

CHAPTER V

CLOSURE

In this section, the researcher concluded the findings that address the two research problems in this study. Also provided some suggestions that are linked to the topic.

A. Conclusion

This research used phenomenological research design to collect qualitative findings through in-depth interview, qualitative questionnaire with open ended question as the main data findings. In addition, classroom observations were held to be supporting data findings. In summary, this research generally aims to find out how pre-service teachers' action in anticipating students' attitude when they facing diversity, for the success and continuity of learning in applying multicultural principles. The following description provides a brief overview of the findings and discussion of each research question in this current study.

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

The understanding of pre-service teachers regarding the importance and need to consider multicultural education in educational preparation, processes, and evaluation was found to be quite clear. Although a small number of participants did not share this view because their lack of knowledge and awareness of multicultural education. Meanwhile, for the way pre-service teachers design collaborative learning activities in their classrooms almost fulfills the five principles in the implementation of multicultural education in the classroom. Dimension of knowledge construction, equity pedagogy (equality), and empowering school culture are three dimensions that are fully implemented by pre-service teachers.

Using approaches and methods such as: involve students with faster and more comprehensive abilities to help lesser students, created learning activities by completing tasks in pairs or groups, adapting learning materials to the characteristics of each class in terms of learning styles, doing reflection on past learning, and also designing learning activities that are neutral and unbiased towards any culture, background, or language. Yet for content integration and prejudice reduction dimension remain unaddressed by pre-service teachers. Participants often focus only on desired student attitudes (such as respect, and tolerance) instead of directly integrating these concepts into learning materials. The gap exists primarily due to a lack of teacher experience and training in effective integration methods. Then, the most effective way to instruct students' attitudes in collaborative learning activities to match the attitudes expected in multicultural principles is to use a two-part approach: give explicit instructions to the whole class and follow up with clarification approach for students who show inappropriate behavior.

2. The second research question: 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

Pre-service teachers' best response to the deviant behaviors given by students in several cases are by warning, reminding, asking the students concerned to do something, motivate students, and also create interesting learning methods. Therefore, behaviors that pre-service teachers should not perform are silent treatment or ignoring because of understanding that character building was not part of pre-service teachers' duties and agree to the students' request in a response to students' laziness in learning because they perceive the questions as overwhelming.

B. Suggestion

1. Pre-Service Teacher

Based on the information gathered, the researcher strongly suggests that pre-service teachers recognize, consider, and extend their understanding and knowledge of multicultural education. The awareness that this dimension is crucial for supporting the success of student learning outcomes and processes, followed by self-reflection and discussions among fellow pre-service teachers. Furthermore, this vision can also be supported by efforts from relevant institutions, campuses, and schools to organize related training and seminars. With the collaboration of various educational agents and a strong determination to improve education in Indonesia, the differences among students in the classroom will no longer be a problem or obstacle to education in Indonesia.

2. Other Researcher

The researcher recommends that future research analyzing various actions of pre-service teachers in the field of multi-cultural education in different aspects other than how to design learning, how to instruct, and responses to cases of deviant behavior. In addition, future researchers can also conduct several tests related to teacher actions and their impact on students, packaged in quantitative research. This step will ensure that the data presented is more precise and comprehensive.