

ANALYSIS OF MANAGEMENT OF MULTICULTURAL EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

This study focuses on the subjects, a group of 4 people made up of the school principal, 3 high-class instructors, and tries to assess the management of primary school education that is focused on multicultural education in elementary schools. According to the findings of interviews conducted using a Google Form with informants who have knowledge and experience regarding the incident, the researcher used a qualitative approach through a descriptive method in this study. This method aims to explain a piece of data, an event, or an event that is explored based on the results of the interviews. A structured and occurs with existing justice research approach known as the descriptive method describes or explains data based on facts in terms of objects. Techniques for gathering data that are based on the findings of interviews, observations, and documentation. The results of this study suggest that administration of primary school instruction involves planning, as seen by the creation of teaching tools that are multiculturally integrated. a managerial structure that is built on a multicultural outlook These four aspects are seen based on multicultural values, namely equality, fairness, democracy, freedom, and tolerance, as can be seen from the various activities carried out by the school. The implementation is seen based on the process of implementing teaching and learning activities and supervision, which includes periodic monitoring carried out. According to the study's findings, planning is involved in managing the elementary school curriculum as shown through the creation of multicultural teaching materials.

Keywords: Education Management, Multicultural

A. Introduction

The diversity of the different Indonesian cultural traditions is demonstrated in education from the time of independence to the Reformation, which is actually a description and survival of a democracy. In the 21st century's reform movement (the century of fierce international rivalry), democracy has always been the nation's preference. Multicultural education was restored to democracy under the New Order era. Education was then utilized as a political instrument to give certain parties a monopoly over the education system. Nonetheless, despite the stark differences between cultural and religious reality, multicultural education is rarely prioritized. As a result, several factors need to be taken into account when it comes to education, especially when it comes to diversity (Beatty & Albert, 2016).

Multiculturalism is founded on Pancasila in Bhinneka Tunggal Ika, which means that despite their differences, they are still one, and the 1945 Constitution, which describes how Indonesia's people and nation, which is made up of many groups and ethnicities, came to be. There won't be any cultural diversity in Indonesian society if education and development are centered on multiculturalism. (Ciampa & Reisboard, 2020) Education was a tactic for gaining power at the start of the reform era. Despite the fact that there are a wide variety of religious and cultural diversity, multicultural education is still viewed as being unimportant.

Conclusion Education in managing and using a resource to accomplish a goal is based on the principles of management. According to the Education Management book, school management or education in school management must be founded on 5 (five) pillars, namely: In order to attain educational goals that have been established effectively and efficiently, management is defined as the process of managing education.

2) as evident from the organization of teaching techniques. In terms of engagement, 3) leadership, and 4) management (Veloo et al., 2013).

In order for the educational process to function as planned, it is imperative that the core of the education management function be in place. The following are the key responsibilities of education management. 1) Preparation 2) Planning. 3) Application. 4) Direction. As a result, the most crucial management role in education is education implementation. Education is to continuously guide students toward maturation and the ability to live independently. Benefits, or multicultural education as a theory or notion of learning without making distinctions between groups from other races, ethnicities, and cultures, are a sign of a person who has matured. Each group in a diverse workplace is accorded the same privileges when conducting business. According to the justification given above, multicultural education is an effort to comprehend interpersonal diversity and to be fair in all circumstances (Jin et al., 2014).

According to his research, multicultural education is defined as instruction that is delivered to pupils in an environment that is committed to equality in all learning processes and is founded on anti-racism principles. Diversity is intercultural education. Education that is inclusive of all cultures includes pliers. If concerns relating to multicultural are not resolved right away, social tension will develop in Indonesia and can often manifest itself in physical violence, which might cause conflict.

(Maselena et al., 2016) The aim of multicultural education is to minimize social inequity by building a bridge across already-existing divisions. Activities that capitalize on distinctions, such as culture, race, physical condition, gender, or socioeconomic standing of each student, can help students develop positive social attitudes. Multicultural

education is the study of the controversy surrounding students through the provision of socially autonomous educational services.

This particular diversity is a reflection of the need to comprehend diversity as well as the disparities that occur. Multicultural education plays a crucial role in fostering community among all students, regardless of their social, racial, or cultural backgrounds, throughout educational activities. One of the objectives of educational management is this.

Combining theories about education and multicultural education in elementary schools, including: the notion of education, the function of education, elements of education, educational goals, the role of educational institutions in multiculturalism, creating an equal education in multiculturalism, and the implementation of multicultural education, the goal of this study was to determine how far the management of multicultural-based elementary school education is (Panagiotakopoulos, 2016). The following are the aspects of management in elementary schools with a multicultural focus that are based on training in school administration and viewed from multicultural education: Fairness Justice, Democracy, and Freedom, Acceptance. The goal of this study is to examine the degree to which multiculturalism, as it is reflected in the curricula, is used to manage education in primary schools.

B. Method

A qualitative approach is used in research. In contrast to experiments, the qualitative research method is based on the philosophy of post-positivism and is used to study natural object conditions. The researcher serves as the primary instrument, data collection techniques

are triangulated (combined), data analysis is qualitative/inductive, and the findings of qualitative research place an emphasis on meaning rather than generalization. The purpose of this study is to determine how multiculturally focused the management of primary school education is. The purpose of this study is to develop a thorough understanding of multicultural education management.

According to the diagram, the research is divided into three stages: data reduction, data display, and conclusions. Data reduction is carried out to locate same or pertinent data that can be used as a reference by researchers. Short, narrative paragraphs are used for the data presentation (display data), which is how the data is obtained (with text). Providing explanations and deriving findings from prior research based on interview and observation data that is then supported by supporting documentation. Data triangulation is required in this step to support the research's findings.

C. Finding and Discussion

The four formulations of the problem that serve as the foundation for this research are analysis Elementary School Education Management That Is Multicultural This study used informant interviews to uncover the four crucial aspects of distant learning preparation: organizing, planning, implementing, and supervising (Banyen et al., 2016). The findings of this study are based on four formulations of the problem that were conducted through interviews with informants showing four important things that must be maximized in multicultural education management, which is related to the management of multicultural values education in the management of elementary schools in elementary schools, and are based on observations and interviews using Google forms that have been carried

out by researchers on the management of multicultural education. Planning, organizing, implementing, and supervising activities related to the orientation of multicultural values, such as tolerance, equality, and freedom. During interviews with teachers and school principals for the analysis, the following findings were obtained.

1. Planning

A plan is a group of actions that have been scheduled to accomplish a particular goal. Planning is an activity that will be carried out for the present and the future, in another sense planning is utilized for the long term, according to previous study that the authors have done connected to educational planning. Planning includes the following components: (1) a variety of scheduled activities; (2) methods for completing them; (3) knowing what to do; and (4) relating to this in the future.

Based on the findings of the interviews that were performed as part of teacher planning for learning implementation plans, syllabus, semester programs, annual programs, teacher books, and student books. The teacher instills a spirit of tolerance throughout every lecture.

The school's tolerance policy strives to establish an environment where classmates can cooperate and assist without hesitation in various school activities to foster a sense of peace free from conflict. In order to establish a school zone, interactions between classmates as well as those between students and teachers or between teachers and other teachers can continue to go smoothly despite religious differences. Instilling the value of tolerance creates a sense of respect for one another, which promotes harmony.

About management strategies based on multicultural ideals, namely tolerance, equality, justice, and democracy/freedom. These are the findings from interviews that researchers performed with school principals and teachers of the high school grades IV, V, and VI regarding planning in Multicultural Education Management. The Learning Implementation Plan, Syllabus, Semester Program, and Yearly Program, according to the principle, are what must be prepared when preparing learning. based on the applicable 2013 curriculum that has been streamlined to reflect the time. Multicultural values are communicated and practiced in each topic, and their implementation is detailed in the learning plan in order to successfully and efficiently meet learning objectives.

with the student's age Learning was provided online (through online media) (Respondent 3) or online via a variety of engaging applications during the Covid-19 epidemic (Respondent 2). Multicultural Oriented Education Management Planning in Elementary Schools, which is carried out in three stages, consists of deciding the vision, tasks, and goals of the school through work meetings (evaluation), planning work plans, and various activities in the form of extracurricular activities through the school's methods and curriculum.

Tolerance is a trait that teachers constantly convey in their students and is crucial for forming their character or behavior as virtue-seeking individuals (Respondent 2). Also, teachers should model a tolerant attitude for their children so that they may better influence their cultural behavior (Respondent 3). According to the results of the interviews, the instructor constantly fosters a culture of tolerance. For instance, the teacher educates children to celebrate holidays even though they practice different religions. In primary schools, planning is done in three stages:

setting the vision, tasks, and goals; planning; and varied activities in the form of extracurricular activities through the curriculum and learning system. Work meetings are held to evaluate progress toward the goals of the school.

According to the class level and age of the children, multicultural learning plans are implemented and put into reality. Learning is provided online (through online media) or online (via various engaging applications) during the Covid-19 epidemic. The Sangiang Jaya state conscious school compiles according to the applicable curriculum, namely the 2013 curriculum, where detailed planning is made by teachers starting from annual program planning through semester but in the interview that the author conducted the teacher focused more on preparing for making a learning activity plan which lasts for the duration of the semester.

(Beatty & Albert, 2016) Effective time management will reflect the proper time allocation, making good plans will ensure that the implementation of learning proceeds smoothly. Organizing a group or in large numbers can be done remotely as well. There are still occasionally teachers in this plan that supply lesson plans at the wrong time, demonstrating the need for careful oversight of the professionalism of teaching resources.

2. Organizing

Organizing is the process of combining organizational resources, including both human and non-human resources, to successfully, efficiently, and effectively accomplish the goals set by an institution. Multicultural values are applied in education in order to effectively, efficiently, and productively attain the objectives desired by schools. By distributing duties based on resource performance,

collaboration between instructors and school principals is required. Hence, organizing is a continuation of the planning function in intercultural values education. This is evident in the group meetings and group association activities that contribute to the dissemination of multicultural values while this organization is integrated through productivity that attempts to satisfy educational objectives.

Being able to respect each other's values in the face of differences in ethnicity, race, religion, ethnicity, culture, gender, position, and perspective for school members who have been designed effectively and efficiently in accordance with the formulation of the goals expected by the school is one of the values that can be realized in an organization that is oriented to the values of democracy and freedom (Respondent 4). Every group member who has been granted responsibility and authority can share thoughts and goals without regard to cultural or other distinctions under the value of democracy or freedom in organization. When it comes to implementing multicultural principles in schools, three stand out: justice, respect, and mutual understanding (Respondent 2). There is also the importance of ethnic diversity.

Managing diverse groupings in a way that doesn't prejudice against any status. Mutual respect for values in disparities in ethnicity, race, religion, ethnicity, culture, gender, position, and point of view for school members that have been designed effectively and efficiently according to the aims desired by the school are values that can be fulfilled through organization.

The staff in charge of archiving is one of two groups responsible for organizing in the Multicultural Oriented Education Management system. This group uses knowledge to record administration related to school management, while the other group is made up of influential

people who are responsible for the organization's work while the principal and teachers carry out this activity.

3. Implementation

The most crucial managerial function, actuating or actuating, also involves the most people. In actuality, the manager's role as a leader and implementation cannot be separated. As a result, leadership is required. As a result, the most crucial management role in education is education implementation. So, this mobilization pertains to the leader's abilities to inspire and motivate followers to work hard to fulfill the objectives established successfully and efficiently. Since implementation plays a crucial role in reaching a goal, it is overseen by the principal, who also needs to help each teacher or school resource.

a term used to describe learning that includes the Learning Implementation Plan, Syllabus, Semester Program, Yearly Program, instructor books, and student books that have been created in accordance with the goals attained by creating various learning methodologies. The multicultural instruction offered in elementary schools seems to impart a knowledge that since our nation is a pluralistic one with many cultural elements that are extremely diverse, respect for one another is necessary in order for life to continue in harmony (Respondent 2). Even though there are variations in color, ethnicity, religion, ethnicity, culture, gender, and point of view, work together to solve an issue and respect one another (Respondent 4). The teacher always instills an attitude of equality, justice, democracy/freedom, and tolerance in accordance with multicultural values in every lesson that includes multicultural education. The driving force for implementation in education management is carried out by the principal and a chosen group of instructors, and the execution

is carried out by staff, students, and school residents through school activity programs.

According to researchers' observations of the implementation process integrated with all subjects, multicultural education provided in elementary school seems to provide an understanding that our country is a pluralistic country rich in diversity, with various cultural elements being very diverse, so mutual respect is needed so that multicultural-based management at the implementation stage is a reflection or continuation of planning and organizing. The teacher always instills an attitude of equality, justice, democracy/freedom, and tolerance in accordance with multicultural values in every lesson that includes multicultural education. Because it is crucial to establish a feeling of justice in students before they engage directly with the community, teachers may assign some subjects that are focused on teaching the value of justice (Respondent 2). By including a lesson on honesty and justice that the teacher personally imparts during every learning activity so that it can be imitated (Respondent 3). assigning tasks in accordance with pupils' capacities (Respondent 1). In order to achieve goals effectively, efficiently, and productively in each implementation, executors must be carried out in a serious manner.

The mobilization of all teachers by the principal through coordination meetings and monthly school meetings constitutes the first of two implementations carried out in the Multicultural-Oriented Education Management for Elementary Schools. The implementation of all students is carried out, secondly, through a variety of program activities that are developed through the curriculum and educational system in schools in the form of extracurricular and intramural activities, and are instilled through a variety of multicultural school customs.

4. Supervision

One of the roles of education management is oversight, which executes the conclusion or closure of a plan and acts as a check against unfavorable outcomes to ensure that actions are carried out in line with what has been intended.

managerial oversight based on multicultural ideals, such as tolerance, equality, justice, and democracy/freedom The purpose of supervision is to assess the degree to which the level of accomplishment is consistent with the anticipated objectives. A chosen instructor or the school's principal is in charge of supervision. There are two types of supervision in the management of multicultural education: internal supervision and external monitoring. Internal supervision refers to oversight provided by the teacher. exterior (external) supervision is supervision provided by educators working outside of the classroom. supervision that emphasizes the importance of equality According to the findings of interviews with learning activities, the teacher groups pupils equally for learning activities.

The purpose of supervision is to assess how well the principal and teachers are doing in terms of achieving the school's vision, mission, and goals, particularly with regard to instilling the multicultural education values of equality, justice, democracy/freedom, and tolerance that are taught in the classroom. Research indicates that principals frequently oversee the implementation aspect; this is evident when the principal joins the zoommeeting held by teachers and students. This activity is carried out for at least one week by directly monitoring the teacher, beginning with the planning that is made, followed by the organization that is carried out, and the implementation of teaching.

The multiculturally focused educational management of SD is subject to two types of oversight: internal supervision and external supervision. Internal supervision refers to oversight provided by educators who work in a setting that is governed by educational policies, such as teachers or other institutional entities. Teachers from outside the educational setting provide external monitoring.

5. Discussion

The education system requires educators who are experts in their fields, have extensive knowledge and experience, and are able to systematically develop and apply various socio-economic situations and conditions of various countries to school institutions that implement school activities in educational settings. Based on the results of all data collection that has been taken from the respondents, it can be concluded that the education system not only needs solid education management concepts.

A technique of instruction called multicultural education places an emphasis on four concepts: 1) equality, 2) justice, 3) democracy/freedom, and 4) tolerance. Multicultural education is a crucial requirement given the tensions that exist in the neighborhoods around us. In order to achieve a peaceful, wealthy, peaceful, and joyful national, state, and religious life while sustaining humanity, fraternity, unity, mutual respect, and respect for differences in the environment, it is crucial to teach the ideals of multicultural education in each individual school.

With a multicultural perspective, management principles are applied to ensure smooth operation. In light of this, educational institutions generate work that is not only competent in terms of the disciplines followed but also capable of using a variety of values to

comprehend and respect existence. Education requires a good management plan, as well as the organization, direction, and supervision of all educational activities, to carry out the basic school management role. Typically pertains to management roles in educational institutions and organizations. A management science specialist carefully outlined the references they had found, which included Planning, 2) Organizing, 3) Implementation, and 4) Supervision. Resources can be allocated freely by schools to better meet their requirements and those of the surrounding community. The school community, including teachers, staff, and students, must participate in order to better comprehend the intricacies of education and to assist in managing an education system that is multiculturally oriented.

putting intercultural values into practice The management function can be used to create an education management system. Planning, organizing, acting, and overseeing are some examples of management functions that these variances in approach generally have in common. In elementary schools, the management function relates to teaching multicultural principles regarding 1) Equality, 2) Justice, 3) Democracy/Freedom, and 4) Tolerance.

D. Conclusion

The authors of this study draw the conclusion that this study demonstrates that multicultural-based education management in elementary schools is not maximized, which can be seen based on indicators of education management, namely multiculturalism, which has aspects of planning, organizing, implementing, and supervision. This conclusion is based on the formulation of the problem and the research findings presented. seen in accordance with multicultural ideals, namely

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tolerance, equality, justice, democracy, and freedom. The teacher makes plans in accordance with the equality of student educational levels, fairness in teacher planning ensures that planning is the same at every level, and freedom in planning is in accordance with the teacher's capacity to create plans. In the meantime, planning is seen from multicultural values related to equality.

The management of the implementation of multicultural education, which is reflected in the ideals of equality, justice, democracy/freedom, and tolerance, involves organizing in collaboration with other parties. This demonstrates that there are several activities connecting the organization with concurrent activities occurring in the school setting that foster multicultural ideals. Many areas of implementation can indicate the value of multicultural management because the implementation process is a mirror of the forerunner of its appearance. To be able to track education management, supervision is always done on a regular basis. Researchers advise carrying out multicultural-based learning to lay the groundwork for the school to also carry out multicultural-based management. Reexamination of more in-depth financing for multicultural research is necessary to create a more comprehensive body of knowledge.

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