

From Multicultural Towards National Identity: Teacher Construction on Strategies for Implementing Multicultural Education in Schools

by Sarmini- 8

Submission date: 21-Nov-2020 04:31PM (UTC+0700)

Submission ID: 1453208026

File name: 8. Artikel ICSS_from multicultural_compressed.pdf (159.66K)

Word count: 4893

Character count: 28237

From Multicultural Towards National Identity: Teacher Construction on Strategies for Implementing Multicultural Education in Schools

9
1st Rr. Nanik Setyowati
Department of Pancasila and Citizenship Education
Surabaya State University
Surabaya, Indonesia
rr.naniksetyowati@com

3rd Nuril Amaliya
Department of Social Studies
Surabaya State University
Surabaya, Indonesia
nurilamaliya18@gmail.com

15
2nd Sarmini
Department of Pancasila and Citizenship Education
Surabaya State University
Surabaya, Indonesia
sarmini@unesa.ac.id

Abstract—Indonesia has a multicultural society. This society as social capital strengthens the nation's culture, and at the same time will be a threat of division. Multicultural education becomes an important dimension to the integrity of the Unitary Republic of Indonesia (NKRI). School education has an important dimension in implementing multicultural education. The substance of this paper examines the Teachers' Construction on the Implementation Strategy of Multicultural Education in Schools. Use exploratory and questionnaire design as a data collection technique. This research was conducted on 30 Citizenship Education teachers in Surabaya. The data analysis technique used is descriptive statistical techniques with percentage techniques.

The results of this study indicate there are five teacher strategies in implementing multicultural education, namely: (1) Multicultural Education must be carried out in Learning; (2) Teaching Materials and Learning Media as a means of understanding multicultural concepts; (3) Student Worksheets (LKPD) as a medium for implementing multicultural attitudes, and; (4) The discussion method is a means of assessing students' competence about multicultural attitudes. Finally this paper concludes that the most appropriate implementation of multicultural education is through learning. Therefore it is suggested that increasing teacher competency in integrating multicultural values in learning becomes an important dimension.

Keywords— *Teacher Strategy, Multicultural Education, Citizenship Education, Surabaya*

I. INTRODUCTION

Each country has a historical context of national identity that is "unique" and different [1]. In the midst of increasing racial, ethnic and cultural diversity, the concept of national identity remains. Each country has different characteristics about their identity. National identity can be sourced from religion [2], culture [2], language [3]–[5] and even self-esteem [6].

In the context of the United Kingdom, self-esteem is a measure of national identity [7]. The community will feel part of Britain when treated with respect and tolerance. In contrast to Scotland, which places measures of national identity between ethnic and minorities [8]. His search shows that residence is the key to being "Scottish", and ancestors (ethno-religious background) are also markers of national identity. Meaning that Scottish national identity in minority groups is relative, that is, some identify themselves as Pakistani Muslims, become Scottish or assume British people.

In Australia race, ethnicity and culture are the roots of identity, therefore white race (dominant) and Anglo-Australian culture are considered synonymous with Australians [9]. It is different from the United States which experiences an expansion of perceptions about "American" identity. In general, white (dominant) societies are more associated with "American" identities than ethnic minority groups [10]. However, when identity is expanded and correlated with gender identity, men and masculine will be considered more American, compared to women and feminists [11]. In Ireland the pride of Catholic national identity refers to a series of cultural traditions that absorb "grandeur". A cultural heritage has become a source of national pride for Catholics is linguistic heritage, mythology, traditional music and dance, Gaelic and Tricolor sports [12]. Likewise, studies conducted [12] in Wales show that some children aged nine to ten are able to describe their national identity clearly and broadly. They are able to rationalize national identity originating from their family, place of birth and place of residence. A student, for example, claims to be Japanese even though he does not reflect his national identity because his parents are Japanese, he was born in Japan and has not been in Wales for a long time.

Research in Sri Lanka [13] explores how national identity influences individual negotiations on expectations of ideal workers. The findings show that national identity tributes to the ideal worker's expectations, namely avoiding work demands such as long hours or encouraging subversion of ideal worker's expectations. In addition, national identity also

encourages the fulfillment of ideal employee expectations to become "Sri Lanka", which is working hard for the advancement of the organization and advancing to oppose conventional expectations. In another study it was mentioned that national identity can be fostered through groups [13]. Sharing experiences with groups can strengthen the identity of being "Dutch" which then motivates to visit a Dutch historical symbol site such as the Airbone Museum. Visiting museums is part of the process to improve social identity and collective self-esteem. Every nation-state has an effort to develop national identity. Russia, for example, carries out promotions through state-controlled media. However, there are challenges in that effort namely the fundamental weaknesses of Russian identity, the inherent tension between the state-supported and feared identities, and the reaction of a growing number of non-Russian nationalities to every ethnic Russian identity [13]. The crisis of relations and the Russian-Ukrainian war is also suspected to be a cause of deviations in the national identity of the legacy of Soviet leader Joseph Stalin. This is marked by the emergence of de-stalinization which continues to the de-communization spearheaded by Ukrainian Emigrants [14].

Research [15] traces how Scottish Chinese children face challenges building their identities. Scottish Chinese children (children born and living in Scotland with Chinese parents) have judgments about their identities that change with age. The strength of national identity is valued in the context of (Chinese) cultural identity which is stronger in 8-year-olds than in 14-year-olds. In contrast to Scotland, in Korea state conflict is a challenge in building national identity [16]. South Korea's attitude towards North Korean defectors and their opinion about relations between the two Koreas is a barrier, the higher the ethnic identity will tend to have a negative attitude towards North Korean migrants. The belief in "one nation, two nations" actually gave rise to the perception of North Korea as an outside nation. As a result, the definition of South Korea's national identity has become more exclusive [17].

Some of the challenges faced in building a national identity must be resolved, including through art and education. At its inception, the United States was challenged in building credibility and legitimacy. The US needed the support and trust of the people in the new political system. Art was chosen as a form of communication which has the capacity to reflect social contexts, describe certain events and provide visual links with words that are easy to remember, lasting and interesting. Art with symbolic meanings has helped change abstract political concepts to be more concrete. It is through art that a foundation for secular national identity and civil religion is laid [18]. National identity can be constructed broadly and accommodate diverse personal identities. This can be done through educational curriculum policies [19]. The broader education system needs to develop a more formal curriculum structure, which guides teachers in developing awareness of the importance of national identity [13]. The education system has the potential to represent the most effective agents of social change with the capacity to bridge ethnic divisions in conflict-affected countries. Regardless of potential, education has the role of teaching national identity through policy [24].

Applying ideological content in the educational process through the school curriculum will be a source of implicit social ideas and will be a platform of ideological action, a means of instilling ideological doctrines in this case the values of national identity [21]. For example, the Chinese government, for example, has long made efforts to establish an identity with a collective memory based on traditional culture. China

provides traditional Chinese cultural education (TCC) to maintain culture and build national identity character [22]. Challenges in building national identity are faced by countries characterized by very high diversity, significant socioeconomic losses, high youth populations and waves large refugees and migrants (Harris, Johnson, Young, & Edwards, 2011). Internal problems such as the weakening of the spirit of nationalism and the fading of regional cultural values also trigger SARA conflicts, injustice and national identity crisis [23]. Therefore multicultural education becomes urgent to be held.

Multicultural education identifies a set of principles, values, and practices that can be realized in all professional arenas [24]. The aim is to promote social justice [25] and provide equal education for everyone. This education is needed for people of various cultures to live with equal rights and for society to become a more just and democratic land for people from all walks of life [26]. The significance of multicultural education is as a means of solving conflict problems and strengthening students' understanding of their culture [23]. In praxis, effective multicultural education must inspire student awareness to critically reflect on their privileged social position (marginalized) and commit to educational justice [27].

In teaching and learning activities or the learning process, the teacher is a vital element. Teachers not only play a role in developing student knowledge [4], but teachers have many roles in school. According to Usman, in Sauri's writing (2010) there are seven dominant roles of the teacher, namely 1) as a demonstrator; 2) as a class manager; 3) as a mediator and facilitator; 4) evaluator; 5) role in administration; 6) the teacher's role in personal fashion; and 7) the psychological role of the teacher. In addition, the teacher has an important role in the learning process especially in building positive attitudes during learning, arousing students' curiosity, encouraging independence and accuracy of intellectual logic, and creating conditions for success in learning [28]. Thus the quality of the teacher will greatly affect student achievement in the learning process [2], [3].

The presence of teachers as a critical resource supports the success of multicultural education in schools [29]. The diversity of schools in the United States requires teachers to understand classroom culture and use teaching practices that accommodate students from diverse cultural backgrounds [30]. The teacher is responsible for the organization of the learning environment in the classroom so it must have multiculturalism knowledge. Adequate teacher knowledge about diversity and multiculturalism will be a positive impact for all students and ensure they are raised by embracing peace [31]. An example of the application of multicultural education is in Thailand. A country that has diverse cultures - Muslims, Buddhist, Burmese, Cambodian and Thai. From multicultural policy studies conducted [32], it shows that educational policies provide opportunities for migrant students to access education. The Ministry of Education provides scope for schools to implement their own regulations that reflect student culture. The curriculum also implements a bilingual education program so that students are able to live in harmony with people who speak different cultures. Similar things occur in Sweden, teaching about critical thinking multiculturalism as measured by religion / culture and xenophobia / racism influence attitudes. The results show that with the support of certified teachers being able to suppress the anti-migrant attitudes students have [33].

Multicultural education should be implemented under citizenship education [34] which develops attitudes towards

cultural diversity. Citizenship is built as a matter of learning and motivates young people in schools to reflect on their skills and competencies. In practice, citizenship education follows the traditional conception of citizens and develops democratic attitudes [35]. The positive contributions made are the effects on student citizenship in social tasks that they must fulfill in daily life and the effect of attitudes and behaviors that value culture (Geboers, Geijssel, Admiraal, & Dam, 2013). Citizenship education has a philosophical foundation as a binding force in shaping a multicultural mentality to realize national identity without leaving local wisdom (Arif Prasetyo Wibowo & Wahono, 2017). The role of civic education in efforts to instill multicultural values includes the planting of multicultural values in the preparation of learning plans, the inculcation of multicultural values in the implementation of learning, assessments that rely on attitude assessments (affective), and the role of Civics teachers as role models for students to instilling multicultural values that are implemented through classroom learning (Jiyanto & Efendi, 2016).

Previous research has addressed the urgency of multicultural education in schools has been written by several experts, education (Hung, 2017), art (Howard & Hoffman, 2013), and culture. Some discussed multicultural education through Civics subjects (Arif Prasetyo Wibowo & Wahono, 2017; Chang et al., 2018; Jiyanto & Efendi, 2016; Nakaya, 2018; Wulandari, 2012). As well as the importance of the teacher's role in achieving success in multicultural education (Sealy, 2018; Tombuloglu et al., 2016). Departing from this background, researchers conducted an exploration of teacher strategies in instilling multicultural education in their students.

II. METHOD

This research uses exploration design. The substance studied is the construction of teaching strategies in the implementation of effective multicultural education. This research was conducted in Surabaya. The sample of this study was 30 Pancasila and Citizenship Education Subject Teachers who were members of the Pancasila and Civics Education Subject Teacher's Meeting. There are five indicators examined, namely: (1) The Urgency of Multicultural Education in Learning; (2) Teaching Materials and Learning Media as a means of understanding the concept of multiculturalism; (3) Student Worksheets (LKPD) as a medium for implementing multiculturalism, and; (4) Discussion method is a means of assessing students' competence about multicultural attitudes. The data collection techniques and tools used are questionnaires. The data analysis technique used is descriptive statistical techniques with percentage techniques.

III. RESULT AND DISCUSSION

Multicultural education is important to be instilled in the young generation in order to understand the context of the diversity of tribes, religions, races and cultures of Indonesia. The significance of multicultural education is as a means of solving social conflict problems and so students can play a role and be critical in responding to this diversity. In this research, multicultural education is tried to be integrated in Civics learning. In order for the multicultural education to be successful, a teacher's role is needed.

There are various roles of the teacher in learning, namely as a communicator, friends who can provide advice, motivators as inspiration, encouragement, mentors in the development of attitudes and behavior and values, and people who master the

material being taught. Therefore the teacher has a strategic role in learning.

The role of the teacher in learning is vital, as well as in instilling multicultural education in schools. This research explores information related to teacher construction on strategies for implementing multicultural education in schools. Following the Construction of Teaching Strategies on the Implementation Strategy of Multicultural Education in Schools, can be seen in the following table.

Table 1.

Teacher Construction on Strategies for Implementing Multicultural Education in Schools

No	Indicator	Scale%				
		1	2	3	4	5
The urgency of multicultural education in learning						
1.	Education is the most appropriate tool in increasing multicultural understanding				3 (10%)	27 (90%)
2.	Multicultural education must be integrated in intracurricular learning				2 (7%)	28 (93%)
3.	Intracurricular learning can improve students' understanding of knowledge, attitudes and skills about multicultural				5 (17%)	25 (83%)
4.	Integration is carried out throughout the learning process					30 (100%)
5.	Learning is able to shape students' tolerance attitude about multiculturalism				3 (10%)	27 (90%)
Teaching Materials and Learning Media as a means of understanding the concept of multiculturalism						
1.	Understanding of multicultural concepts must be clearly integrated in subject matter				2 (7%)	28 (93%)
2.	The teacher in arranging subject matter must give examples of the dangers of division due to intolerance between ethnic groups				4 (13%)	26 (87%)
3.	Teaching material that is compiled must be				4 (13%)	26 (87%)

	supplemented with examples of multicultural content substance cases				
4.	The learning media used must be able to strengthen understanding of multicultural concepts			4 (13%)	25 (87%)
5.	Media Film about riots, better able to describe the multicultural danger			3 (10%)	27 (90%)
Student Worksheet (LKPD) as a medium for implementing multiculturalism attitudes					
1.	Student worksheets should contain case examples that illustrate the importance of multiculturalism			4 (13%)	26 (87%)
2.	Student worksheets must be able to express student tolerance		2 (7%)	4 (13,3%)	24 (80%)
3.	Student worksheets should be analytical about a variety of multicultural cases		1 (3%)	6 (20%)	23 (77%)
4.	Student worksheets must contain various ethnic characteristics that exist in Indonesia		1 (3%)	3 (10%)	25 (87%)
5.	Student worksheets must be able to convince multiculturalism as a force that will strengthen national identity			4 (13%)	26 (87%)
Discussion in class, as a means of assessing students' competencies about multicultural attitudes					
1.	The discussion method can be chosen as one of the right methods to instill multiculturalism in students			5 (17%)	25 (83%)
2.	The discussion method is able to show students' attitudes about multiculturalism			5 (17%)	25 (83%)
3.	Through discussion can be seen how students'			4 (13%)	26 (87%)

	understanding of multiculturalism				
4.	The discussion method is able to show students' understanding of the concepts, attitudes and skills of students about multicultural			3 (10%)	27 (90%)
5.	The discussion method is able to function early in monitoring the attitude of students who are intolerant			4 (13%)	26 (87%)
Total Rating Scores					

Information :

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

From table 1.1. ¹²ve can be explained that there are five teacher strategies in implementing multicultural education:

a. The Urgency of Multicultural Education in Learning

Multicultural education is important for the Indonesian people because it has a high diversity of ethnicities, religions, races and languages. According to Civics teachers in Surabaya, education is the most appropriate means of increasing multicultural understanding, as evidenced by 90% of them giving arguments about it. According to them the first strategy that can be done is to integrate multicultural education in intracurricular learning, 93% of teachers say this. Of the 93%, 83% mentioned that intracurricular learning would be able to improve students' understanding of knowledge, attitudes and skills about multiculturalism.

The most appropriate integration of multicultural education is carried out in the whole learning process. Through learning and teaching and learning activities the aim of forming an attitude of tolerance and multiculturalism can be achieved. This was revealed by 90% of Civics teachers who were given a questionnaire.

b. Teaching Materials and Learning Media as a means of understanding the concept of multiculturalism

Teaching materials and learning media have an important role in the learning process. Teaching materials can serve as a guide for teachers and students in the learning process, as well as the substance of the competencies that will be achieved in the learning process. Besides teaching materials also function as an evaluation tool for student learning outcomes. While learning media is a complement to learning / aids to achieve lesson objectives. In the implementation of multicultural education, teaching materials and learning media can be used as a means of understanding the concept of multiculturalism.

Based on Civics teacher responses, 93% mentioned that understanding multicultural concepts must be clearly integrated into the subject matter. The most appropriate method according to them is the way the teacher arranges the subject matter must provide an example of the danger of disunity due to intolerance between ethnic groups in a nation (87%). In addition, the instructional materials prepared must also be supplemented by examples of multicultural content substance cases (87%). In order for students to better understand the concept of multiculturalism, the learning media used must also be able to strengthen the understanding of concepts (87%). Examples of the intended media are film media about riots (90%) with arguments better able to illustrate the multicultural danger.

c. Student Worksheet (LKPD) as a medium for implementing multiculturalism attitudes

Student Worksheet (LKPD) is a guide used by students in learning. In the LKPD there are learning steps that will guide students to the desired competencies. In the implementation of multiculturalism education, LKPD subject to Civic Education prepared by teachers can be used as a medium for implementing multicultural attitudes.

From the questionnaire given, data was obtained about the implementation of multicultural education in Civics subjects, so that in accordance with the objectives, an LKPD was needed which contained a multicultural understanding. The LKPD must meet the following requirements: 1) it must contain case examples that illustrate the importance of multiculturalism (87%); 2) must be able to express the attitude of student tolerance (80%); 3) must be an analysis of various multicultural cases (77%); 4) must contain various ethnic characteristics that exist in Indonesia (87%); and 5) it must be able to convince that multiculturalism is a force that will strengthen the nation's identity (87%).

From LKPD compiled by Civics teachers, some are still hesitant to require LKPD which is an analysis of multicultural cases as an instrument that supports the implementation of multicultural education. This is because compiling an analysis of LKPD is not easy. Besides arranging LKPD that is in accordance with students' thinking ability and bringing it to the level of analysis also becomes a difficulty.

d. Conducting discussion in class, as a means of assessing students' competencies about multicultural attitudes

The success of the teaching and learning process is determined by the quality of the teacher, the teaching materials and media used, the supporting LKPD and the learning strategies / methods used by the teacher to achieve the specified competencies. The method of learning becomes one of the determinants of the success of the teaching and learning process as well. In the implementation of multicultural education, the implementation of the method of discussion in class is seen as the most appropriate means for assessing students' competence about multicultural attitudes. 83% of teachers strongly agree that the discussion method can be chosen as one of the right methods to instill multiculturalism to students.

The question is why the chosen discussion method can be answered with the argumentation of 83% of teachers stating 1) the discussion method is able to show students' attitudes about multiculturalism (83%); 2) through the discussion method is able to show students' attitudes about multiculturalism (87%); 3) the discussion method is able to show students' understanding of concepts, attitudes and skills of students about multiculturalism; and 4) the discussion method is able to function early in monitoring the attitude of students who are intolerant (87%).

20

IV. CONCLUSION

Based on the results of the study it can be concluded: first, multicultural education is important to be implemented in schools as a means to increase students' understanding of the conditions of the diversity of the Indonesian nation and to foster mutual respect. Second, the role of the teacher is very vital in implementing multicultural education in learning, therefore teachers have the responsibility to increase their capacity and maximize their role. Third, the success of the teaching and learning process is determined by qualified teachers, teachers have the responsibility to prepare teaching and learning activities in class. Teacher intelligence is needed in choosing teaching materials, learning media, LKPD and appropriate learning methods so that student competencies are achieved.

ACKNOWLEDGMENT

Acknowledgments are conveyed to the Directorate of Research and Community Service Directorate General of Research and Technology Strengthening Ministry of Research, Technology and Higher Education, which has funded this research through DIPA Directorate General of Research and Development Strengthening Ministry of Research, Technology and Higher Education Number SP DIPA-042.01.2.400918 / 2019, December 5, 2018.

REFERENCES

- [1] S. E. Ha and S. J. Jang, "Immigration, threat perception, and national identity: Evidence from South Korea," *Int. J. Intercult. Relations*, vol. 44, pp. 53–62, 2015.
- [2] R. Bilali, Y. Iqbal, and A. B. Çelik, "The role of national identity, religious identity, and intergroup contact on social distance across multiple social divides in Turkey," *Int. J. Intercult. Relations*, vol. 65, no. March, pp. 73–85, 2018.
- [3] L. Boser and I. Brühwiler, "Languages, script and national identity: Struggles over linguistic heterogeneity in Switzerland in the nineteenth and twentieth centuries," *Hist. Educ.*, vol. 46, no. 3, pp. 306–323, 2017.
- [4] O. Oktavianus, "Bahasa yang Membentuk Jati Diri dan Karakter Bangsa," *J. Arbitrer*, vol. 1, no. 1, p. 68, 2013.
- [5] M. W. Lee and S. H. G. Ahn, "Relocation in space, language, and identity: Dislocated North Korean undergraduates in South Korean universities," *Lang. Commun.*, vol. 47, pp. 43–52, 2016.
- [6] R. J. Lucas *et al.*, "Measuring and using light in the melanopsin age," *Trends Neurosci.*, vol. 37, no. 1, pp. 1–9, 2014.
- [7] A. Georgiadis and A. Manning, "One nation under a groove? Understanding national identity," *J. Econ. Behav. Organ.*, vol. 93, pp. 166–185, 2013.
- [8] R. Bond, "Multicultural nationalism? National identities among minority groups in Scotland's census," *J. Ethn. Migr. Stud.*, vol. 43, no.

- 7, pp. 1121–1140, 2017.
- [9] J. Walton, N. Priest, E. Kowal, F. White, B. Fox, and Y. Paradies, “Whiteness and national identity: teacher discourses in Australian primary schools,” *Race Ethn. Educ.*, vol. 21, no. 1, pp. 132–147, 2018.
- [10] N. Wanikoo and I. Bloemraad, “Economic Americanness and defensive inclusion: social location and young citizens’ conceptions of national identity,” *J. Ethn. Migr. Stud.*, vol. 44, no. 5, pp. 736–753, 2018.
- [11] L. Van Berkel, L. E. Molina, and S. Mukherjee, “Gender Asymmetry in the Construction of American National Identity,” *Psychol. Women Q.*, vol. 41, no. 3, pp. 352–367, 2017.
- [12] A. Furey, C. Donnelly, J. Hughes, and D. Blaylock, “Interpretations of national identity in post-conflict Northern Ireland: a comparison of different school settings,” *Res. Pap. Educ.*, vol. 32, no. 2, pp. 137–150, 2017.
- [13] C. Croft and W. D. A. Fernando, “The competing influences of national identity on the negotiation of ideal worker expectations: Insights from the Sri Lankan knowledge work industry,” *Hum. Relations*, vol. 71, no. 8, pp. 1096–1119, 2018.
- [14] T. Kuzio, “Stalinism and Russian and Ukrainian national identities,” *Communist Post-Communist Stud.*, vol. 50, no. 4, pp. 289–302, 2017.
- [15] Q. Dai, J. Williams, and E. McGregor, “Am I ‘Chinese’ or ‘Scottish’? children’s perceptions of the adaptive nature of Chinese Scottish children’s dual identities,” *Eur. J. Dev. Psychol.*, vol. 15, no. 2, pp. 224–242, 2018.
- [16] S. E. Ha and S. J. Jang, “National identity in a divided nation: South Koreans’ attitudes toward North Korean defectors and the reunification of two Koreas,” *Int. J. Intercult. Relations*, vol. 55, pp. 109–119, 2016.
- [17] S. E. Ha and S. J. Jang, “National Identity, National Pride, and Happiness: The Case of South Korea,” *Soc. Indic. Res.*, vol. 121, no. 2, pp. 471–482, 2015.
- [18] A. D. Howard and D. R. Hoffman, “A picture is worth a thousand words: Building American national identity through art,” *Perspect. Polit. Sci.*, vol. 42, no. 3, pp. 142–151, 2013.
- [19] C. Y. Hung, “The reformulation of national identity in the new Taiwanese citizenship curriculum through the lens of curriculum reformers,” *Asia Pacific J. Educ.*, vol. 37, no. 2, pp. 205–218, 2017.
- [20] C. C. Walton, R. J. Keegan, M. Martín, and H. Hallock, “The potential role for cognitive training in sport: More research needed,” *Front. Psychol.*, vol. 9, no. JUL, pp. 1–7, 2018.
- [21] S. Dobrocká and E. Szórádová, “School curriculum as a means of shaping national identity: music education in the Slovak region of Czechoslovakia in the interwar period (1918–1939),” *Pedagog. Cult. Soc.*, vol. 26, no. 2, pp. 165–179, 2018.
- [22] S. Xu, “Cultivating national identity with traditional culture: China’s experiences and paradoxes,” *Discourse*, vol. 39, no. 4, pp. 615–628, 2018.
- [23] S. W. Danoebroto, “Model Pembelajaran Matematika Berbasis Pendidikan Multikultural,” *J. Pembang. Pendidik. Fondasi dan Apl.*, vol. 1, no. 1, 2013.
- [24] P. Shannon-Baker, “A multicultural education praxis: Integrating past and present, living theories, and practice,” *Int. J. Multicult. Educ.*, vol. 20, no. 1, pp. 48–66, 2018.
- [25] H. Cho, “Navigating the meanings of social justice, teaching for social justice, and multicultural education,” *Int. J. Multicult. Educ.*, vol. 19, no. 2, pp. 1–19, 2017.
- [26] A. AKINLAR and S. DOGAN, “Investigating Multicultural Education Phenomena in Minority and Public High Schools in Turkey: A multiple case study,” *Eurasian J. Educ. Res.*, vol. 17, no. 71, pp. 1–20, 2017.
- [27] H. Chang, S. Y. Pak, and C. Sleeter, “Multicultural education: Using our past to build our future,” *Int. J. Multicult. Educ.*, vol. 20, no. 1, pp. 1–4, 2018.
- [28] A. Wise and S. Velayutham, “Conviviality in everyday multiculturalism: Some brief comparisons between Singapore and Sydney,” *Eur. J. Cult. Stud.*, vol. 17, no. 4, pp. 406–430, 2014.
- [29] T. Sealy, “Multiculturalism, interculturalism, ‘multiculture’ and super-diversity: Of zombies, shadows and other ways of being,” *Ethnicities*, vol. 18, no. 5, pp. 692–716, 2018.
- [30] E. Aragona-Young and B. E. Sawyer, “Elementary teachers’ beliefs about multicultural education practices,” *Teach. Teach. Theory Pract.*, vol. 24, no. 5, pp. 465–486, 2018.
- [31] B. Tonbuloglu, D. Aslan, and H. Aydin, “Teachers’ awareness of multicultural education and diversity in school settings,” *Egit. Arastirmalari - Eurasian J. Educ. Res.*, no. 64, pp. 1–28, 2016.
- [32] T. Arphattananon, “Multicultural education in Thailand,” *Intercult. Educ.*, vol. 29, no. 2, pp. 149–162, 2018.
- [33] M. Hjerm, I. Johansson Sevä, and L. Werner, “How critical thinking, multicultural education and teacher qualification affect anti-immigrant attitudes,” *Int. Stud. Sociol. Educ.*, vol. 27, no. 1, pp. 42–59, 2018.
- [34] A. Nakaya, “Overcoming ethnic conflict through multicultural education: The case of West Kalimantan, Indonesia,” *Int. J. Multicult. Educ.*, vol. 20, no. 1, pp. 118–137, 2018.
- [35] V. Boontinand and S. Petchamesree, “Civic/citizenship learning and the challenges for democracy in Thailand,” *Educ. Cüzsh. Soc. Justice*, vol. 13, no. 1, pp. 36–50, 2018.

From Multicultural Towards National Identity: Teacher Construction on Strategies for Implementing Multicultural Education in Schools

ORIGINALITY REPORT

12%

SIMILARITY INDEX

7%

INTERNET SOURCES

9%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

- 1** Submitted to University of Newcastle upon Tyne 1%
Student Paper
- 2** Indriana Rahmawati, Abdul Basith. "The Implementation of Multicultural Education on the 2013 Curriculum at YPPSB Elementary School East Kutai", *Tarbiyah : Jurnal Ilmiah Kependidikan*, 2020 1%
Publication
- 3** Submitted to Universitas Negeri Manado 1%
Student Paper
- 4** [medcraveonline.com](https://www.medcraveonline.com) 1%
Internet Source
- 5** [works.bepress.com](https://www.works.bepress.com) 1%
Internet Source
- 6** Jessica Walton, Naomi Priest, Emma Kowal, Fiona White, Brandi Fox, Yin Paradies. "Whiteness and national identity: teacher

discourses in Australian primary schools", *Race Ethnicity and Education*, 2016

Publication

7 Sarmini, Totok Suyanto, Ulin Nadiroh. "Analysis of teaching materials of civic education is characterized by the value of character in building an anti-corruption culture", *Journal of Physics: Conference Series*, 2018 1%

Publication

8 docplayer.net 1%

Internet Source

9 Sarmini Sarmini, Anna Lutfaidah, Ajeng Eka Prastuti. "Space and Culture of Exclusive Gigolo Experience in Surabaya", *Society*, 2020 1%

Publication

10 Basuki Rahmat, Minto Waluyo, Tuhu Agung Rachmanto, Mohamad Irwan Afandi, Helmy Widyantara, Harianto. "Video-based Tancho Koi Fish Tracking System Using CSK, DFT, and LOT", *Journal of Physics: Conference Series*, 2020 <1%

Publication

11 Charlotte Croft, Weerahannadige Dulini Anuvinda Fernando. "The competing influences of national identity on the negotiation of ideal worker expectations: Insights from the Sri Lankan knowledge work industry", *Human* <1%

Relations, 2017

Publication

12

Emily Aragona-Young, Brook E. Sawyer.
"Elementary teachers' beliefs about multicultural
education practices", Teachers and Teaching,
2018

Publication

<1%

13

uir.ulster.ac.uk

Internet Source

<1%

14

Andrea Furey, Caitlin Donnelly, Joanne Hughes,
Danielle Blaylock. "Interpretations of national
identity in post-conflict Northern Ireland: a
comparison of different school settings",
Research Papers in Education, 2016

Publication

<1%

15

Sarmini, Warsono. "The role of education in the
culture of four pillar poverty to establish the
nationalism of young generation", Journal of
Physics: Conference Series, 2018

Publication

<1%

16

www.frontiersin.org

Internet Source

<1%

17

www.oatext.com

Internet Source

<1%

18

Submitted to Higher Ed Holdings

Student Paper

<1%

19	Qian Dai, Joanne Williams, Evelyn McGregor. "Am I 'Chinese' or 'Scottish'? children's perceptions of the adaptive nature of Chinese Scottish children's dual identities", European Journal of Developmental Psychology, 2017 Publication	<1%
20	aicosh.uin-suka.ac.id Internet Source	<1%
21	www.academypublication.com Internet Source	<1%
22	www.hrpub.org Internet Source	<1%
23	journal.ummat.ac.id Internet Source	<1%
24	SU Putri, J Jumiatus, N Wihartiningsih. "Identification Secondary Metabolite of Weed as Organic Pesticide on Tomato", IOP Conference Series: Earth and Environmental Science, 2020 Publication	<1%
25	ijme-journal.org Internet Source	<1%
26	www.thefreelibrary.com Internet Source	<1%
27	eric.ed.gov Internet Source	<1%

28

Mikael Hjerm, Ingemar Johansson Sevä, Lena Werner. "How critical thinking, multicultural education and teacher qualification affect anti-immigrant attitudes", *International Studies in Sociology of Education*, 2018

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On