Application of Multicultural Education in Forming Characters of Classics Classification V Basic School 7 Metro Lampung Center

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Abstract

Application of multicultural education is in shaping the character of learners by describing the findings. The qualitative research approach aims to reveal the existing data in the field by describing and interpreting events real in the field. Character education on the attitude and behavior of learners in terms of character education, to be able to form a good character in learners, In the context of education, character education is a conscious effort made to form learners into positive and character personality in accordance with the standards of competence graduation. The type of research used in this study is qualitative research. term This is considered suitable because it is natural and requires integrity in accordance with the research problem is the application of multicultural education in shaping the character of learners in public primary school 7 Metro Center Lampung. This research was conducted on the students of class V of public primary school 7 Metro Center Lampung. This is based on the consideration that public primary schools 7 Metro Center Lampung has many learners and one of the primary schools that excel in the area of Metro Center Lampung. In addition, public primary schools 7 Metro Center Lampung have good quality, consistent in maintaining the quality of education so that the primary school 7 Metro Central Lampung.

Keywords: Application, Multicultural, Ethics.

1. Introduction

The process of applying multicultural education in values becomes very *urgent* in shaping the stronger character of learners. The process becomes more effective when implemented in individuals from an early age. Similarly in the educational unit, that the inculcation of character values in elementary education units such as in elementary schools is absolutely necessary as the foundation of the character of learners in the future. This strongly supports the goal of primary school education in laying the foundations of intelligence, intellectual, social, emotional, and spiritual in order to prepare learners to follow education at a further level.

The educational environment is a system consisting of many key factors and variables, such as school culture, school policy, politics, and the formalization of the curriculum and field of study. In the event of change, the changes focus on creating and maintaining the school environment in an effective multicultural environment. The main goal of multicultural education is to change the learning and learning approach toward giving equal opportunity to every child. So nothing is sacrificed for the

sake of unity. Learners implanted lateral thinking, diversity, and uniqueness is appreciated. This means that there should be changes in attitudes, behaviors, and values especially the school's academic effectiveness.

Building a multicultural democracy requires a national education system that can build such a society. This means that the national education system should refer and apply the process to realize that goal. In present day Indonesia has had quite a lot of efforts that have been formulated and tried to realize these ideals. Its embodiment has been supported by the recognition of the existence of pluralist society and nation of Indonesia and the recognition of regional autonomy, a new experience that needs to be scrutinized and perfected continuously.

Based on the national policy of nation character development in Indonesia it shows that one of the strategies used to build the nation's character is through education. Its own scope of application includes integration in every classroom teaching activity, daily life habits in education units, integration into school's extracurricular activities, and the adoption of daily living habits at home and in communities similar to those in education units.

Various alternative solutions to the nation's character problems are proposed as solutive and preventive efforts

to overcome the nation's character problems. One of the many discussed studies related to overcoming the nation's character problems is character education. Education is considered as a preventive alternative to address the cultural and character issues of the nation because education is able to develop the quality of the nation's generation in various aspects, therefore, education has a vital role in the character formation of the nation.

Preparation of multicultural education in shaping the character of learners has been carried out in the V class of public primary school 7 Metro Center Lampung. Based on results *research* indicate that in public primary schools 7 Metro Center Lampung seeks to develop character education through habituation activities for all learners in the school environment. Habituation is intended to instill sense of responsibility for togetherness and understand the social meaning. In addition, there are still some implementations in the planting of character values in culture that need to be explored more deeply by researchers.

2. Theoretical

Implementation of education multicultural in activity public elementary schools 7 Metro Center Lampung

Education Multicultural an educational process whose purpose is to provide an understanding to the students understand the diversity of learners of different backgrounds social status, culture, economics, etc. , then should be developed similar views in teaching and learning activities. Multicultural education should be viewed as *an ongoing process*, and not as something that can be achieved immediately. The main goal of Multicultural Education is to improve the overall performance.

Multicultural education has several interrelated dimensions: First, *Content Integration*, which integrates cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects or disciplines. Second is *the knowledge construction process*, which takes students to understand the cultural implications into a subject (discipline). Third *an equity pedagogy*, that is to adjust the teaching method by learning the learners in order to facilitate students' academic achievement that varies in terms of race, culture, or social. Fourth, *prejudice reduction,* which identifies racial characteristics of students and determines their teaching methods. Then, train groups to participate in sports activities, interact with all different ethnic and racial staff and students in an effort to create a tolerant and inclusive academic culture.

Multicultural education is education in which to provide values that nurture learners to coexist with the diversity in it. The educational process is an activity in order to shape human behavior with the prevailing value. Multicultural education is as an effort in facing the condition of learners diverse both in terms of ethnicity, religion, and culture. Multicultural education has several dimensions that are interconnected with one another, namely:

a. *Content Integration*, which integrates various cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects or disciplines.
b. *The knowledge construction process*, which takes students to understand the cultural implications into a subject (discipline).
c. *An equity pedagogy*, ie adjusting teaching methods by means of learner learning in order to facilitate student academic achievement that is diverse in terms of race, culture, or social.
d. *Prejudice reduction,* which identifies racial characteristics of students and determines their teaching methods. Then, train groups to participate in sports activities, interact with all different ethnic and racial staff and students in an effort to create a tolerant and inclusive academic culture.

Implementation of the value of character in the application in public primary school 7 Metro Lampung Center

Tomas Licona explained Character education based on the attitude and behavior of learners in terms of character education, to be able to form a good character in the students, the school should develop three important aspects morale knowing, moral feeling, and moral action. Education in primary school is the first formal education level that will determine the direction of the potential development of learners. Therefore, in elementary schools need to develop the character of student discipline optimally so that there is hope in the next level students already have a strong provision of discipline behavior. Given the importance of character education of discipline in elementary school, it is necessary to make various school policies that can support the success of character education discipline optimally.

In accordance with the vision of the school to Create a Quality School Based on Faith And Taqwa, Applying Education For All, Insightful And Care For A Clean And Healthy Environment, noble character education conducted in schools also contains the implementation of multicultural education because it teaches multicultural values such as respect and respect differences and fairness, and care for each other.

Table 1 List of Tables for Implementation of Character Building in Schools of Public Elementary Schools 7 Metro Lampung Center

No	Aspect	Description
1	Planning	Character education planning in school culture among which is conducted a context analysis of the conditions and potential schools to establish the values of character developed that is the value of responsibility, the value of discipline, the value of cooperation, the value of mutual respect
2	Implementation	Implementation of character education in school culture can be understood from the layers of values and beliefs and layers of artifacts: 1. Responsibility, learners buy food in the canteen honestly and pay in accordance with what is taken 2. Nil ai discipline, that is through the program of habitually disciplined dressing of learners, shaking hands with the teacher, following the flag ceremony, and sanctions of violations of discipline are violated. 3. The value of collaboration to do clean school clean together that done on every morning before the learning is done. 4. Value Mutual respect appreciates teacher by kissing teacher's hand every morning while entering class, singing unsung hero song every morning in class 5. Care Value, respecting learners of different cultures in school environment by not discriminating other cultures 6. Tolerance Value is prohibited bully in school and provide students with understanding that bully is not good
3	Evaluation	Character education evaluation in school culture is done through the monitoring stages by the principal and the teacher's joint evaluation at the end of each semester. Evaluation aspects include program planning, completeness of supporting facilities, implementation process, target achievement and comparison of conditions

Vision and Mission need to be understood by all school residents so that all school residents and all *stakeholders* related have high commitment to realize and achieve the vision together. Without understanding, commitment, and support the implementation of the Vision is not just the writing that plastered the school, the practice of character education is good in application in school, this research can happen because its vision is arranged together between head of educational unit, with educator and educator, old and *stakeholders* related so that the application in learning is well processed, character education well Based on this analysis can be derived a proposition that "The vision is collated, socialized, built a commitment together to obey it can trigger in spurring the implementation of character education very well. The development of values of character education in school cultures includes activities by principals, teachers, counselors, administrative staff when communicating with learners and using school facilities

Based on observation, documentation and interviews, self-programmed development conducted in public primary schools Metro Lampung Center which integrates multicultural education is guidance counseling and extracurricular activities. This is in accordance with the activities and strategies undertaken in the formation of character or personality that is carried out in the activities of guidance and counseling, as well as leadership exercises and organize in extracurricular scout activities

*Integrate the value of character values in learning In Class V public primary school 7 Metro Center Lampung*

Thomas Lickona, Character is developed through the stages of knowledge *(knowing),* implementation *(acting),* and custom*(habit).*Character is not limited to knowledge A person who has good knowledge may not be able to act in accordance with his knowledge, if not trained (become a habit) to do good. Characters also extend to areas of emotion and habit. Thus required three *components of good character (components of good character)* that is moral knowing (moral knowledge), moral *feeling* or feelings (strengthening emotions) about moral, and moral action or ethical action. It is necessary that learners and / or members of the school involved in the education system can understand, feel, live, and practice the value of virtue.

Based on the educational condition of the characters its is found in the school in creating a culture of shame breaking the order in public primary school 7 Metro Center Lampung shows that the role of all parties support in the system that has been established. Based on the rules established at the school are established through a system in which school principals, teachers, and employees have a role to familiarize learners to be unusual or ashamed to violate the rules. Cultural habituation in some learners can affect other students not to violate the rules or follow other school programs. These conditions and the position of each school citizen in shaping the character of learners to be more able to take full responsibility for the actions that needs learners do.

Based on the chart below, it can be understood that character education in grade V of elementary school 7 Metro Lampung Center hold fast to the value of the character found in the school, and school vision and mission to be achieved. Through these two things, four main character values are developed to form a characteristic multicultural school. Four character values are

a. Developing potential of heart, conscience or affective learners as human beings and citizens who have cultural values and character of the nation.
b. Developing the habits and behaviors of learners are commendable and in line with the universal values and cultural traditions of religious nations.
c. Embedding the soul of leadership and responsibility of learners as the next generation of nation.
d. Develop the ability of learners to be human self-reliant, creative, and insightful nationality.
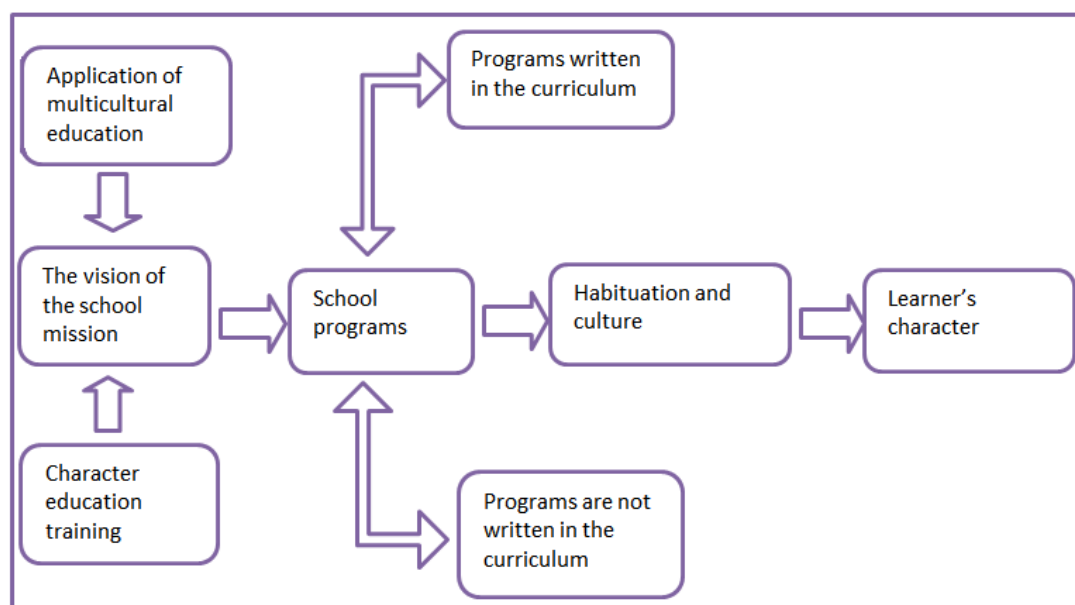
Figure 1 The implementation cycle of Character Education in Schools in Public Elementary Schools 7 Metro Lampung Center

The habituation of learners toward the four main character values that become the focus of character education in public primary schools 7 Metro Center Lampung can be analyzed from the creation of the school character's educational value can be identified from each layer of culture that implicitly able to cultivate the activities of learners in accordance with four values the main character developed in public primary school 7 Metro Center Lampung.

Self-programmed self-development activities by schools that integrate multicultural education can be divided into three activities, which are scheduled routine activities, unscheduled spontaneous activities in special events and exemplars. Routine activities carried out include flag ceremonies every Monday and national holidays, marching in front of the classroom before class, (ten minutes cleaning the school environment), class picket, and praying before and after lessons

3. Method

According to Bog and Taylor, research methodology Qualitative is a research procedure that produces descriptive data in the form of written or oral words of the persons or perpetrators being observed. Data collection techniques used in this study are interviews, observation, and documentation. Interviews are conversations with a specific purpose. The conversation was conducted by two parties, namely the interviewer (interviewer) who asked questions and the interviewer (interviewer) who gave answers to the question. Interviews are used to capture data or information relating to various policies conducted by schools in the implementation of character discipline education. Observations were made to see the implementation of

character discipline education through classroom learning. Documentation is used to obtain data on school rules and lesson plans made by teachers.

Qualitative research is used to enable researchers to examine the process of human activity, and the data obtained will be more complete, profound, and more reliable, so that the formulation of research problems will be answered, while the research objectives are achieved more effectively. Through this qualitative research it will be found data that is the deep understanding, feelings, norms, values, beliefs, habits, attitudes and culture of a person as well as a group of people about everything.

To obtain data that can be accounted scientifically, then in this research examined the validity of data. In this research, the technique of examining the validity of the data used is the triangulation technique, which is the technique of information dissemination obtained from the source so that in the end only valid data is used to achieve the research result.

Miles and Huberman further instruct the general steps in the analysis of qualitative data, namely through the data collection process *(data collection),* the reduction of the data *(data reduction),* presentation of data *(data display)* and the *conclusion* (conclusion) or *verification* (verification). The four-step relationship is interactive.

Conclusion

Vision of school in learning and implementation in public primary school 7 Metro Center of Lampung applying of educational unit compiled together by all *stakeholders* and related school citizen, vision also socialized to all citizens of each educational unit, through socialization make vision is understood by all the major citizens of the school

Multicultural education is education in which to provide values that nurture learners to coexist with the diversity in it. The educational process is an activity in order to shape human behavior with the prevailing value.

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Based on the educational condition of the characters it is found in the school in creating a culture of shame breaking the order in public primary school 7 Metro Center Lampung shows that the role of all parties support in the system that has been established. Based on the rules established at the school are established through a system in which school principals, teachers, and employees have a role to familiarize learners to be unusual or ashamed to violate the rules.

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