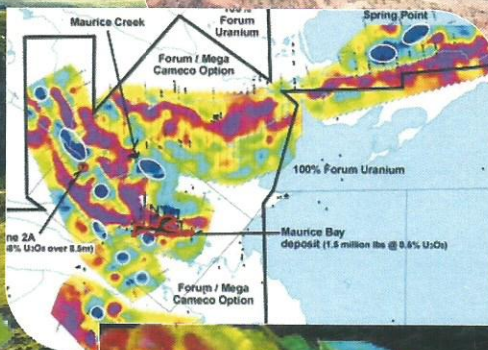
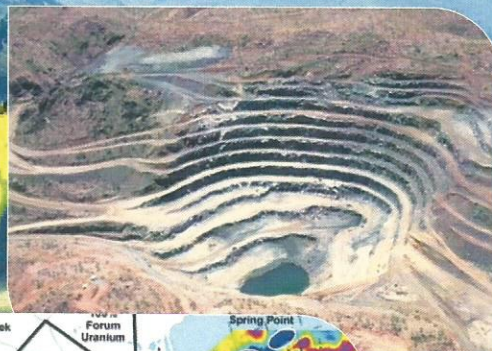
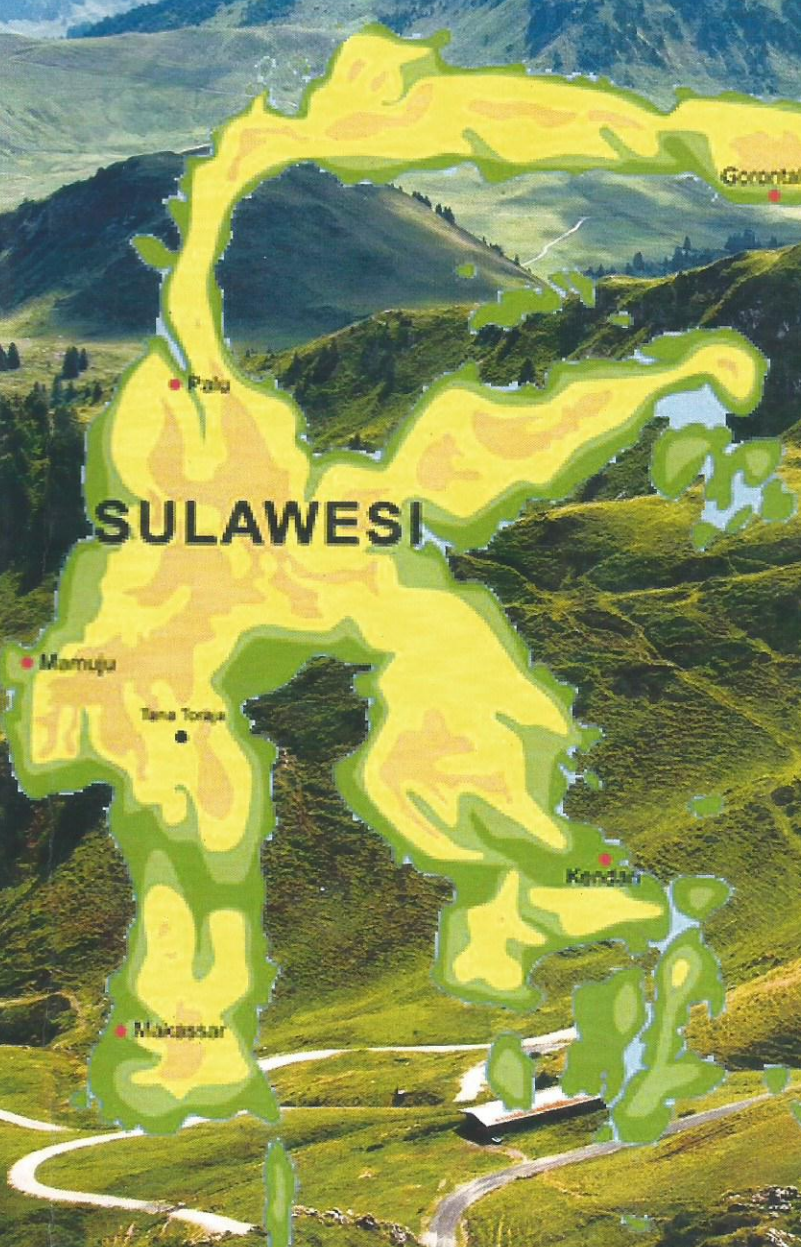
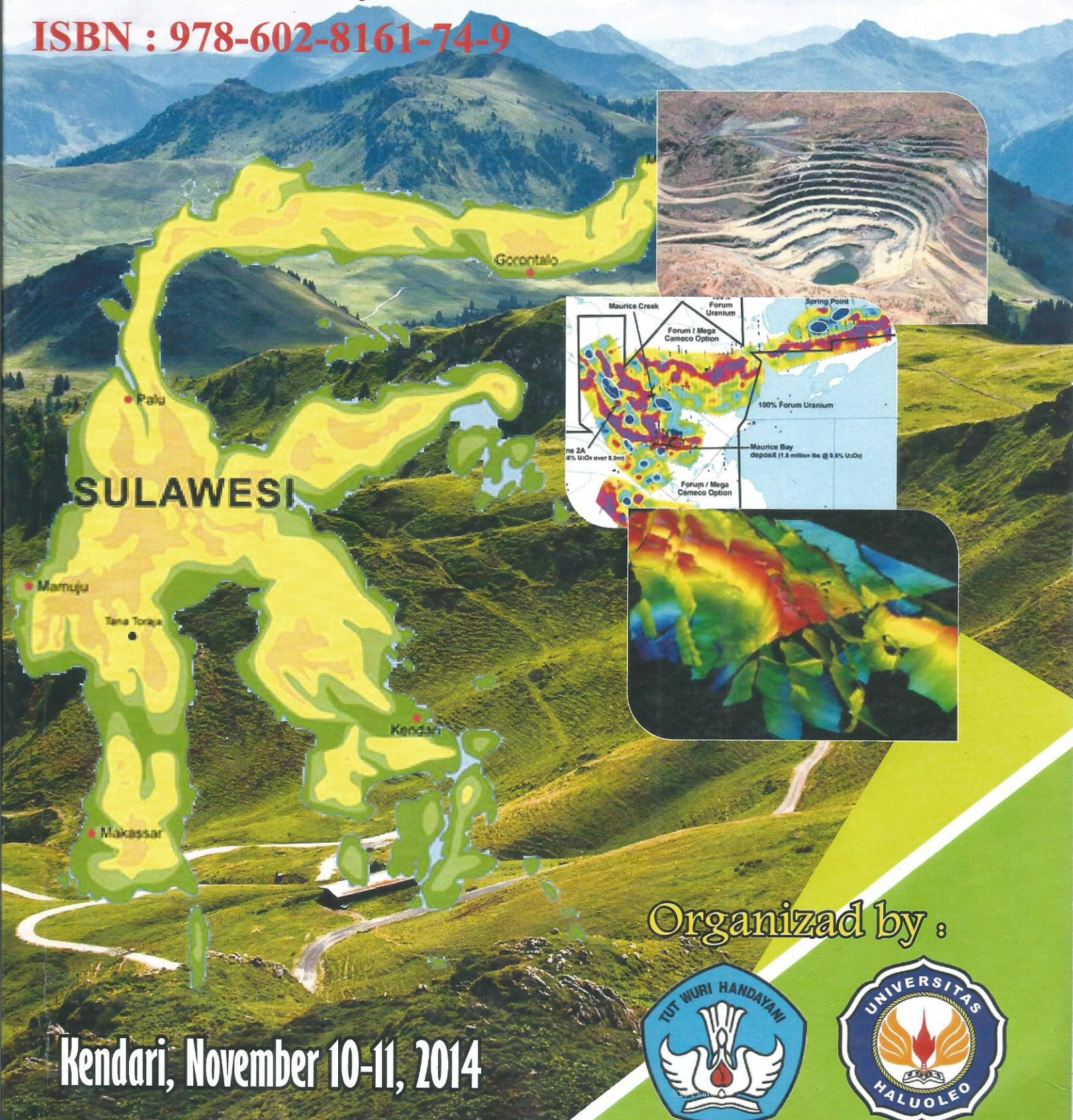


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The Development of Multicultural Learning Model Internalized by Gorontaloese Culture and Environment on Elementary School in the Community Mining Territory in Gorontalo Utara Regency

Masri Kudrat Umar^{a*}, Mohamad Jahja^a, Tirtawaty Abdjul^a and Sukarman
Kamuli^b

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Abstract

This study have shown that the environmental conditions and society in the community mining at North Gorontalo are characterized by (1) mining activity area, (2) coastal area, (3) natural panorama of boundary, (4) historical sites, (5) environmental management of agriculture and mine. The concept of multicultural learning model which internalized by the culture of Gorontaloese and their environments on elementary school located in the community mining territory are generally as follow: (a) conducted in first pre- learning activity, cultural values, (b) conducted in all levels of class, (c) the class beginsearly than usually, (d) good cultural values which are being accustomed including discipline, politeness, corporation, honesty, cleanness, order, responsibility, self-confidence, shame, competitiveness, love, concern (e) cultural and environmental values such as; port, coast, historic site, agriculture, mine, natural border of region, (f) environmental preservation activities such as vegetable plant including chili, tomatoes, eggplant, water melon, corn, and coconut, finally (h) parent and society become a part of person who contributes in the process of learning especially in monitoring and direction to student.

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Keywords: Learning, multicultural, culture, environment, community mining

1. Introduction

The dynamics of life and human needs has accelerated the various systems of human life resulting in fundamental changes. These changes should be directed to create a state that reflects the one togetherness. Education system as one who has a role in the creation of the state is expected to adapt the

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various developments into the process so that the visible contribution. Indeed education is done to meet the expectations of users and parties related stakeholders. Currently felt important preventive efforts build awareness and understanding of the importance of future generations will always uphold the value of justice, democracy, humanity and pluralism in the association in the community who have diverse cultural backgrounds. The problem is how to answer the demands of this education? in the system, now changes in our education both structural changes, cultural, and the substance of the curriculum. But now the change is perceived less and still less. It takes a leap of design education to meet the expectations of the ideal too. Learning as a leading educational process should be updated continuously, among others through the development of models of learning model as needed.

Currently being widespread social unrest such as corruption, collusion, nepotism, finger political conflict, poverty, violence, separatism, environmental destruction, loss of sense of humanity always respect the rights of others, and so on. On the other hand the diversity of culture in the form ethnic diversity, culture, language, religion, social status, gender, ability, age, and race is seen as a national potential in the framework of national unity. Tilaar in this context offers a concept "multicultural education" as a recipe diversity knit together.

Locally, each region in addition to having a national diversity also has a variety of areas as well as the potential unique to the area. Gorontalo is the 33rd Province in Indonesia has geographical and cultural richness born empirically in the long history of the area. Wealth is also believed to be the spirit that Gorontalo liberate colonial on 23 January 1942. Geographical and cultural wealth (cultural literacy) serves to unify the midst of diversity that exists. Gorontalo wealth has started to open slowly, for example, with the opening of artisanal mining. In a lot of discussion and discourse there is the presence of artisanal mining is very risky, but on the other hand this is the expression of the seriousness of our society to survive despite dealing with a terrible impact. In addition to the environmental impact and harmful substances, the social contact has formed a new social community. This community consists of a wide range of characters that could potentially "chaotic" if no preventive efforts. Slowly approach this community can be through a new generation is through students (their children) who follow a new education in schools near mining areas. This is possible because education has a system that has been established, and parents have tendency similar views about the importance of education.

Integration in the form of internalization of multicultural education and cultural literacy is another solution seems to be the right answer diversity dynamics of society as seen in previous research. It's just that this model does not exist, required academic work such as through research to construct it. The aim is (1) obtain a multicultural learning model, (2) obtain scientific concepts using environmental wisdom, (3) obtain Gorontalo cultural aspects that can be internalized in the development of multicultural learning model, (4) obtain environmental characteristics and communities in the region North Gorontalo artisanal mining, (5) obtain a conceptual model of internalized cultural and multicultural learning environment in primary school Gorontalo in North Gorontalo artisanal mining area and (6) obtain a conceptual model of internalized cultural and multicultural learning environment in primary school Gorontalo in Gorontalo artisanal mining area north.

LITERATURE REVIEW

Understanding Multicultural Education

According Isnaini, after responding to the Tilaar concept of multicultural education there are three important concepts of multicultural education. First, the inherent multicultural education has existed in the Indonesian people there. The philosophy of the Indonesian nation is culturally diverse, like mutual assistance, help, and respect among each other. Second, multicultural education provides bright ideas in addressing to various turmoil public that happened lately. Multicultural education, education that upholds the values, beliefs, heterogeneity, plurality and diversity, any aspect of society. Third, multicultural

multicultural education against business/profit oriented. Fourth, multicultural education is a resistance effort against fanaticism that leads to various types of violence. Violence appears when the channel of peace is not there anymore. Violence is a result of the accumulation of various social issues that are not solved completely and mutual acceptance.

According to [1], multicultural education is a response to concern many of the various social issues that arise in the community either because of differences in ethnicity, culture or religion which give birth to the protracted social conflict. Conflicts with violence is clear evidence of the lack of mutual respect, honor, among fellow human beings of different social background, economic, political, and cultural.

According to Tilaar (2004 : 59), multicultural education usually have a characteristic; (1) The goal is to form a "human culture " and create a "civilized society (civilized)", (2) The material taught noble humanitarian values, the values of the nation, and the values of ethnic groups (cultural), (3) the democratic method, who appreciate aspects of diversity and cultural diversity of the nation and ethnic group (multiculturalists), and (4) Evaluation determined on an assessment of the behavior of the students which includes perception, appreciation, and action against other cultures.

Based on the above notions, it is a multicultural education is a form of human cultured, noble humanitarian values, the values of the nation, and the values of ethnic groups, appreciate the aspects of diversity and cultural diversity of the nation and ethnic group, and assess perception, appreciation and action against other cultures in response to a variety of social issues that arise in the community either because of differences in ethnicity, culture or religion which gave birth to the protracted social conflict.

Internalization of Culture and Environment Gorontalo

Internalization by [13] how to integrate it in an integrated manner, the combination is not just a normal mixing process but as a process of dissolution. Understanding this Toholkhan directs that internalization it is a coherent unity that mixes without visible again sekatnya. Internalization brings in the new atmosphere as a cohesive atmosphere between things that internalized.

In the Kamus Besar Bahasa Indonesia (1996: 149), states that "culture" is the mind, intellect, customs. Being "culture" is the result of activities and the creation of the mind (intellect) humans, such as beliefs, arts and customs. Sociologists define culture with overall proficiency (customs, morals, art, science, etc). The entry of science as part of their culture is also confirmed by Cassirer cultural divide into five aspects: (1) Spiritual Life; (2) Language and Literature; (3) Art; (4) History; and (5) Science. Likewise with Tylor, culture is the whole of human activity, including knowledge, belief, art, morals, law, customs, and other habits [9].

Cultural links with other anatar environment seen in the definition put forward [12] that, culture is the whole of human knowledge as a social being, which is used to interpret and understand the environment encountered, and to create and promote the establishment of behavior.

In the regional context, culture can be distinguished based on the content of the region, especially the human aspect and the geographical area. Gorontalo province based on the results of population census in 2010 has reached 1,040,164 inhabitants with LPP by 2.26 % per year, which means above the national average.

Although the population of the Gorontalo Province is relatively small, but with a population growth rate of 2.26%, as well as relatively high TFR eloquent by IDHS in 2007 amounted to 2.6 per women childbearing age in the future it will be a population boom in the province of Gorontalo. Besides, also when looking at the distribution of population by the District Municipality are very striking imbalance, that generally accumulates in the urban population concentration.

The development is set to be the province of Gorontalo after all 33 have brought changes multidimensional Gorontalo even become one of the migration destination. In addition to a fixed area of the transmigration program recipients each year, based on the calculation of migration, which is in-

migration increased from -33 in 2000 to -6 in 2005 and became positive (1) in 2010. That 2000 Gorontalo people tend to migrate to the outside Gorontalo, otherwise start in 2010, Gorontalo was the destination.

Processes in and out of the community members in the area, also coincided with the process of cultural interaction. This process, if not addressed early on the potential conflict. In this context, education must be internalized by the culture and environment so that learners become part of the culture (terinternal) in culture and the environment.

Learning Model

According to [11], learning model as a conceptual framework that describes the systematic procedure in organizing the student learning experience. The learning model has a broader meaning than the strategies, methods or procedures of learning. The term learning model has four special features that are not owned by the strategies or methods of learning; (1) Rational logical theoretical complexity, (2) learning objectives to be achieved, (3) The measures necessary for teaching and learning, and (4) learning environment that is necessary for the purpose of learning can be achieved.

The learning model illustrates the learning of the initial activity, core activities, and to the end of the learning model encompasses the application of an approach, methods, and techniques of learning. The learning model is a depiction of a learning environment that is designed so that learning is effective and efficient.

Characteristics of a good learning model : (1) The existence of intellectual engagement and emotional experience of students through activities, analyze, act, and the formation of attitudes. (2) The existence of an active participation of learners and creative during the execution of the learning model. Teachers act as facilitator, coordinator, mediator and motivator of learning activities of learners and use a variety of methods, tools and instructional media. The learning model has a certain characteristic. Rangke L. Tobing (1990 : 5) identify karakater - character learning model as follows; (1) has a scientific procedure, (2) has a target specification of learning outcomes, (3) has a specific learning environment, (4) have a certain impact on student performance, and (5) a typical implementation techniques.

Based on the above, some uraian is a learning model is the depiction of the procedure systematic in organizing student learning experience that covers approaches, strategies, methods, and tactics. The learning model has; (1) scientific procedures, (2) the target specification of learning outcomes, (3) the peculiarities of the learning environment, (4) a certain impact on student performance and (5) a typical implementation techniques.

RESEARCH METHODS

The experiment was conducted on Elementary school in North Gorontalo District. Research is a research methods development. Starting from the conceptual formulation of the models, testing the model theoretically and empirically, and ends with the dissemination of the model.

RESEARCH RESULT

Based on observations and interviews with teachers and the principal of SDN 1 Ilangata some information that predicted potential in cultural conflict, namely; (1) variations in the way of parents, (2) differences in the religious affiliation/ trust, (3) ethnic background different, (4) population migration as a result of economic growth and employment and (5) the condition economic society still needs to be improved.

Multicultural education is to provide reinforcement to the community; especially the young generation who attend school (students) about the local values and basic science to become a citizen

time them. With this reinforcement expected future generations will be more resilient to face a variety of possible conflicts are based on the differences in culture.

Effective measures against potential conflicts strengthen student culture is through education, so it is necessary to formulate a model of learning, namely the Multicultural Learning Model. Multicultural learning model is given primarily to the school with the condition; (1) The amount of potential conflicts of great culture, (2) People with middle and lower economic income, (3) Areas that experienced positive migration, (4) multicultural learning model can be implemented integrated with school hours or held on the first pre hours, (5) multicultural learning model prioritizes involvement/ central role of students per individual, (6) the involvement of students characterized by its culture in the learning activities, a means of cultural interaction with other students, (7) Product multicultural learning can be used as a source of learning on the eyes another lesson, especially on the subjects of science and social science.

Conceptual models as follows; (1) multicultural learning model implemented integrated with all subjects, (2) Application of multicultural learning model implemented in the preliminary events and activities cover learning, and (3) Core multicultural learning is habituation local values , understanding of cultural values, and planting habituation to the environment and learning.

Implementation of the multicultural learning model as follows; (1) multicultural learning model implemented at all grade levels, (2) Implementation is carried out at each first pre hours , meaning that accelerated school hours 15 minutes than usual, (3) cultural value adjusted familiarized with grade levels, (4) theme culture include; (a) mining area, (b) the beach, (c) the natural panorama of the border, and (d) historical places, (5) environmental conservation include planting activities , maintain , and harvest crops productive and developed in general by the community and (6) involves an element of parents and communities in monitoring and providing guidance empirically.

At trial feasibility study carried out for 15 minutes using a multicultural learning model obtained the following picture.

a. Student learning readiness



Figure 1. Implementation Readiness Student Learning in Multicultural Learning Model

b . Habituation Values and Cultural Understanding



Figure 2. Response Students in Habituation Planting Activity Plan

Habituation grow up on student participation in activities such as preparing container planting, the seedlings, maintenance , measurements of growth and development , and the harvest.

Student responses

Student responses are as seen from the feedback that they conveys as follows. Of the 41 students who follow a simulation model of a multicultural learning, as many as 36 people have expressed pleasure to follow and as many as five people have expressed displeasure. Thus amounted to 87.80 % of students who take the learning was happy to follow the learning by using multicultural learning model

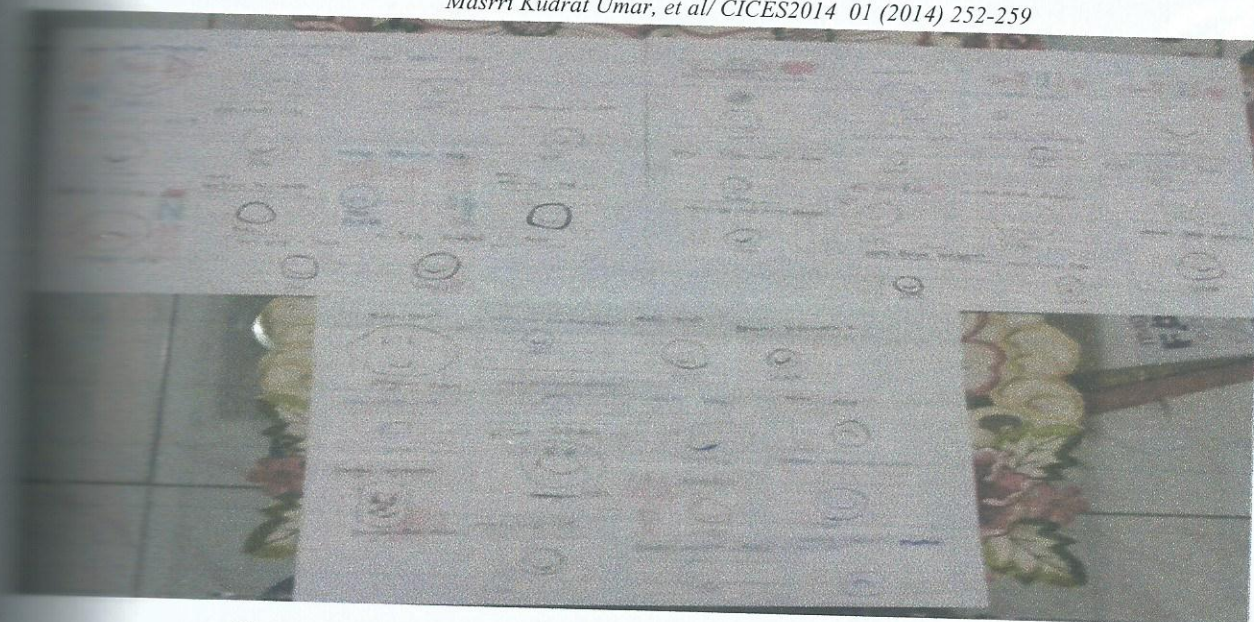


Figure 3. Public Response Multicultural Students in Learning Model

CONCLUSION

1. Multicultural learning model is the depiction of the human form of learning that cultured, noble humanitarian values, the values of the nation, and the values of ethnic groups, appreciate the aspects of diversity and cultural diversity of the nation and ethnic groups, and assess perception, appreciation, and actions towards other cultures in response to a variety of social issues that arise in the community either because of differences in ethnicity, culture or religion which gave birth to the protracted social conflict.
2. The concepts of science in the wisdom of using the environment for elementary school children begin with the planting, nurturing, and harvesting.
3. Gorontalo cultural aspects that can be internalized in the development of multicultural learning model, among others, plant(mopomulo), Industry(mo'olohu), Smart(motota), Work hard (mokaraja ti'otutuwa), and Mutual Cooperation (huyula).
4. Characteristics of the environment and communities in the mining regions of North Gorontalo people which can be used as learning objects include; (1) mining area, (2) the beach, (3) natural scenery borders and (4) historical places.
5. Conceptual model of internalized cultural and multicultural learning environment in primary school Gorontalo in North Gorontalo artisanal mining area, generally as follows; (a) The first study conducted on pre, cultural values, (b) implemented in all grade levels, (c) accelerated school bell goes in 15 minutes than usual, (d) Value familiarized culture is as follows; Discipline, Cooperation Polite, Honest, Clean, Discipline, Responsibility, Confidence, Shame, Competitive, Love and Care, (e) The value of culture and environment familiarized adapted to the school level, (f) is as follows; Harbor, beaches, historic sites, and natural boundaries, (g) environmental preservation are accustomed to growing crops as follows; Class 1 plant Rica, Class 2 plant tomatoes, eggplant plants Class 3, Class 4 plant watermelon, corn crops Class 5, Class 6 and coconut plants, and (h) Parents and communities to take to be part of the members personal contribution in the learning process, especially in terms of monitoring and directing students.
6. Model internalized cultural and multicultural learning environment in primary school Gorontalo in artisanal mining region of North Gorontalo, get a good response from the school and students

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