

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter displayed all of the research findings and the related discussion of the research problem. This data presentation described about the result of research on the in-depth interview and qualitative questionnaire as the primary data for answering the research question, while direct observation as the supporting data. It was to know about the way pre-service teachers anticipate multi-cultural education students' differences in designing and instructing collaborative learning activities, and also to know about pre-service teachers' best response to the attitudes of students who encounter multi-cultural education differences in collaborative learning.

These findings were examined using the Interpretative Phenomenological Analysis (IPA) technique, which involved analyzing in detail how participants are making sense of their personal experience to the current research questions. The findings and discussions are methodically organized to guarantee the representativeness of the data, as follows:

#### **A. Findings**

The researcher found some findings and described the result of the pre-service teachers' action toward multi-cultural education. When presenting the findings, the researcher thoroughly noted the most important and common themes and categories that arose from the answer by pre-service teachers during the data collection phase. The topic and categories that emerged from the process of gathering and analyzing data are shown in the following figures. Furthermore, based on the data obtained by the researcher, the followings are the findings:

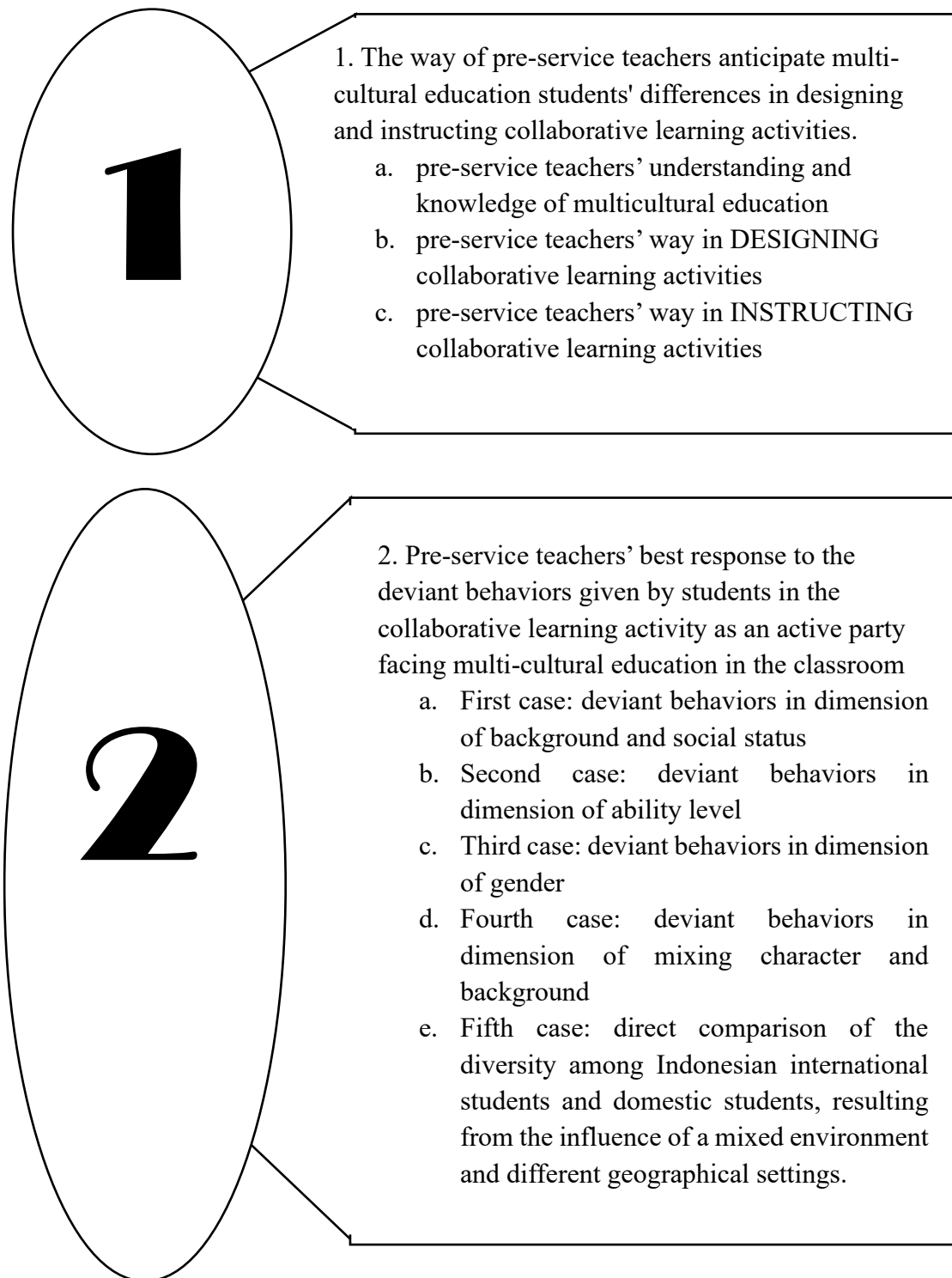


Figure 4.1 Thematic Categories of the Findings

## 1. Findings from In-depth Interviews

The interview was transcribed by the researcher, who ensured an exact transcription as well as the meaning of the responses matched the narratives presented by the participants through the use of verbatim notes. On account of the fact that all participants was a non-native English speaker, grammatical errors might have been constructed into their initial responses. The researcher proceeded to make adjustments to the initial responses while maintaining their core meanings in order to streamline the process of documenting themes and categories.

In-depth Interviews was carried out to obtain qualitative data regarding the way of pre-service teachers anticipate multi-cultural education, which focuses more on designing and instructing collaborative learning activities in the classroom. For ease of drawing inferences and reasoning, the researcher first sought to understand all participants' understanding of multicultural education, including how the importance of considering students' multicultural education affects classroom learning approaches. Therefore, the analysis of the three main points or categories to answer the first research question, about how pre-service teachers anticipate student diversity in designing and instructing learning, as described below:

### a. Knowledge and understanding of multicultural education

Eight out of ten pre-service teachers admitted that they understood the essence of multicultural education, noting that diversity among students in the classroom is a reality and that it is the duty of teachers to respond appropriately and positively to these differences. As stated by the participant 6:

“In my opinion, in terms of language, multicultural means many cultures. It means that culture and character in a class is vary. Maybe it is because differences in their backgrounds, home environments, economic factors, and even their previous schools. all of these factors can influence a student”

(Script F, P6, line 29, interview data)

This is supported by the statement made by the participant 9:

“I understand the essence of multi-cultural education and have heard about it repeatedly. It is education that responds to student diversity and involves a teacher to treat students differently according to their individual needs” (Script I, P9, line 19, interview data)

Even so, only 3 of that 8 pre-service teacher knew that the diversity of backgrounds, gender, knowledge and abilities, social, cultural, economic among students is packaged under the name ‘multi-cultural education’. The other 5 only understand the essence without knowing the name or term that describes that essence. As stated by the participant 1:

“I already knew about the diversity of the students, but I didn’t know that it was called multicultural education. Now I know” (Script A, P1, line 30, interview data)

The participants’ understanding of the essence of multicultural education was mostly gained from their experiences in social life, school, and the subjects they studied in college (such as socio-linguistics and material development). Some participants also said that they gained this understanding from their teaching experiences (before their internships program), whether teaching in elementary schools or giving private lessons.

Two of the ten pre-service teachers revealed that they only knew and understood the idea of multicultural education when they first taught in their internship program (PPL 2) and when they saw or observed their mentor teachers teaching for the first time in the classroom. As stated by participant 4 when being asked, “When did you first understand the essence of multicultural education?”

“I realized this when I first observed my mentor teacher teaching in class (in PPL 2). From that moment, I observed

and understood that students have different characters”  
(Script D, P4, line 30, interview data)

Then, researcher found important data that needed to be considered, in terms of differences of opinion regarding how important it is to consider students’ multicultural education when designing learning activities. One out of 10 participants said that it was “very important” to pay attention and consider multicultural education in designing learning activities in terms of anticipating diversity and differences in student characteristics for the success of the learning process and the achievement of optimal educational outcomes. Seven other participants agreed by saying that it was “important.” As one of the interview responses from participant 2, she said:

“Because we (teacher or pre-service teacher) are like parents to the students at school. So, it is important for us to know each students’ circumstances, backgrounds, and learning difficulties. This allows us to adopt the appropriate attitude or approach for that student or class, because each class will have different characters and learning styles” (Script B, P2, line 58, interview data)

This answer is supported by the explanation of the participant 3, who said that:

“Because this multi-cultural consideration aims to support our understanding that not all of our teaching methods are suitable for every student. Not all approaches can be applied universally to all students” (Script C, P3, line 50, interview data)

If translated further, P3 agreed that it is important to consider student diversity, such as student needs, ability levels, and learning styles, in order to avoid obstacles during the learning process for

both students and teachers.

But the other two participants disagreed and said that it was “less important” to consider student diversity in designing teaching materials and learning activities. According to them, teachers should not have to design teaching materials and learning activities to suit student diversity, nor should they have to obey and follow all of the students’ interests. This was expressed by the participant 6, who said that:

“I kind of let it pass, because as a teacher, it is not the teacher who should obey all of the students’ wishes, but the teacher should remain a mediator for this multi-cultural environment.” (Script F, P6, line 60, interview data)

This opinion is in line with the answer given by the participant 5:

“For me personally, considering student diversity is not that important. I am more oriented towards learning success in general.” (Script E, P5, line 77, interview data)

#### b. Way in designing collaborative learning activities

Following the participants’ answers above regarding their understanding and knowledge of multicultural education, the researcher then explored and sought to find out how they designed their collaborative learning activities, within the scope and field of influence of multicultural education in the classroom. Several approaches and strategies were found in their way to anticipate multi-cultural education students’ differences in designing collaborative learning activities, as follow:

Table 4.1 main themes about the way in designing collaborative learning activities

Participant number	the way to anticipate multi-cultural education students' differences in DESIGNING collaborative learning activities
Participant 1	Designing teaching methods in the classroom that are <b>adjusted to the different ability levels of students,</b>

	taking into consideration the different interests and learning styles of each class, so that these considerations are made with the aim of students' engagement or activeness during the learning process.
Participant 2	<p>-Designing and adjusting learning activities <b>based on student characteristics or needs</b>, because according to P2, a teacher cannot apply a single learning method across different classes.</p> <p>-<b>Emphasis on student-centered learning strategies</b> to increase student activity and critical thinking skills is always carried out, such as the Snowball method.</p>
Participant 3	Design and create learning activities <b>adapted to the characteristics of each class in terms of learning styles, comprehension levels, attention spans, and engagement levels</b> . This design is based on reflections from previous learning sessions.
Participant 4	<p>-Design and create classroom learning activities <b>with consideration that the diversity and differences among students can be controlled and perceived positively</b>. For example, by utilizing the strengths of students who are quicker to understand by grouping them with those who are slower to understand.</p> <p>- always mix group members in student study groups regardless of the students' backgrounds and status.</p>
Participant 5 (disagree)	Instead of designing teaching materials to suit the diversity of students, P5 were more oriented towards encouraging students to be brave and step out of their comfort zone in learning activities.
Participant 6 (disagree)	Instead of designing teaching materials to the fullest extent possible by adjusting to student diversity, P6 were more oriented toward creating backup plans to address all the impacts of diversity that would occur in the classroom later on.
Participant 7	<p>-Designing <b>by expanding communication and negotiating with students' expectations for the lesson, which is then consulted with the mentor teacher</b> to obtain appropriate learning activities.</p> <p>-<b>providing maximum opportunity for students to express themselves</b> by randomly selecting students to give their opinions regardless of their abilities or level</p>

	of participation
Participant 8	Designing learning <b>by adjusting to the diversity, conditions, and circumstances of the class</b> , such as approaching students who are considered to ‘need more attention’ to anticipate possible negative outcomes, is based on reflections from previous teaching experiences.
Participant 9	Designing learning materials and activities that are <b>appropriate for the students’ level</b> , but also slightly raising the level of difficulty of the material intentionally with the aim of raising the students' level of understanding.
Participant 10	Designing learning activities that are <b>neutral and unbiased towards any culture, background, or even language</b> , with the aim of creating a learning environment that is suitable and comfortable for all students, without any student feeling left behind or neglected.

Various strategies and actions taken by pre-service teachers were based on discussions and guidance from mentor teachers at their schools. This fact was revealed by three participants in in-depth interviews. Participant 9 revealed the importance of self-reflection in determining future strategies and learning materials, stating that he often consulted with mentor teachers and frequently shared teaching reflections with fellow pre-service teachers at his school. Participant 9 stated:

“For sure, I always reflect on my teaching experiences, then from sharing with my peers (pre-service teachers) in their classrooms, and always consulting about my teaching problems with mentor teacher” (Script I, P9, line 155, interview data)

This opinion is also supported by participant 3, who said that she was increasingly able to apply effective learning in her classroom because she always reflected on previous classes, allowing her to adopt



the appropriate attitude, actions, and approach for the next class. Participant 3 said:

“I always reflect on my previous lessons, because from those experiences that I can become more connected and understand the characteristics of my students in each class. This makes it easier to provide appropriate treatment.”  
(Script C, P3, line 81, interview data)

c. Way in instructing collaborative learning activities

Two different opinions were found in the way collaborative learning activities were instructed, in regards to anticipating the effects caused by the mixing of multicultural education students in the classroom. Seven out of ten pre-service teachers who participated in this study always explicitly instructed collaborative learning activities to anticipate the expected behavior of students in performing collaborative learning activities in the classroom. The instructions were as follows:

“Make sure to work together with your group’s members, don’t leave anyone out. Make sure you understand” (Script I, P9, line 175, interview data)

“Don’t laugh at your friends! we have to respect each other here.” (Script H, P8, line 134, interview data)

“Please form groups according to the names I mentioned earlier, then please help to teach your friends who don’t understand yet. I will give a reward for best group” (Script D, P4, line 146, interview data)

“Please work together! Don’t forget to divide the tasks for each instruction in the group assignment” (Script A, P1, line 173, interview data)

“Don’t be noisy!” “Please don’t disturb other groups” “Work together and pay attention to the instructions, remember to

work in pairs” (Script J, P10, line 148, interview data)

The explicit instruction in anticipating the expected attitude in a collaborative learning classroom in order to address differences in multicultural education occurred because of the experiences and spontaneous actions of the pre-service teachers. This was revealed by participant 8, who said that the reason she asked her friends not to laugh at a friend who was trying to answer was because of her observation and reflection on that student. Initially, the student was always silent, and after investigating the reason, she answered that it was because she was afraid of being laughed at. Therefore, since then, participant 8 has always provided guidance and instructions on the attitude that students should have. This data was found from the interview narrative by participant 8, she said:

“The reason is because there is one shy student, so I talked to her and asked why she was passive in class, and she said she didn't want to read and answer English questions because she was afraid her friends would laugh at her” (Script I, P9, line 174, interview data)

Whereas, the other three pre-service teachers did not explicitly give instructions or anticipate; they admitted that they only implicitly paid attention to the interactions caused by the clash of multicultural education in collaborative learning activities. If there were students who encountered obstacles or problems, only then would they react, give instructions, and provide solutions. Participant 5 (P5) explained that the reason for doing this was because they felt it was unnecessary to anticipate multicultural education in front of the class; it was better to address the students concerned directly so that they would feel more comfortable. As she said:

“I didn't mention those instructions. I prefer to approach them, especially students who seem to be struggling or are less active in their group work.” (Script E, P5, line 185, interview data)

## 2. Findings from Qualitative Questionnaire with Open-Ended Questions

The researcher has conducted ten qualitative questionnaires in total for ten pre-service teacher that mainly discuss about their experience to response some cases of deviant behaviors by students, but researcher only took four cases with several different pre-service teachers' attitude. The researcher considered the students' deviant behaviors (as the active party of multi-cultural education) and the teachers' different response in order to find pre-service teachers' best action to the attitudes of students who encounter multicultural education differences in collaborative learning.

The following are some actions or deviant behaviors given by students in collaborative learning activities, followed by the teacher's immediate response or action in the classroom, as well as the impact shown by the students concerned and their classmates:

- a. First case: a student who is considered '*gaul*' refuses and complains because she is grouped with a student who is considered '*kurang gaul*'

The first case of deviant behavior that occurred in the pre-service teacher class studied in this research implies the existence of deviant attitudes caused by friction or differences in **background and social status** among students. In other words, the social environment influenced by unwritten social norms that occur in the classroom can cause conflict and trigger to unexpected attitudes in multicultural education.

The chronology of this case began with a student who was considered '*gaul*' or had a higher social status explicitly rejected a student who was considered '*kurang gaul*' or had a lower social status. That student openly addressed the pre-service teacher (in this case: participant 6), she said:

"I don't want to be in the same group as him, miss"

Then, at that moment, P6 looked at the complaining student and the student concerned implicitly explained the reason why she did not want to be in the same group with the 'nerd'. P6 responded by kindly comforting and reminding the complaining student in a friendly manner. P6 said the following:

"It's okay, we will do it together, happily"

"It is not allowed to do that to friends, everyone is the same here"

The impact of the pre-service teacher's response and action was that the student concerned stopped complaining or choosing her groupmate, and continued with the group assignment. The classroom atmosphere returned to normal.

- b. Second case: students complain and refuse to do their assignments because the assignments are too difficult and too numerous.

The second case indicates deviant behavior due to **student ability**, focusing on students who feel unable or unwilling to learn because the learning material is difficult, leading to complains. In detail, this case involves several students appeared unwilling and unwanted to do the assignment given by the pre-service teacher (in this case: participant 3) on the whiteboard. After investigating the reason, it turned out that the tasks given were too difficult and too numerous, so P3's response at that time was to reduce the number of tasks given. P3 intentionally did this with the aim of adjusting to the students' abilities. Quoted from P3's answer in the qualitative questionnaire:

"I changed it to suit those who specifically lack in knowledge."

After the number of questions was reduced, the students appeared more relaxed, happy, and enjoyed completing the tasks given by P3. The classroom atmosphere became conducive while completing the assigned tasks.

- c. Third case: two students (boy and girl) who were teased by their classmates

This case is often considered unimportant because it is a reaction to **gender differences** in the classroom as a result of the diversity caused by multicultural education. However, this dimension is also important to consider because it can lead to discomfort in the learning environment for students, in both the short and long term.

In detail, there was a situation where the pre-service teacher (in this case: participant 5) divided the students into pairs to work on a task by randomly assigning them to pairs by drawing lots. Then, accidentally, there was a boy-girl pair who might be '*comblangan kelas*' and suddenly the whole class became noisy and teased them.

As a result, the two students appeared awkward and uncomfortable (even almost refusing to work together as a peer group). P5 responded professionally, smiling without acknowledging the students' romantic intentions. P5 immediately took control of the class by giving further directions and instructions for the students to sit with their own partners. Then, seeing that the teacher was not bothered or responded to the students' romantic direction (the teacher remained professional), the boy and girl concerned, who were at first embarrassed, immediately sat down together and did their work as if nothing had happened. The class became quiet and continued learning. P5 described this incident in qualitative questionnaire as follows:

“When I was teaching class 11-J, I assigned pair work but randomly selected the pairs based on slips of paper I had written. Coincidentally, there was a pair consisting of a girl and a boy, and for some reason, the whole class started teasing them, making the two of them feel embarrassed and unwilling to sit together. My response was to remain

professional. I smiled at them and told them to stay seated together and complete the assignment as instructed. Thankfully, they obeyed. Although they initially sat apart, they eventually worked together to complete the assignment I gave them, and the class became orderly as they worked on their tasks"

- d. Fourth case: differences in pre-service teachers' attitudes towards students' general misbehavior in the classroom

The general misbehavior refers to several bad attitudes or bad actions that are considered normal for students in class as natural student behavior in learning. These cases involve the **mixing of characters and backgrounds** brought by all students into the classroom. This is a general and common situation that all teachers are certain to face in every class, as this is a student characteristic that highly reflects the presence of multi-cultural education's differences within the classroom.

Some of these behaviors include falling asleep, playing with mobile phones while the teacher is explaining, being noisy or talking with classmates, eating during class, and using harsh language and yelling at friends in a joking manner. It turns out that these common misbehaviors were encountered by several pre-service teachers in this study, and the responses or actions taken were different and contrasted.

The warning and questioning of the reasons behind that attitude were actions or responses given by participant 8 as part of her role as a teacher in the classroom. P8 said that if any of her students slept, made noise, or played with their mobile phones, it would disrupt the lesson and affect other students. Therefore, she always warned them and even asked the students she warned to answer the questions being discussed in order to prevent them from repeating the behavior. The impact of this action is that the student

concerned no longer sleeps or make noisy and seemed reluctant to repeat it. The explanation of this action can be seen from P8's explanation in the qualitative questionnaire:

“There was once a student in my class who fell asleep, so I warned him and asked him why he was sleeping, and then I gave him questions related to the English material on the board. Fortunately, he was able to answer. Even though falling asleep is normal when you are sleepy (especially during afternoon classes), I still warned him because it was time to study, not sleep. And I was afraid that other students would be affected”

This action is in line with the actions given by participant 10 when dealing with similar cases, such as students sleeping, playing with their mobile phones, eating in class, or playing ball in class during lesson time. P10 write that she would strictly warn the student verbally without joking around to emphasize the role of a teacher who should be respected in class. Through this warning, no student would repeat such inappropriate behavior in class. This action can be seen from P10's statement:

“With that warning, I tried to avoid smiling or laughing because it will mean that I tolerate their situation. So, I always reprimanded them firmly. I also often warned them that even though my age and their ages are not far apart, I'm still their teacher at this school.”

P10 also stated that there was a positive development in terms of the warning and solution she provided. For example, when a student was sleepy, P10 would warn them and ask them to wash their face. It turned out that the action of ‘washing face when sleepy’ became a good habit in the class she taught. This was illustrated in her explanation in qualitative questionnaire, as follows:

"It turns out that my reprimands and attention have become

a good habit, because when they are sleepy, I warn them and ask them to wash their faces. Eventually, after just two meetings and a few reminders, they started washing their faces on their own initiative when they start to feel sleepy. I didn't scold them because feeling sleepy is a natural human response, but I offered a solution, and it turned into a habit. And in my opinion, that's something very good to instill in students”

The progress in positive habits demonstrated by the P10's students then became a good reflection for actions in educating the character and attitude of students in his class. She revealed the many changes and discipline that occurred from her first English lesson until a month later in the same class.

However, that teachers' actions and responses to the students' general misbehavior were contrary to the responses given by participant 6. He stated that his response to students who slept, made noise, ate, used harsh language, or played with their mobile phones in class was silent treatment or simply ignoring them. According to P6, these actions would only disadvantage those students, and it was not his job to educate them on character. This is illustrated by his response in the qualitative questionnaire:

“I have a barometer for actions that I need to warn people about and don't. It is assessed based on how much the action harms others. If it only harms themselves, then it's not really a problem. I usually just let things like that be, so they can learn elsewhere.”

- e. The fifth case: direct experience about the differences between Indonesian students studying in domestic and international settings.

Several data and findings were also gathered from the researcher's experiences, observations, and comparisons conducted in various classrooms across the four schools. There were significant



differences that was found between international students at the Indonesian School of Mecca and domestic students at the MAN 2 Banjarmasin, MAN 3 Banjar, and SMAN 4 Banjarbaru. These differences relate to the high level of respect shown to the teachers and their strong enthusiasm for learning across several subjects (such as Arabic, Islamic Religious Education, and English).

The fact that students at the Indonesian School of Mecca demonstrate a higher level of respect and enthusiasm for learning than their counterparts in Indonesia presents a unique dimension of multicultural education for discussion. This case reflected the diversity regarding the **mixed environment and the impact of different geographical settings** on the students' attitudes. This directly influences the attitudes of the pre-service teachers who interact with them. Whether it is in the teaching and learning process, or the overall classroom atmosphere.

Additionally, Regarding the deviant behavior shown by Indonesian students abroad compared to those within the country, it can be stated that they are nearly identical and similar. To provide a comprehensive example, one instance of deviant behavior among Indonesian students abroad directly experienced by the researcher was a case where the classroom atmosphere did not demonstrate healthy competitiveness. Instead, students who attempted to answer and appeared active were ostracized by some of their classmates. The researcher's response, acting in the role of a pre-service teacher, was to distribute attention equally to all students without distinction. This was done to exemplify an attitude of mutual respect and appreciation among peers.

### 3. Findings from Direct Observations

The researcher has conducted ten observations in total for ten pre-service teachers in the four different schools, but the researcher

only displayed four of them. The determination was made due to the similarity reflection from other participants.

Classroom observation was carried out to serve as supplementary data to answer the phenomena sought in RQ1 and RQ2 with the direct experience of the researcher acting as non-active party in the classroom of pre-service teachers. The focus of the elements in this classroom observation was based on the principles of applying multi-cultural education in the classroom that was proposed by Dewi (2020), Dwintari (2018), and Prasetiawati (2017). Therefore, the dimension of the way of pre-service teachers anticipate multi-cultural education are simplified into: material dimension, strategy dimension, and action dimension. With additional observation on the deviant behaviors by students along with the teachers' responses. The following tables highlight observations of classroom:

Table 4.2 The anticipatory dimension of multicultural education observable in the classroom

### 1. Observing Participant A

No	Dimension of anticipate	Principles	Checklist	Nodes
1	Material	<ul style="list-style-type: none"> <li>▪ choose materials or topics of discussion that are open to culture</li> <li>▪ The material displayed is suitable for all students, without demonizing the identity of a particular ethnicity, religion, taste, group.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>▪ In the learning material about descriptive text, participant used comparisons of historical places in several cities in Indonesia, such as Surabaya, Banjarmasin, and Jakarta (as an <b>application of material that is open to cultural diversity</b>)</li> <li>▪ The material provided on describing human physical characteristics does not refer to any</li> </ul>









		<p>the identity of a particular ethnicity, religion, taste, group.</p> <ul style="list-style-type: none"> <li>Materials are multi-cultural educational</li> </ul>	<input checked="" type="checkbox"/>	<p><i>Dayung</i> <i>Jukung</i> competition (from South Kalimantan). <b>(This is in line with the application of material that is multi-cultural)</b></p> <ul style="list-style-type: none"> <li>The explanation provided are neutral, regardless of the any discrimination <b>(as an application of the principle that learning materials should be suitable for all students)</b></li> </ul>
2	Strategy	<ul style="list-style-type: none"> <li>Provide all students many opportunities to interact positively regardless of differences</li> <li>The activities presented are student-centered</li> <li>Be a place to help students develop themselves and their peers.</li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>The approach used by the participant provides enough space for students, regardless of gender and character, to read sentences on the whiteboard or translate them <b>(Applying the principle of giving students the opportunity to interact positively and develop themselves)</b></li> <li>However, participants still dominantly control the class during all learning activities <b>(not reflecting the principle of student-centered learning).</b></li> </ul>
3	Action	<ul style="list-style-type: none"> <li>Directing and asks students to empathize and</li> </ul>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Create a competitive atmosphere in learning (in a positive way) so that students are motivated to do their</li> </ul>

	<p>tolerance each other; conducting cooperation</p> <ul style="list-style-type: none"> <li>▪ Asks student to participate actively and freely without being affected by any differences</li> <li>▪ Encourage students to respect each other and cooperate with all group members.</li> <li>▪ Inviting and accommodating students to preserve, embrace, and be confident in the uniqueness of themselves as well as the culture that they each bring into the classroom</li> </ul>	<p>☑</p> <p>☑</p> <p>☑</p>	<p>best and excited about the learning games that have been prepared. Instructions are as follows: “In this game, we can see who is the winner. The winner will come forward and get a prize.” <b>(as a form of stimulate students' interest in learning).</b></p> <ul style="list-style-type: none"> <li>▪ Direct students to remain respectful of one another when someone is unable to answer a question and show appreciation for the students who win or step forward <b>(as a way of encouraging tolerance and mutual respect among students).</b></li> </ul>
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#### 4. Observing Participant D

No	Dimension of anticipate	Principles	Checklist	Nodes
1	Material	▪ choose materials or topics of discussion that are open to	<input checked="" type="checkbox"/>	▪ The material presented was ‘Order of Adjectives’. The choice of example sentences is very







Table 4.3 The deviant behaviors by students and observable pre-service teacher responses in the classroom.

No	Students' behavior	Participant number	Participant direct responses to the students' behavior	Impact or change in students' behavior or their classmates
1	A student rudely walked out of class without permission in the middle of the lesson.	P3	tried to stop the student and asked the reason for leaving the classroom, with the sentence: "where do you want to go?" but the student did not answer. The participant then remained silent and let the student continue walking out of the classroom.	still appeared ignorant and continued to leave the classroom even after being asked by the teacher.
2	a boy and a girl students got teased ( <i>di cie – cie in</i> ) in the pair assignment by the whole class	P5	simply smile and remain professional, ignoring the class's jokes about "teenage love" and continuing to give instructions. With the sentence: "Everyone, please sit with your partner, then look at the task instructions"	The two concerned students immediately listened to the teacher's instructions and the whole class stopped teasing them, so that learning could return to conducive conditions.
3	Students are eager to start the learning game activities provided before being told to do so by the teacher.	P1	Reprimanded the student firmly but gently with the sentence: "Don't start the game yet, wait for the others. Let's start together"	The students concerned listened and waited for his classmates, then the class played the educational game properly.
4	A student in the back seat fell asleep.	P6	ignoring and continuing the lesson	The student remained asleep for about 15 minutes and woke up when the class got a little noisy and excited

				about the game.
5	Students are still eating or not ready to study when class time begins (after lunch time).	P7	Give students time to finish their meals and prepare for class firmly but without anger, with the sentence: “I will give you 5 minutes to finish your food and get your books ready”	The students quickly finished their meals and tidied up, then got ready for class, and the lesson began in a conducive atmosphere.
6	A male student in the back seat fell asleep.	P7	warned and woke up that student, then asked him to come to the front and answer the question on the whiteboard. With the sentence: “Ade (calling the student's name)! wake up, do not sleep in my class. please answer question number 2 in the whiteboard”	

## B. Discussions

The researcher has conducted qualitative research using the phenomenological approach to collect relevant data. This research specifically focuses on exploring the action of pre-service teacher facing students’ diversity both in preparing and doing classroom activities. In this discussion section, the researcher presented the analysis of findings data based on the research problem of the study, which are then linked to the theoretical framework developed in Chapter 2 and similar research. The main aim of this section is to provide answers to general and specific research questions that have been formulated in the context of this study.

In discussing the findings, the researcher gives focus on the

following research questions:

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?

Some related themes and categories that emerged from data collection and analysis are used as core concepts in connecting the findings of this study with existing theories and related studies on multi-cultural education. The following description goes over each research problem addressed in this study:

**1. The way of pre-service teachers anticipate multi-cultural education students' differences in designing and instructing collaborative learning activities**

- a. pre-service teachers' understanding and knowledge of multicultural education

Referring to the result of the interview findings about the understanding of the need to anticipate multicultural education in designing and instructing learning activities between 10 pre-service teachers. Most participants (exactly 8 pre-service teachers) agreed and believed that it was important to consider and anticipate multi-cultural education in designing and instructing learning activities. The reason they find it important is because teachers (or pre-service teachers) are agents who provide and design learning methods and activities, so they must consider the diversity of students, which then affects the different needs of each student or each class. As expressed by P2, teachers are like parents to students at school, so teachers must be aware of the conditions, backgrounds, and obstacles students face in learning, so that teachers can provide an appropriate approach.

Similarly, P3 stated that a teaching method or an approach to

students cannot be generalized; there must be consideration and adjustment to the diverse characters and needs of students. These findings align with McGee Banks & Banks (1995) in Multicultural Education Theory, who argue that all learners, regardless of their diverse backgrounds that may cause diverse needs and priorities, but they must still have equal access to education, including opportunities, support, and learning approaches. Thus, it can be concluded that teachers should design classroom activities that are open and inclusive of differences in culture, background, social status, gender, ability, and even economic status among students. This is necessary to support and provide equal opportunities for all students, regardless of visible or invisible differences, to learn effectively.

This conclusion is supported by the results of research by Marantika, Tomasouw, and Wenno (2023), which indicates that good teachers must be able to facilitate learning activities that facilitate students with diverse characteristics (such as differences in personality and uniqueness, gender, learning motivation, interests, social background, prior knowledge, learning styles, learning needs, etc.) to achieve optimal learning outcomes.

Unfortunately, the other two participants disagreed and said that considering student diversity in designing teaching materials and learning activities is unnecessary or less important to address. According to them, teachers should not have to design teaching materials and learning activities to suit student diversity, nor should they have to obey and follow all of the students' interests. So, they prefer to let it be and not worry about it. This misconception is caused by a lack of knowledge and awareness of the importance and influence of student diversity in the classroom on the learning process and outcomes. As stated in research by Andaryani (2023) that argue that multicultural education is crucial in overcoming student diversity in the era of globalization but its implementation is challenged in the lack

of change agent resources, such as a lack of awareness and understanding among teachers of the importance of properly addressing multicultural education.

b. Pre-service teachers' way in designing collaborative learning activities

Referring to the result of the interview findings and direct observations about pre-service teachers' way to anticipate multicultural education students' differences in designing collaborative learning activities. There are several ways and approaches that pre-service teachers use to anticipate student diversity in designing learning activities, which then can be grouped into several aspects of review. These aspects of review are then linked to the dimensions of implementing multicultural education in the learning process according to James A. Banks, as cited in Fajri, Maksum, and Marini (2024), as follows:

i. Knowledge Construction

The knowledge construction aspect is the process of designing learning activities that support learners with various levels of ability and learning speeds to understand the lesson optimally, as an implication of the diversity of abilities, uniqueness, and strengths of each student. This dimension is fulfilled and addressed by P1, P4, and P9, namely anticipating student diversity in designing learning activities by adjusting teaching method to the different ability levels of students and designing learning materials that are appropriate for the students' level.

The purpose of this consideration is to ensure that no student feels left behind or finds the material explained too difficult or too fast due to their limited abilities, so that teachers can provide appropriate approaches and teaching methods to support the different levels of student abilities. For example, P4 often involve students with faster and more comprehensive abilities to help

students who were slower to understand.

The implementation of knowledge construction aspect in multi-cultural education in the classroom was also shown by the results of the researcher's observations in the pre-service teachers' classroom. In the observation results, it was seen that several participants (precisely 7 out of 10 participants) often created learning activities in the form of completing tasks in pairs or groups. This was carried out to utilize the diversity of students' abilities and knowledge in applying the principles of multicultural education, i.e. oriented towards cooperation, mutual respect, empathy, and tolerance.

As explained by P9, the purpose of designing group-based or paired learning aimed at encouraging students to socialize and collaborate, building chemistry to help peers who may struggle with the material. Therefore, this approach enables them to develop critical thinking skills to solve problems and develop their sense of cooperation and empathy. This is in line with the findings of a study by Lin, Connors, Lim, and Hott (2021), which found that various forms of collaborative learning improved individual performance. then supported by Forslund Frykedal and Hammar Chiriac (2018) who claimed that group work is an educational mode that promotes learning and socialization among students.

## ii. Content Integration

Content integration is the process of integrating diverse cultures and groups to illustrate basic concepts and theories in various lessons, focusing on what information to include, as well as how that information is integrated into the learning materials delivered by a teacher.

This aspect serves as an implementation of mixing and inclusivity of cultural, racial, ethnic, background, gender, and socio-economic diversity into learning materials. Unfortunately, the



researcher just found the participants who supported this aspect of content integration in the learning materials based on the observation findings, not from in-depth interview findings. This issue needs to be considered because it indicates a lack of understanding and awareness among participants that the implementation of multicultural principles can be directly adapted to the learning materials or topics presented. The integration of local culture and diverse background in the learning materials not only strengthens students' connection with the material but also increases their sense of pride in their representative cultural identity, so as to maintain culture and customs (Arifin et al., 2025). Thus, the findings regarding pre-service teachers' lack of understanding of this issue support the results of research by Tonbuloglu, Aslan, and Aydın (2016), which concluded that teachers face serious confusion regarding several concepts related to multicultural education, so that teachers are considered to be unable to implement multiculturalism in learning. Furthermore, data obtained from interviews regarding pre-service teachers' understanding of the importance of adapting multiculturalism into learning, as explained previously, clearly illustrates the lack of counseling or training for pre-service teachers (or teachers) on multicultural education in Indonesia.

iii. Equity Pedagogy (Equality)

The dimension of equity pedagogy focuses on modifying teaching processes to ensure equal opportunities (equality) and optimal academic achievement by providing different levels of support according to each student's needs to ensure equal outcomes (equity). This aspect is rooted in differences in racial background, culture, social conditions, economic conditions, and even the language students use, which in turn produce different learning styles and learning needs. Students' education from diverse cultural and linguistic backgrounds as well as social class creating diversity

in needs that require special education services (Terry & Irving, 2010).

The main purpose of implementing this aspect in the classroom as application of multicultural education is to provide differentiated education. Thus, teachers can facilitate various methods, materials, and learning assessments to respond to the different learning needs and styles of students. Providing diverse learning will expand the opportunities for the suitability of materials to the diversity of students. This is in line with the opinion of Bromley (2013) that argue bringing a broader range of active learning strategies into classroom can improve learning process for all students, no matter their learning style. In contrast, if students are given a very narrow range of learning styles, it will excluded many students from experiencing success in school (Bohrer, 1995).

In this research, this dimension is fulfilled and addressed by P2, P3, and P8. In their explanation of how they design classroom learning to anticipate and implement multicultural education, they state that they always designing and adjusting learning activities based on student characteristics or needs that are adapted to the characteristics of each class in terms of learning styles, comprehension levels, attention spans, and engagement levels. They argue it is because a teacher cannot apply a single learning method across different classes. As exemplified by P8, in her class, she always approaches, observes, and assists students who are considered to 'need more attention' to anticipate possible negative outcomes (such as the inability to keep up with learning because the teaching methods and learning activities fail to align with students' needs, interests, and learning styles).

The same data findings were also observed in P10's classroom observation, particularly the use of the national language, Indonesian, as the medium of instruction in English (instead of the

local language, Banjar) by pre-service teacher. The reason is that there were several students from different ethnic backgrounds in her class, such as students who transferred from Java and did not understand Banjar. This way and action are considered highly appropriate according to the research by Sukmawati (2022) that said students may experience learning difficulties, where they exhibit unusual learning symptoms and have below-average academic performance, caused by learning disorders and obstacles such as: peer issues, language limitations, and an unsupportive environment. Therefore, it is indeed appropriate for teachers (as the main facilitators of learning in the classroom) to take a middle ground amidst the diversity of students' needs and learning styles, as P10 has done in addressing the issue of language ability diversity in her classroom.

The consideration for adapting learning stems from the reflections of the participants in previous learning meetings. As pointed out by P8, she always reflects on past learning, since she is indeed still in the 'learning stage' too. This represents the existence of reflection on action done by pre-service teachers during their internship program (PPL 2). This aligns with the theory of reflection by Giaimo-Ballard & Hyatt (2012) who said that reflection is an important tool for education and reflection enables teachers to know what they are about when they teach. It allows teachers (and pre-service teacher) to think about what happened and how they might do things differently in the future teaching.

#### iv. Prejudice Reduction

Reducing prejudice is an important dimension in designing multicultural classroom learning. This aspect focuses on making changes to students' attitudes, beliefs, and behaviors to ensure they have positive and democratic racial attitudes towards differences in race, ethnicity, and culture. This aspect allows teachers to help

students eliminate any bias, stereotypes, and prejudice they may have towards certain groups. Therefore, the goal is to teach students to have understanding, empathy, tolerance, and an inclusive attitude towards diversity.

According to Viktorivna (2024), Strategies that could help to reduce prejudice have been implemented in several different areas: curriculum, instructional materials, and methods of instruction. Teachers can erase inappropriate treatment of minorities in textbooks and other materials. Teachers could also raise students' awareness while guiding their reading materials.

Based on the findings of interviews and observations, the researcher did not find a single way or action by participants to reduce negative stereotypes or redirect students' understanding of a group. Researcher only found that the participants' main concern or adaptation was on how students could directly adapt to differences, work together, and respect each other. This data is shown from P3, P5, P6, P8, and P10, who always encourage students to appreciate each other. Some examples of actions taken by participants: asking the class to applaud when a friend bravely attempts to answer a question posed, and directing students to remain respectful of one another when someone is unable to answer a question. This action certainly teaches students to respect each other and have a sense of tolerance.

v. Empowering School Culture

This dimension is the outermost and most fundamental pillar of multicultural education. Although this dimension involves the cultural and organizational restructuring of the entire school, teachers are still required to actively participate in designing classroom learning under this dimension. This dimension focuses on ensuring that students from various racial, ethnic, socioeconomic, and linguistic groups receive equality and equal opportunities to

learn. Therefore, teachers must be able to create a learning environment within the classroom that reflects multicultural, neutral, and fair values.

This dimension is completely achieved both in the understanding and explanation of all participants in the in-depth interviews, as well as the teaching process in the classes observed by the researcher. All participants agreed and implemented this aspect into how they design, prepare, and carry out their lessons. Participants are always designing learning activities that are neutral and unbiased towards any culture, background, or even language. Some examples include: always mix group members in student study groups regardless of the students' backgrounds and status; provided material that does not refer to any particular ethnicity or race (such as excluding certain skin colors); used neutral examples between roles or castes of man and woman; and used example text that is very diverse and reflects the creativity and diversity.

This was carried out to create a learning environment that is suitable and comfortable for all students, without any student feeling left behind or neglected. In accordance with the goals of multicultural education theory, precisely intersectional theory as proposed by Crenshaw (2013). In this theory, teachers are required to adopt more inclusive and equitable teaching practices towards student diversity. Student textbooks, as the main reference in the implementation of learning, must be declared to be of acceptable quality and comply with the norms imposed by society, including not displaying pornography, elements of radicalism, violence, ethnicity, religion, race, and inter-group relations (Setiani et al., 2023).

Referring to the result of the interview findings and discussion above, the researcher found that participants reflected on their previous

teaching experiences, which were then applied to the design of future teaching materials and strategies. As stated by participants 9 and participants 3 in their interviews, they mentioned that they always learned from their previous classroom experiences, which were then accompanied by sharing reflections with fellow pre-service teachers and consulting with mentor teachers. This fact implies that reflection on action occurs during the self-development and pre-service teacher learning stages of their internship activities. This fact is also in line with the opinion by Thorsen & DeVore (2013) about the essence of reflection. They argue that reflection involves the ability of a person to identify problems and present solutions so as to make changes with the aim of improve their teaching. This aligns with what participant 9 and participant 3 did when they tried to analyze their past action and considered future strategies.

However, reflecting on the five dimensions of the principles of applying multicultural education in learning that have not been fully implemented indicates that there is a lack of adequate reflection and training for pre-service teachers.

c. Pre-service teachers' way in instructing collaborative learning activities

The way pre-service teachers instruct and design classroom learning are two different discussions, even though both are for the same purpose, which is to anticipate the effects caused by the mixing of multicultural education students in the classroom. However, designing learning refers to pre-service teachers' anticipation in preparing lessons and taking decisions on materials, strategies, and methods related to multicultural education issues. Meanwhile, instructing learning refers to how pre-service teachers instruct learning activities (more precisely, collaborative learning activities) in the classroom. To underline, this discussion is not about material

learning step-by-step instructions, but instructions to prevent and guide student behavior to align with the behavior and attitudes expected in the dimension of multicultural education.

Teachers, as the primary educators and facilitators in the learning environment, have a great responsibility in teaching students how to respect differences and work together in classroom interactions. Students are taught to understand that diversity is not a threat, but rather a social asset that can enrich community life, so it is important for teachers to explain and provide guidance on student behavior in the classroom (Hidayatullah & Ubabuddin, 2025). Teachers should encourage students to actively participate in group activities in order to foster mutual respect and cooperation. For example, through group discussions or group games, teachers ask students to acknowledge and respect differences, not just accomplish the assigned tasks (Rifa'I et al., 2025).

Based on findings, pre-service teachers indicate two different ways to anticipate students' differences in instructing collaborative learning activity in the classroom. Most of them **explicitly** instructed the expected behavior of students in performing collaborative learning activities in the classroom. The given instructions focused on cooperative attitude and interaction among all group members regardless of any differences, mutual respect for the work results and performance of peers from other teams, mutual support, tolerance, and conducive atmosphere during collaborative learning activities. They claim that giving verbalized instructions is important to ensure that students consciously and unconsciously implement the expected attitudes toward the diversity that they will discover when working on the collaborative tasks assigned to them. P4 also added that he instructed his students to maintain a proper multicultural attitude in class, simply because students do not understand, so they need instruction and guidance. The actions performed by P4 reflect the

efforts he made in his class to anticipate and comprehend the students' attitudes towards multicultural education. Because academic success and student behavior in general are linked to the teachers' efforts in the classroom (Lee, 1993).

Another main reason for explicitly instructing the expected behavior of students, as expressed by participant 8, was because of the reflection she had done on her students. Participant 8 successfully discovered that the reason one of her students was passive was because of the fear of being laughed at and humiliated due to his 'incompetence' in reading English, even though this was normal considering that school was a place for students to learn. Reflecting on the student's reasons, participant 8 decided to always anticipate and pay explicit attention to matters related to multicultural education. As a result, the students in her class obeyed the instructions given, and many students began to have the courage to try. This indicates the positive impact of reflection in action carried out by participant 8 in dealing with students directly in her class, as well as reflection on action because she always applies this explicit instruction to her future classes. This action is in line with a theory by Giaimo-Ballard & Hyatt (2012) about reflection, they argue that the function of reflection is not just remembering and learning from experience, but it is about actively engaging with the experience to gain insight and improvement from it for the future.

However, not all participants explicitly instructed students on the expected multicultural education attitudes in collaborative learning activities. Exactly three participants stated that they **did not explicitly** mention the expected multicultural attitudes in students in classroom activities. Based on their explanations, they would only give directions, instructions, and mediate between students if there was an attitude that was contrary to the principles of multicultural education in the classroom. For example, if there was a student who



was refusing to cooperate and isolating himself, only then the participant would approach him and direct him as well as his groupmates to work together. This behavior is based on the understanding that it is 'unnecessary' to anticipate student diversity in terms of the behavior that students will exhibit in front of the class directly.

Both ways that were found actually met the attitude that teachers, as the responsible party for education in the classroom, should instilling a multi-cultural educational attitude in students. This is based on the explanation given by Soleh & Pd (2023) in their book discussing the Implementation of Multicultural Education, which explain that teachers are able to guide students towards developing skills in tolerance, cooperation, and mutual assistance in the classroom. Guidance may occur through explicit instruction in front of the class or implicit by directly approaching students with issues. Obviously, both ways have their own benefits.

When teachers explicitly and verbally anticipate the multi-cultural education attitudes that students should have in front of the class, teachers have directly created inclusive class norms and reduced ambiguity in student behavior towards diversity. teachers are not only educators but also architects of environments that create inclusive spaces. This is supported by Mulia, Ridha, Yolanda, & Hudia (2014) who stated that the role of teachers in shaping inclusive spaces in the classroom is important, starting with restrictions on what students can and cannot do. This action also increases students' awareness of the attitudes they should have in class. Teachers bring the issue of multicultural education from the students' subconscious to their conscious minds (explicit). Teachers' explicit statements and instructions change students' attitudes from just an 'option' to a 'necessity'. This is a very effective proactive step in ensuring that multicultural education is not only taught as theory, but also

practiced as real action in classroom learning.

In contrast, when teachers do not give explicit instructions but still provide guidance and attention to students who exhibit attitudes that are contrary to the expected attitudes in multicultural education, it still has benefits and functions in other aspects. This way focuses on deep changes in individual behavior with a clarification approach so that teachers can identify the root causes and reasons for a student's behavior. The clarification approach is one of five approaches to character education proposed by Masnur (As cited in Ngatiman & Ibrahim, 2018). This approach emphasizes helping students examine their own feelings and actions in order to guide them toward appropriate behavior. Unfortunately, this method has a fundamental weakness because it is reactive rather than preventive. This means that students must first exhibit behavior that is contrary to multicultural education and then the teacher will react. This method does not demonstrate prevention in the same way as explicit instruction. Because a preventive approach is better than a corrective approach, as stated by Adiningtyas (2015) who said that preventive action is the treatment of teachers that will commit students to follow the applicable rules and norms, to minimize the possibility of negative consequences. This is where the assertiveness will be manifested. Another drawback of this approach is that teachers may not be able to identify every action that occurs in the entire class, resulting in many unaddressed cases that lead to the failure to develop multicultural attitudes in students. As stated by Afianti, Witono, & Jiwandono (2020) who explained that one factor that contributes to teachers' difficulties in the classroom is an ineffective student ratio (or too many students), making it difficult for teachers to give individual attention and monitor the behavior of each student).

Thus, in this discussion, the researcher concludes that the

best way to instruct students' attitudes in collaborative learning activities to match the attitudes expected in multicultural principles is by combining both explicit instruction and approaching students to conduct a clarification approach in anticipation of multicultural education. In this way, teachers (or pre-service teachers) can demonstrate and guide the multicultural attitudes that students should have while building an inclusive classroom and reducing ambiguity in student behavior towards diversity. Furthermore, with this combination of methods, teachers can deeply focus on students with inappropriate behavior for improvement and personal guidance of student character.

Obviously, this method can be implemented through continuous experience by participants as pre-service teachers in dealing with students in the classroom, especially in the dimension of multicultural education. Based on research by Quarto (2007), he states that teachers with limited learning experience will find it difficult to provide good classroom guidance to students, including managing student behavior.

## **2. Pre-service teachers' best response to the deviant behaviors given by students in the collaborative learning activity as an active party facing multi-cultural education in the classroom**

In order to discover pre-service teachers' best response to the deviant behaviors given by students, Discussions and descriptions regarding cases of deviant behavior committed by students in the classroom (in terms of student multicultural diversity) must first be presented. Deviant behavior is defined as behavior, actions, or someone in response to the environment contrary to the norms and laws that exist in society (Setyowati & Nurdahlia, 2018). In this study, deviant behavior refers to student behavior that is not aligned with the principles of multicultural education in various areas such as

background, gender, knowledge and abilities, social, cultural, and economic. This deviant behavior occurred directly in the classroom taught by the 10 participants in this study who acted as teachers for these students.

Referring to the result of the interview findings and observations, researcher underline four big cases regards deviant behavior committed by students in the classroom. These cases include: a hip student refuses to be grouped with a nerd student, students complain and refuse to do their assignments because it too difficult and too numerous, two students (boy and girl) who were teased by their classmates, and some 'general misbehavior' in the classroom.

Several cases demonstrated differences in dimensions or areas of multicultural education. These included: deviant behavior in the background and social status dimension, such as the case where 'a hip student refuses to be grouped with a nerd student; deviant behavior in the impact of dimension of gender, which is case of 'two students (boy and girl) who were teased by their classmates; and deviant behaviors in dimension of mixing character and background which caused some cases of 'general misbehavior' in the classroom.

Based on findings, these cases were reacted with two different behavioral themes by several participants. Most participants responded and acted by **warning, reminding, and asking the students concerned to do something**. Strict verbal warnings are often given by participants, they explained that it is done with the aim of the teacher's role to be respected and honored by students, even though they are only interns or pre-service teachers in the classroom. This action and reason are in line with research findings by Susmiati, Andianto, & Husniah (2013). They argue that a way teachers express their thoughts and feelings is through speech modes, including imperative statements such as warnings, commands, prohibitions, and admonitions. These speech modes can cause several effects on students, such as motivating

and guiding them to be better, more enthusiastic, and happier. However, some speech modes can also cause fear, discouragement, and embarrassment in students.

The impact and merit of warning, reminding, and asking the students concerned to do something, which the participants did to their students, led to the cultivation of good habits. This is illustrated by the reflection on action described by participant 10, who revealed the changes that occurred to her students from her first English class to her English class a month later. The habit of taking the initiative to prevent being reprimanded by the teacher became a good habit for the students. This reflection shows the positive impact and effect on the attitudes and actions of those participants. This finding supports the facts about reflection presented by El-Dib (2007), who stated that reflection in action and reflection on action serve a vital role for both teachers and students. Reflection leads to improvements in the quality of learning that occurs in the present and future. Therefore, ideally, reflection should always be practiced by pre-service teachers to provide them with plenty of experience and lessons to become real teachers.

A minority of participants, however, responded with **silent treatment or ignoring** the students' deviant behavior in class. They reasoned that such misbehavior was natural for students and found it too difficult to change students' character. Moreover, their status as intern teachers for a limited period of time at the school led them to believe that character building was not part of their duties. This certainly contradicts the theory of multicultural education by Crenshaw (2013) which states that all educational agents, including teachers, pre-service teachers, principals, and even school staff, must participate in implementing, caring, and assisting the successful cultivation of multicultural values in students' personalities. The understanding and behavior of these participants are opposite to the purpose of their internship program as a form of training for produce

and mold pre-service teachers into qualified teachers, including being teacher who understand the importance of appropriate attitudes and responses to multi-cultural education cases.

As for the case of ‘students complain and refuse to do their assignments because it too difficult and too numerous’ which is deviant behaviors in dimension of ability level. The response and action taken by the participant was **to agree to the students’ request and reduce the number of questions** she had prepared. There are two views on this action: good and bad. This action could be categorized as good action if the participant deliberately adapts the learning material to suit the ability level and difficulty of the students directly in the classroom, then this action in line with the aspect of knowledge construction in the principles of implementing multicultural education in the learning process according to James A. Banks. Yet, this action will be considered inappropriate if it is based on a weakening of the teacher's authority or principles, resulting in a response to students’ laziness in learning because they perceive the questions as overwhelming, even though the exercises are appropriate, standard, and effective for their level. Because students’ level of understanding and development will not improve if teachers do not increase the difficulty of the tasks given, at the risk of students becoming lazy in their studies. However, what teachers should do when faced with this situation is to motivate students and create interesting learning methods, rather than lowering the level of difficulty and the number of tasks. This was stated by Ramadan, Kaharu, Nuraini, Zulfuraini & Tadeko (2025) which states that teachers can implement strategies such as: stimulating learning interest, creating a pleasant atmosphere, giving praise, assessments, rewards, and competitions. These strategies were found effective in increasing motivation for most students.

The results of the discussion regarding several differences in

attitudes and actions demonstrated by the 10 pre-service teachers to reveal the phenomenon of multicultural education in this study are appropriate and based on various theories. Although there are some differences in the educational backgrounds of the pre-service teachers who participated in this study. This is based on the theory of universal pedagogical skills. This theory states that effective teachers should have four general competencies, regardless of the subject they teach (Susanto, 2022). These competencies are personality competence (spiritual), pedagogical competence, social competence, and professional competence (Lubis, 2018).

Furthermore, regarding the finding concerning the significant differences that were found between international students and domestic students, a higher level of respect and enthusiasm for learning is shown by international students than their counterparts in Indonesia. This fact reflected the diversity regarding the mixed environment and the impact of different geographical settings on the students' attitudes. As stated by Utami & Jelita (2023), every student will have different characteristics because they are raised in different environments. Therefore, the environment holds a highly influential position regarding student development. The attitudes of the pre-service teachers who interact with these students are directly influenced. Whether it is in the teaching and learning process, or the overall classroom atmosphere. It is a fact that there is a benefit for teachers (or pre-service teachers) when the students they face possess high enthusiasm for learning and respect. However, it cannot be denied that every class across different schools will possess varying student characteristics. This challenge is what teachers must overcome in order to implement appropriate actions and achieve more optimal educational goals. A teacher must be capable and fair in responding to the differences in characteristics that occur within the school environment, relying on the competencies they possess to achieve

professional teaching performance (Rigianti & Karimah, 2024).

As for deviant behavior shown by Indonesian students abroad, specifically at the Indonesian School of Mecca, a comprehensive example taken from the researcher's direct experience as a pre-service teacher during the internship program was observed. It was found that the classroom atmosphere did not demonstrate healthy competitiveness. Instead, students who attempted to answer and appeared active were ostracized by some of their classmates. Fortunately, the response given reflected and exemplified a multicultural educational environment. This aligns with the intersectional theory proposed by Crenshaw, who stated that the teacher as the key provider in the learning process, has a crucial responsibility to provide the right actions (Crenshaw, 2013). By instilling an attitude of mutual respect and appreciation among peers, the researcher successfully demonstrated an appropriate stance, neither favoring nor distinguishing between students.

Thus, the findings and discussions presented by the researcher in this study can be implemented and applied to English language teaching (ELT). This includes attitudes, strategies, predictions, knowledge, design methods, and instruction methods for multicultural education in collaborative learning discussed in the first research question, as well as the best attitudes for pre-service teachers in dealing with several cases of deviant student behavior due to the impact of multicultural education itself. Considering that the discussion of multicultural education focuses on diversity in the classroom, how teachers teach, and how students behave. This is explained by Crenshaw (2013), who claims that multicultural education examines how multiple social identities shape individual experiences and opportunities, which include consideration of heterogeneity across different intersections of social positions, including in the dimension of education. This occurs as a result of diversity that is not isolated



from each other; instead, they are linked and interlaced in complex ways, leading to different advantages or disadvantages, benefits or harms. The expectation is that English language teaching (ELT) can be open and learn how to perform as an ideal teacher or pre-service teacher who is assessed as appropriate based on the exploration conducted in this study.