

CHAPTER I INTRODUCTION

A. Background of Study

The ease of access to education that is available to anyone and anywhere creates a lot of variability as well as differences in various ways between students in each class. This diversity is known as multi-culturalism. However, the multi-culturalism approach with discussions about the diversity of backgrounds, gender, knowledge and abilities, social, cultural, economic among students is packaged under the name multi-cultural education. Parekh (in Taylor, 1988b as cited in Race, 2015) said that multi-cultural education is a way of avoiding racism and error responding to differences; with the aim of cultivating such capacities as mutual respect, intellectual curiosity, dialogue, self-criticism, and critical self-knowledge. So far, it can be said that the diverse range of students have been found in this educational environment require appropriate responses and actions in order to bring positive things.

It is also implied in the Al-Qur'an surah Al-Hujurat verses 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعْرِفُوا ۚ
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

From the implied meaning of the above verse, it can be broadly explained that humans are created from a man and a woman, nations and tribes, so that humans can get to know each other. As well as in educational processes and practices.

The importance of discussing multi-cultural education in order to get the proper attitudes and considerations from various educational agents must continue to be observed, because the responses and actions of educational agents (such as curriculum makers and teachers) in dealing with these differences will significantly affect the teaching and learning process and also the final achievements of each student. Because the success of education does not only depend on high grades and academic achievements,

but is also reflected in the appropriateness and delicacy of the behavior or character shown by students in the classroom in accordance with the values and norms that apply in society. Several factors that influence a students' success in achieving maximum performance are intelligence, personality, school environment, and home environment (Susanto, 2006). The importance of considering students' internal factors, including their social environment, which is an important component for improving student motivation and learning outcomes (Zahroh & Hilmiyati, 2024). The dimension of multicultural education is one of the considerations for creating an optimal learning environment that teaches appropriate views and behaviors towards the diversity of students in the classroom.

Teachers are educational agents who are directly involved in the contact between multi-cultural education and students in the classroom. Therefore, teachers should be able to guide and educate students properly in order to instill a positive culture and trigger exemplary behavior in students when encountering differences among their peers in the classroom (Munawir et al., 2022).

This fact also implied in the Al-Qur'an surah Al-Imran verses 104:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۚ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

From the implied meaning of the above verse, it can be broadly explained that Teachers should educate and guide their students to do the right things and avoid bad things. Teachers should be role models in practicing the principles of good behavior, including in the context of the diversity in the learning process in the classroom as part of multicultural education. This is in line with the role of teachers as tutor, controller, resourcer, organizer, and assessor.

Educational agents or teachers itself can be from various academic subjects, but still have the same essence, strategy, or views for facing multi-cultural education phenomenon in the classroom. Basically, regardless of

the subject being taught, the main focus in discussing the dimensions of multicultural education is not on what subject the teacher is teaching, but on the differences among students. These differences include backgrounds, gender, knowledge and abilities, social, cultural, and economic factors that have the potential to cause various types of behavior, both positive or negative behavior. Moreover, the wider the scope of teachers with different educational backgrounds, the more diverse the attitudes that will be discovered.

The essence of these teachers' appropriate attitudes and considerations can then be applied to English language teaching (ELT) processes and strategies. Effective teachers are critical in creating English teaching and learning that provide quality education for students. It is also important to ensure that a teacher education curriculum is neither 'race-blind' nor 'culture-blind' (Smith, 1998). Because the teacher as the holder of the biggest responsibility and the main figure who becomes a role model for every student must realize how influential their attitude and actions to prepare students to be culturally responsive and positively open to multicultural education. With appropriate actions, responses, and knowledge imparted by teachers regarding multicultural education to students, education with an optimal environment and problems caused by diversity can be overcome and prevented.

In recent times, Numerous studies have been carried out to investigate the teachers' and students' actions towards multi-cultural education such as "An investigation of students' perceptions of multi-cultural education experiences in a school of education" by Bhargava, Hawley, Scott, Stein, & Phelps (2004). Where the research focused on students' knowledge, attitudes and experiences regarding multi-cultural education. They claim it is essential to integrate students' various differences in both practical and theoretical activities that will expose students to cultural knowledge as well as engage students in classroom activities in a more meaningful way. The gap found in the previous study

(Bhargava, Hawley, Scott, Stein, & Phelps, 2004) is that the researcher only investigated the contact of multi-cultural education from the students' perspectives, not from the teachers' experiences. This is corroborated by the suggestions they wrote for further studies to actually observe teachers and school counselors interacting with multi-cultural education in classrooms to see examples of proper theory transfer of knowledge theory in action. So, this research was conducted as a continuing investigation of the previous research.

This research focused on classroom observation which is assessed from the perspective of pre-service teacher on collaborative learning activities in their internship program (training stage to become a teacher). This stage is important as a starting, general overview and training point to produce and mold pre-service teachers into qualified teachers who understand the importance of appropriate attitudes and responses to multi-cultural education cases. The importance of pre-service teachers' understanding and basic knowledge of the dimensions of multicultural education, which would never be separated from the classes they would teach in the future (either during this internship program or when they became 'teachers' and faced more issues and problems). Thus, it can be said that with this research, the researcher were able to present the extent of the understanding and views possessed by several of these pre-service teachers.

By identifying how do the pre-service teachers anticipate multi-cultural education students' differences in designing and instructing collaborative learning activities and what are the best responses of pre-service teachers when students encounter differences in multi-cultural education, It is intended to be a discussion or measurement to seeing how to anticipate multi-cultural education cases and also to determine the most appropriate action during the teaching and learning process (reflection in action and for action) for the effectiveness and also optimization of the learning process and the achievement of student outcomes in the future. This

discussion will also enrich insights and investigations into multicultural education itself.

This study focused on analyzing the pre-service teachers' actions towards students' attitudes in multi-cultural education. The study examined pre-service teachers in UIN Antasari with three different majors within their internship program (PPL 2) at four different schools located in three cities (Mecca, Banjarmasin, and Banjarbaru). Data were collected from in-depth interviews, qualitative questionnaire and also direct observation. Therefore, the researcher conducted a study entitled "EXPLORING THE ACTIONS OF PRE-SERVICE TEACHERS TOWARDS STUDENTS' ATTITUDES IN MULTI-CULTURAL EDUCATION".

B. Statements of Problem

The main questions to be addressed in this research are:

1. How do the Pre-Service teachers anticipate multi-cultural education students' differences in designing and instructing collaborative learning activities?
2. What are the pre-service teachers' best response to the attitudes of students who encounter multi-cultural education differences in collaborative learning?

C. Objectives of Study

According to the research questions, the research aims to investigate:

1. To find out the pre-Service teachers anticipate multi-cultural education students' differences in designing and instructing collaborative learning activities
2. To explore the pre-service teachers' best response to the attitudes of students who encounter multi-cultural education differences in collaborative learning

D. Significance of Study

This Research aims to give both theoretical and practical benefits:

1. Theoretical Benefits

The area of this study is about the actions given by teachers to attitudes that are predicted to occur or attitudes that students are given directly in the learning process, in order to see how important the essence of teachers' action for the success of the learning process and students' outcomes. Which then touches on multi-cultural education and collaborative learning teaching methods.

This research provided a fresh overview, verification, and analysis of the various actions, methods or strategies performed by pre-teachers in different educational subject to students' attitudes in multi-cultural education in the classroom, which can then be implemented in the effective application of English language teaching (ELT). Moreover, this study attempts to uncover the understanding of pre-service teachers about multi-cultural education in their teaching and learning process.

2. Practical Benefits

- a. For pre-service teachers, the result of this study can be the insight about actions that can be taken when students encounter multi-culturalism interactions in classroom activities. They also can reflect on this result as learning and self-improvement process to become a teacher.
- b. For the next researcher, this research is about the touch of multiculturalism and education on the collaborative learning approach, so that future researchers can examine other factors about this such as the causes and consequences of the teacher's actions or analysis from the perspective of students.
- c. For the relevant department and student affairs institutions, this study can be an overview and summary of the behaviors, attitudes, actions and the thoughts of their students (pre-service teacher). It was hoped that this new evidence and insight would provide a basis

for discussing a better curriculum or course materials in the university.

E. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions:

1. Pre-service teacher

Often referred as “prospective teacher” is student majoring in education who have not yet graduated but have undertaken teaching training or internships in schools as a place to gain teaching experience. Teach in primary and secondary schools give them ideas about what school subject matter is like, how students are supposed to act in school and also how teachers are supposed to act (Kennedy, 1999). In this study, pre-service teachers with three different majors (which are: English Language Education, Islamic religious education, and Arabic language education) are chosen to be participant in this present research. It was their work practices and teaching experiences in internships that were explored.

2. Multi-cultural education

It is an approach to multi-culturalism that discusses the diversity of backgrounds, gender, knowledge and abilities, social, cultural, economic differences among students. There are several relationships between multiculturalism and education processes through teaching and learning methods and approaches (Alsubaie, 2015). In this present study, the researcher intends to explore multi-cultural education about teachers’ responsibility while responded to students’ attitudes facing multi-cultural classroom because they must learn how to navigate unfamiliar people, their cultures, and language.

3. Students’ attitudes

It is lead to the attitude or interaction that students give to their peers in naturally. It can also define as students' action or behavior. This various students' attitudes in their classroom will cause various response and attitudes from different pre-service teacher. In this study, students' attitudes either predicted by the pre-service teacher or directly occurred in the collaborative learning activity are considered to provide pre-service teachers' attitudes and action to help the main objective in this research, namely exploring pre-service teachers' action towards multi-cultural education.

4. Collaborative learning (CL)

CL is a learning method that involves students in small groups to actively interact with each other and work together to achieve a particular goal. Positive interdependence, individual & group accountability, interpersonal & small group skills, face-to-face promotive interaction, and also group processing are five fundamental elements of collaborative learning (Laal & Laal, 2012). In this study, the researcher uses collaborative learning methods to filter the classroom activity in this research because this method allows students to interact more and facing diversity on their own.

5. Reflection in action

A term named "reflection in action" refers to reflecting, evaluating, or improving as something happens in the process of teaching and learning itself. It was introduced by Donald Schön in his book entitled *The Reflective Practitioner* (1983). This involves the ability of a person to identify problems and present solutions so as to make changes with the aim of improve their teaching effectiveness and to affect student learning outcomes following instruction (Thorsen & DeVore, 2013). In this research, pre-service teachers' responds in the classroom can be referred to or categorized into reflection in action.

6. Reflection on action

It is reflecting, evaluating, or improving after something happens in the process of teaching and learning for the better in the future. In this research, this term allows pre-service teacher to pondering on an experience they have taken, and thinking about what happened, what have they learned, and how they might do things differently in the future about the contact of the classroom situation with multi-cultural education especially in the second research question.