multicultural insight. They highly need the model of training of Social Science with multicultural insight in order to improve their competency.

### ***Conclusion and Suggestion***

#### **Conclusion**

On the bases of the results of the observation on the teaching and learning process, the questionnaire on the response of the students and their expectation from the learning process of Social Science with multicultural insight, the interview with the headmasters, the analysis on lesson plan, and the questionnaire on the teachers' need for training as elaborated in the previous section, conclusions are drawn as follows:

1. The competency of the teachers in the learning process of Social Science is still low;
2. The teachers do not comprehend multiculturalism and they do not know how to conduct the learning process of Social Science with multicultural insight;
3. The teachers are not able to conduct the mapping on basic competencies in Social Science subject with the potential of multiculturalism;
4. The teachers are not able to develop syllabus and lesson plan of Social Science subject with multicultural insight;
5. The teachers are less able to conduct the practice of learning process of Social Science with multicultural insight;
6. The teachers need to have Social Science training with multicultural insight to improve their competency.

#### **Suggestion**

1. The results of the preliminary study indicate that the teachers' competency in conducting the learning process of Social Science is still low. Therefore, the teachers are suggested that they intensively take part in seminar, symposium, workshop, and training;
2. The results of the analysis on the teachers' need for training point out that the teachers are highly enthusiastic in taking part in the training of Social Science with multicultural insight. Therefore, the Heads of Education Office of regencies/cities/provinces and other related parties are suggested that they can allocate budget to conduct training which is more beneficial in order to develop the teachers' competency.

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