Application of multicultural-based learning model syntax of social studies learning

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Abstract

This study analyses the differences in knowledge, attitudes and multicultural skills of primary school students divided into two learning models, namely a multicultural-based learning model and a student team achievement division (STAD). This study used a quasi-experiment with two control classes and two experimental classes which were determined through random sampling. Prior to being randomised, an equivalence test was carried out to ensure all classes were equal. The experiment used was a post-test-only control group design with multicultural knowledge test instruments, multicultural attitude inventories and observation guidelines of multicultural skills. The results show that the multicultural knowledge, attitudes and skills of students who took multicultural-based learning model syntax were better than students who took the STAD type of cooperative learning model. The mean score of multicultural knowledge, multicultural attitudes and multicultural skills were 25.60, 147.95 and 121.05, respectively. Meanwhile, students who took the STAD learning model showed the mean score of multicultural knowledge, multicultural attitudes and multicultural skills were 22.88, 128.08 and 114.27, respectively. The syntax of a local genius-based learning model is easier for teachers and students to understand the learning steps. This makes learning more challenging, fun, values-based and meaningful for students' real lives.

Keywords: Model syntax, multicultural, knowledge, attitude, skill.

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1. Introduction

A learning process designed systematically using syntaxes of a learning model that is born from constructivist philosophy provides a positive impact on student learning progress. Budiarti (2017) found that the Jigsaw learning model increased student learning outcomes by 36.34%. Kristin (2016) found that the student team achievement division (STAD) type of cooperative learning model was more effective than the conventional model for improving social studies learning outcomes for grade 4 of primary school Duyungan 2, Sragen. Ardani, Putra and Kristiantari (2014) found that the analysis of the post-test results showed the mean score of the experimental group was 78.75, while the mean score of the control group was 65.51. This meant that the mean score of the experimental group that was taught with the teams games tournament type of cooperative learning model assisted by question card media was greater than the control group taught using conventional learning. Iswatun, Mosik and Subali (2017) found that the guided inquiry learning model can improve students' science process skills by 0.52 and student cognitive learning outcomes by 0.53. Hendriana (2018) suggested that the problem-based learning model in class IV social studies learning at Bina Anak Muslim Singkawang Private Primary School showed a significant effect on increasing student learning outcomes with a mean score of 82.44. Meanwhile, Kusuma (2017) found that the conflict resolution learning model was able to improve the social attitudes of Class V students at the primary school Colonel Cluster of I Gusti Ngurah Rai, North Denpasar.

Surprisingly, several studies have also shown that the use of a learning model syntax developed from the local values of Indonesian society can improve students' knowledge, attitudes and skills. Khusniati (2014) and Sanjaya, Suartama, Suastika, Sukadi and Dewantara (2021) suggested that the science learning model based on local wisdom can be carried out through the reconstruction of original science (indigenous science) into Western science or scientific science. This learning model makes it easier for students to understand the material because it is contextual and meaningful (Singh & Datt, 2020). Subagia and Wiratma (2009) evaluated the application of the tri pramana-based learning cycle model in chemistry learning in high schools. The study showed that the application of the tri pramana-based learning cycle model in chemistry subject can improve the quality of the learning process as seen in student activity and creativity in the learning activities, the learning effectiveness and a conducive learning atmosphere. Fadillah, Lisnawati and Nawawi (2019) found that there was a positive effect of learning Aqidah Akhlak on the application of Tauhid values in the life of grade VIII students at Madrasah Tsanawiya Negeri 3 Bogor. From the coefficient of determination (R^2), a figure of 0.233 meant that the influence of the independent variable on the dependent variable was 23.3%, while the rest was influenced by other factors. Sanjaya and Kertih (2009) examined the learning thinking reconstruction and civic education in primary school as a yadnya in the context of realising the dharma of religion and state dharma based on constructivism which was very effective in increasing knowledge, values and skills of primary school students.

The aforementioned studies show that the syntax of the learning model adapted from other countries and the syntax of a learning model based on the local indigenous values of the Indonesian people has shown to have high effectiveness in improving learning quality (Gardanova et al., 2020). Meanwhile, Suastika and Sanjaya (2017) found that (1) the syntax of learning model is very easy to be applied by the teacher and easily to be understood by the students, because it is relevant to the sociocultural values that commonly grow and develop in the community; (2) the model steps require students to identify, seek information, analyse, infer and solve citizenship problems that are empirical, so as to develop students' critical thinking skills and (3) the applied learning model is able to develop spiritual skills, moral skills, social skills and intellectual skills at the same time. The continuity of the

learning model syntax that is in line with the values, traditions and culture of the community is guaranteed because it is familiar to teachers and students. On the other hand, the learning model syntax that is relevant to student culture will make it easier for students to understand the sequence of activities that must be passed in achieving competence in learning. Learning will be more meaningful for students when the discussion mainly deals with an empirical social problem that occurs in the community where the learning takes place (Gul et al., 2020). This study was supported by Darmawati (2017), who found the syntax of the dormitory chess-based learning model was able to improve students' social skills and made it easier for teachers and students to understand the learning cycle that was relevant to the daily lives of teachers and students. Based on this rationale, this study analyses the effectiveness of the application of the syntax of a multicultural-based learning model compared to the syntax of the STAD type of learning model of social studies learning at primary school.

This study aims to analyse the application of the syntax application of a mulricultural-based learning model compared to a learning model with a student team type learning syntax (STAD) in elementary school social studies learning The multicultural-based learning syntax model is built from the sociocultural concept that develops in Indonesian society where learning practices are carried out (Suastika, 2013). Meanwhile, the learning syntax model of the STAD type is a syntax model adapted from a theory that comes from the West. The two syntax models are then applied to the control class and the experimental class with equal abilities.

2. Literature review

2.1. Syntax of multicultural-based learning model

A multicultural-based learning model was developed based on constructivism theory. According to constructivism, knowledge is a human construction (formation) and is not an imitation of reality (Suartama Triwahyuni, Sukardi & Hastuti, 2020). Learning is an active process of learners constructing meaning through the process of assimilating and connecting the experience or learning material with the understanding they already have (Suastika, Mangku, Yuliartini & Wayan Lasmawan, 2020). The implication in learning practice shows that students must be given the freedom to develop their potential (Suartama, Setyosari, Ulfa, Zuhdi & Sugiani, 2021). This multicultural-based learning consists of six stages, namely (1) initiation, (2) individual opinion, (3) multicultural group, (4) multicultural opinion, (5) implementation and (6) reflection (Suastika, 2013). The syntax of a multicultural-based learning model is shown in Figure 1.
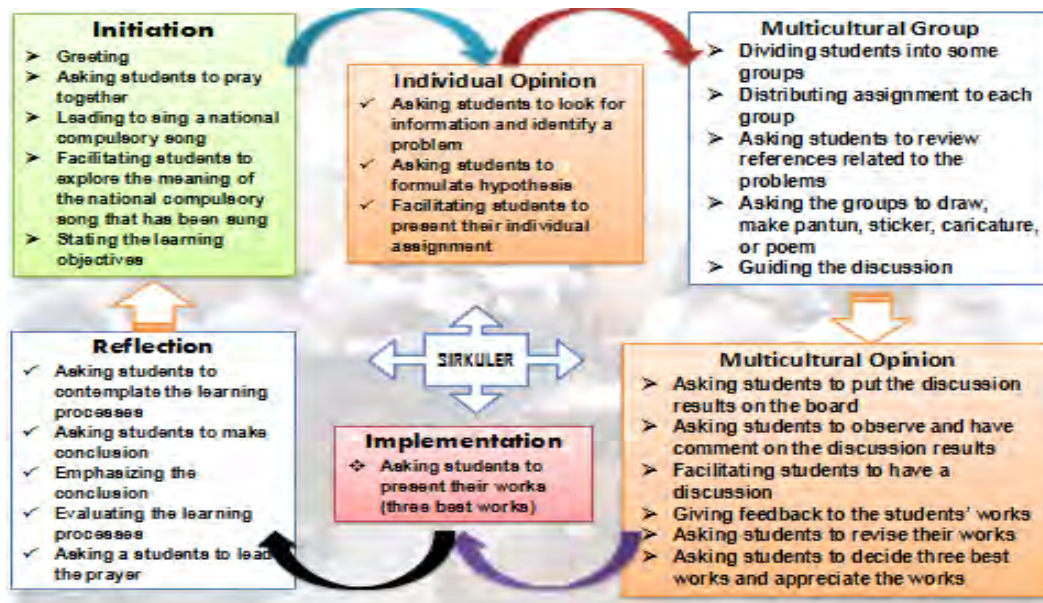
Figure 1. Syntax of multicultural-based learning model

Operationally, the steps of a multicultural-based learning model can be described as follows: first, the initiation, which is intended to motivate student learning, focuses students' learning attention on learning objectives and acquires students' initial knowledge regarding the material to be discussed. Students are invited to pray, sing the national compulsory songs related to the material to be discussed and discuss its meaning collaboratively between teachers and students (Panchenko, Zinnatov & Kadyrova, 2019). The individual opinion stage is intended to build and develop students' individual opinions based on the process of exploring, analysing, formulating and concluding what they have got (Nageong Kim, Kim & Park, 2019). The teacher assigns assignments individually to all students through questions related to competencies and learning objectives that have been prepared by the teacher. Then, the students are asked to develop their individual opinions by seeking information through textbooks and other relevant books that have been informed by the teacher at previous meetings (Tilaar, 2004). The multicultural group stage is intended to build and develop multicultural awareness/competence in students. Through multicultural groups consisting of various ethnicities, religions, cultures, sexes, regions and abilities, students are invited to directly experience the true multicultural society in class life (Suastika, 2013). This multicultural group makes students consist of various ethnicities, races, religions and cultures mingle, help each other, learn from each other, exchange experiences and cultures, understand each other's differences and mutually interpret their differences (Banks, 1995).

The multicultural opinion stage is intended to build various student opinions based on the perspectives they build. Students are asked to observe carefully the work of other group and provide comments based on the results of their observations. In this process, it needs skills to criticise, build and develop an objective attitude towards the work made by other (Rosmiati, 2011; Suastika, 2013). The implementation stage is the process of disseminating and disseminating the knowledge that has been obtained in the learning process. Students convey what is the result of their group work in front of the class. In addition, the three best works are displayed on school wallboards (given to others) to provide learning reinforcement to students who provide a sense of fun, feel appreciated and motivate learners' learning (Suastika, 2013). The reflection stage is to reflect on what has been done and

conclude the learning outcomes that have been achieved. The reflection process carried out with conscience will help students feel honestly, whether what has been learned is beneficial for themselves and others or whether the process is fun and is able to achieve the stated goals (Suastika, 2013; Sulastri, 2013).

2.2. Syntax of STAD learning model

Slavin (2005) mentioned the characteristics of STAD cooperative learning model as follows: (1) students learn in small groups; (2) students are placed in study groups consisting of four to five people in a mixture of ability level, gender and race/ethnicity; and (3) pay attention to the initial score. The initial score is the quiz score obtained by students in previous learning. The purpose of the initial score is to find out whether the students' scores on the next test will increase or decrease. (4) Quiz: quizzes are intended to determine the level of mastery of knowledge individually. In doing quizzes, students work by themselves so that students as individuals will be responsible for understanding the subject matter. (5) Individual progress scores: these scores are used to determine the progress of individual learners. In STAD, this progress score is very necessary to find group scores. (6) Group rewards: the first step before giving a group reward is calculating the group mean, which is carried out by adding up the progress score of each group member, then the number is divided by the number of group members who took the quiz.

Ibrahim et al. (in Triyanto, 2007) mentioned that there are five main steps in the STAD cooperative learning model, namely (1) the presentation stage in the classroom. The main purpose of the presentation is to present material based on the learning plan that has been prepared. (2) The stage of group learning activities. The purpose of this stage is to make students study together in groups. Students work in groups consisting of heterogeneous groups of students (commonly four to five people in one group). (3) The stage of testing individual performance. To test individual performance, tests/quizzes are generally used. The efforts and success of each student will make a very valuable contribution to the success of the group. (4) The individual improvement planning stage. Scoring for individual improvement aims to provide opportunities for each student to show a description of the performance of achieving the goals of the maximum results that have been carried out by each individual for the group. (5) The stage of measuring group performance to give rewards to the group. Group rewards are based on the group progress points earned. To determine group achievement points, the formula adopted from Slavin (2005) is used as presented in Table 1.

Table 1. Criteria of group reward

$$\text{Group score} = \frac{\text{Total of progress score}}{\text{Number of group members}}$$

Based on the progress score obtained, there are four predicate levels given for group reward, as presented in Table 2.

Table 2. Criteria of group reward

Group average	Predicate
$X < 15$	No predicate

$15 \leq X\ 20$	Good team
$20 \leq X < 25$	Great team
$X \geq 25$	Super team

The syntax of the cooperative learning model of STAD type can be described as shown in Figure 2.
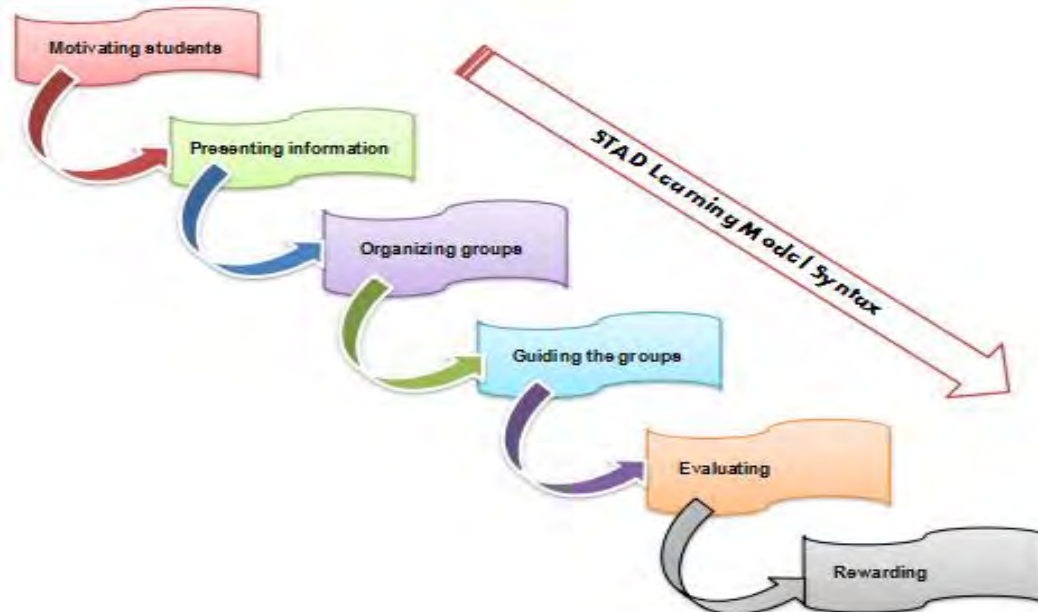

Figure 2. The syntax of the cooperative learning model of STAD type

Operationally, the syntax of the STAD type learning model is as follows: (1) heterogeneously forming groups of four students (mixed according to achievement, gender, ethnicity etc.); (2) the teacher conveys all the lesson objectives to be achieved in the lesson and motivates students to learn. The teacher presents information to students by way of demonstrations or through reading material; (3) the teacher assigns assignments to groups to be carried out by group members. The members that have known explain to the other members until all the members in the group understand. The teacher guides study groups as they work on their assignments; (4) the teacher gives quizzes/questions to all students. When answering quizzes, they should not help each other; (5) the teacher evaluates the learning outcomes of the material that has been studied by giving quizzes/questions to all students. While answering quizzes, they cannot help each other and assess each group that presents their work and (6) the teacher looks for ways to reward both individual and group learning efforts and outcomes (Slavin, 2005).

3. Research methodology

3.1. Research design

This study uses a quasi-experimental research with post-test-only control group design. Experiments were carried out to find the effect of multicultural-based and student team achievement division learning models on students' multicultural knowledge, attitudes and skills under controlled

conditions (Sugiyono, 2010). The research was conducted for 3 months, which began with the preparation and sharing of perceptions with the teacher, conducting experiments and making reports on the results of research with the teacher.

3.2. Research population and sample

The population of this study were all public and private primary schools in Singaraja City. The sample was determined using cluster sampling (multi-stage sampling). First, random schools were eliminated to four schools as a sample, consisting of two private schools and two public schools and Astina 1 Primary School. Based on the random schools conducted, there were two private schools, namely Singaraja Laboratory Primary School and Karya Christian Primary School, and two public schools, namely Singaraja 3 and 4 Public Primary School and Astina 1 Public Primary School. Second, randomised classes were conducted to get an experimental class and a control class (Creswell, 2008). The control class and experimental class are presented in Table 3.

Table 3. Control class and experiment class

No	School name	Status in experiment	Number of classes
1	Karya Christian Primary School	Experiment Class	1 Class
2	Singaraja 3 and 4 Public Primary School	Experiment Class	1 Class
3	Singaraja Laboratory Primary School	Control Class	1 Class
4	Astina 1 Public Primary School	Control Class	1 Class
	Total		4 Class

The research sample consisted of 133 students who were obtained by conducting an equivalence test in each class. The equivalence test was carried out using SPSS 17.0 for Windows programme with a significance level of 5%.

3.3. Data collection technique and research instrument

The data collected in this study were multitucultural knowledge, multicultural attitudes and multicultural skills. Data collection techniques used to reveal the multicultural knowledge, attitudes and skills of students in this study were a multicultural knowledge test, multicultural value inventory and observation. Meanwhile, the instrument used was a multiple-choice objective test on multi-culture, multicultural value inventory and a multicultural behaviour observation form. Prior to using the instrument, the content validity and reliability were tested (Retnawati, 2018). The validity of the test content was carried out through expert or professional testing (expert judgment) by an educational evaluation expert and a multicultural education expert whose assessment results were analysed using the Gregory technique. From the judges' test, the content validity of the multicultural knowledge test instrument was 0.88, the content validity of multicultural attitudes was 0.88 and the content validity of multicultural skills was 0.85. So, the content validity of the multicultural knowledge test, multicultural attitudes and multicultural skills was classified as very high. The reliability coefficient of the multicultural knowledge test for 30 items was 0.87, the reliability coefficient for the multicultural attitude sheet was 0.91 and the reliability coefficient for multicultural skills was 0.87.

Based on the criteria, the reliability of multicultural knowledge tests, multicultural attitudes and multicultural skills was high.

3.4. Data analysis technique

This study used quantitative data analysis technique with multivariate analysis of variance with one independent variable and three dependent variables. Testing the requirements of the analysis carried out is the normality test and the homogeneity test. The normality test was carried out on the multicultural knowledge data, multicultural attitudes and multicultural skills of students for the experimental and control groups. The homogeneity test of variance was carried out on multicultural knowledge data between the experimental group and the control group, the variance homogeneity of the multicultural attitude data for the experimental and control groups and the variance homogeneity of the multicultural skills data for the experimental and control groups. All analysis requirements tests were set at an error rate of α = 0.05. The experimental data calculated the mean score between the success of the experimental group and the control group. Meanwhile, the comparison of the standard deviation and the variance of learning outcomes was calculated and the significance level of the differences in student learning outcomes between the experimental group and the control group was also estimated (Densin & Lincoln, 2009).

4. Findings

The experimental data consist of multicultural knowledge, multicultural attitudes and multicultural skills in groups of students who took multicultural-based learning models and cooperative learning model of STAD type. The detailed data are described as presented in Table 4.

Table 4. Data of multicultural knowledge (*Y*1), multicultural attitudes (*Y*2) and multicultural skills (*Y*3) for experimental and control groups

	Experimental group			Control groups		
	*Y*1	*Y*2	*Y*3	*Y*1	*Y*2	*Y*3
N	81	81	81	52	52	52
Mean	25.60	147.95	121.05	22.88	128.08	114.27
Median	26.00	145.00	122.00	22.50	127.50	115.00
Modus	26	120	115	21	129	115
Standard deviation	2.458	20.965	8.387	2.881	23.100	10.119
Variant	6.042	439.548	70.348	8.300	533.602	102.397
Range	10	84	35	12	90	37
Minimum	20	105	100	18	85	96
Maximum	30	189	135	30	175	133
Total	2,074	11,984	9,805	1,190	6,660	5,942

In order to provide a complete picture of the comparison of multicultural knowledge, multicultural attitudes and multicultural skills of students either in experimental or control group, it will be presented sequentially in the statistical Table 5. The multicultural knowledge data of the experimental group are as presented in Table 5.

Table 5. Score of multicultural knowledge of the experimental group

Interval	Median	Frequency	Percentage	Relative frequency
19–20	18.5	1	1.2	1.23
21–22	21.5	9	11.1	11.11
23–24	23.5	16	19.8	19.75
25–26	25.5	25	30.9	30.86
27–28	27.5	19	23.5	23.46
29–30	29.5	11	13.6	13.58
Total		81	100.0	100.00

The multicultural knowledge data of the control group are as presented in Table 6.

Table 6. Score of multicultural knowledge of the control group

Interval	Median	Frequency	Percentage	Relative frequency
17–18	17.5	3	5.8	5.77
19–20	19.5	8	15.4	15.38
21–22	21.5	15	28.8	28.85
23–24	23.5	10	19.2	19.23
25–26	25.5	10	19.2	19.23
27–28	27.5	5	9.6	9.62
29–30	29.5	1	1.9	1.92
Total		52	100.0	100.00

In accordance with the criteria for classifying student multicultural knowledge, the level of multicultural knowledge of students who took either a multicultural-based learning model or STAD is presented in Table 7.

Table 7. Distribution of multicultural knowledge level

Score	Qualification	Experimental		Control	
		F	Percentage	F	Percentage
$22.50 \le x < 30.00$	Very High	71	87.7	26	50.0
$17.50 \le x < 22.50$	High	10	12.3	26	50.0
$12.50 \le x < 17.50$	Medium	0	0.0	0	0.0

7.50 ≤ *x* < 12.50	Low	0	0.0	0	0.0
0 ≤ *x* < 7.50	Very Low	0	0.0	0	0.0
Total		81	100.0	52	100.0

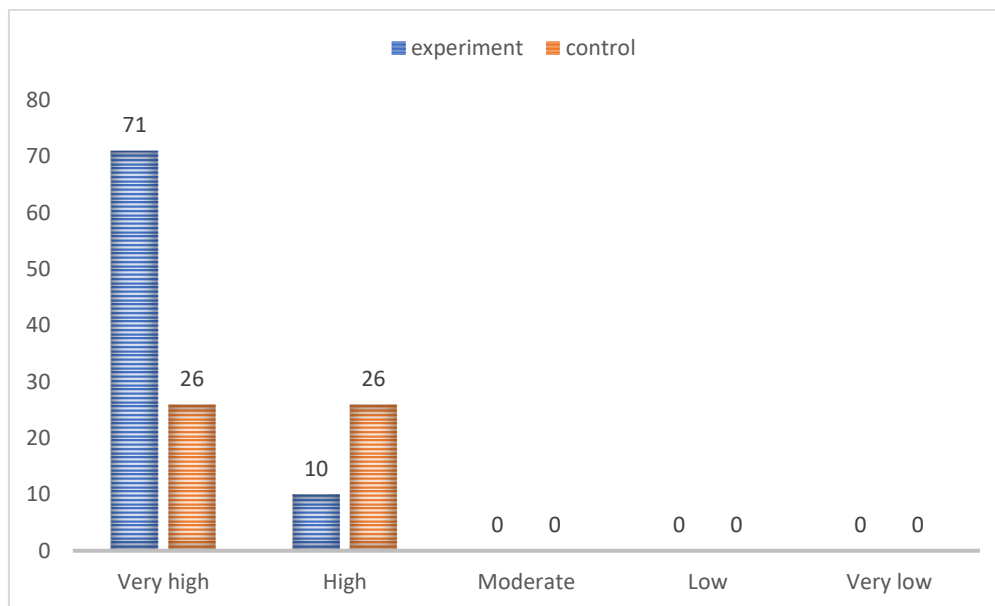The data from Table 7 are shown in Figure 3.

Figure 3. Distribution of multicultural knowledge level

The multicultural attitude data of the experimental group are as presented in Table 8.

Table 8. Frequency distribution of multicultural attitude score of the experimental group

Interval	Median	Frequency	Percentage	Relative frequency
105–115	105.5	5	6.2	6.17
116–126	116.5	8	9.9	9.88
127–137	127.5	15	18.5	18.52
138–148	138.5	16	19.8	19.75
149–159	149.5	13	16.0	16.05
160–170	160.5	8	9.9	9.88
171–181	171.5	12	14.8	14.81
182–192	182.5	4	4.9	4.94
Total		81	100.0	100.00

The multicultural attitude data of the control group are as presented in Table 9.

Table 9. Frequency distribution of multicultural attitude score of the control group

Interval	Median	Frequency	Percentage	Relative frequency
85–97	85.5	5	9.6	9.62
98–110	98.5	8	15.4	15.38
111–123	111.5	10	19.2	19.23
124–136	124.5	11	21.2	21.15
137–149	137.5	6	11.5	11.54
150–162	150.5	8	15.4	15.38
163–175	163.5	4	7.7	7.69
		52	100.0	100.00

In accordance with the criteria for classifying student multicultural attitudes, the levels of multicultural attitudes of students who either took multicultural-based learning models or STAD are as presented in Table 10.

Table 10. Distribution of multicultural attitude level

Score	Qualification	Experimental		Control	
		F	Percentage	F	Percentage
$162.5 \leq x \leq 200$	Very High	24	29.6	4	7.7
$137.5 \leq x < 162.5$	High	29	35.8	14	26.9
$112.5 \leq x < 137.5$	Medium	25	30.9	20	38.5
$87.5 \leq x < 112.5$	Low	3	3.7	12	23.1
$50 \leq x < 87.5$	Very Low	0	0.0	2	3.8
Total		81	100.0	52	100.0

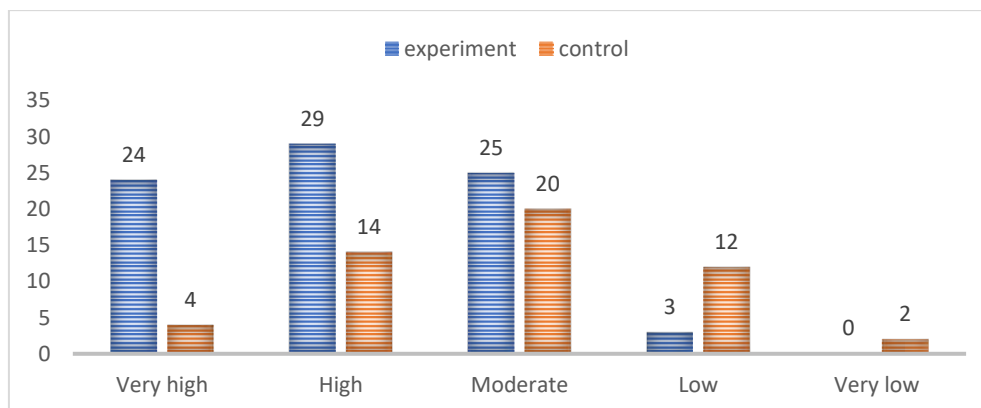From Table 10, a distribution histogram is shown in Figure 4.

Figure 4. Distribution of multicultural attitude

The multicultural skill data of the experimental group are as presented in Table 11.

Table 11. Frequency distribution of multicultural skill score of the experimental group

Interval	Median	Frequency	Percentage	Relative frequency
99–103	99.5	2	2.5	2.47
104–108	104.5	4	4.9	4.94
109–113	109.5	11	13.6	13.58
114–118	114.5	13	16.0	16.05
119–123	119.5	19	23.5	23.46
124–128	124.5	11	13.6	13.58
129–133	129.5	17	21.0	20.99
134–138	134.5	4	4.9	4.94
Total		81	100.0	100.00

The multicultural skill data of the control group are as presented in Table 12.

Table 12. Frequency distribution of multicultural skill score of the control group

Interval	Median	Frequency	Percentage	Relative frequency
99–103	99.5	1	1.9	1.92
104–108	104.5	8	15.4	15.38
109–113	109.5	6	11.5	11.53
114–118	114.5	7	13.5	13.46
119–123	119.5	12	23.0	23.07
124–128	124.5	10	19.2	19.23
129–133	129.5	7	13.5	13.46
134–138	134.5	1	1.9	1.92
Total		52	100.0	100.00

In accordance with the criteria for classifying student multicultural skills, the levels of multicultural attitudes of students who either took multicultural-based learning models or STAD are presented in Table 13.

Table 13. Distribution of multicultural skill

Score	Qualification	Experimental		Control	
		F	Percentage	F	Percentage
108.00 ≤ *x* < 135.00	Very High	75	92.6	37	71.2
90.00 ≤ *x* < 108.00	High	6	7.4	15	28.8
72.00 ≤ *x* < 90.00	Medium	0	0.0	0	0.0
54.00 ≤ *x* < 72.00	Low	0	0.0	0	0.0
27.00 ≤ *x* < 54.00	Very Low	0	0.0	0	0.0
Total		81	100.0	52	100.0

From Table 11, a distribution histogram is shown in Figure 5.
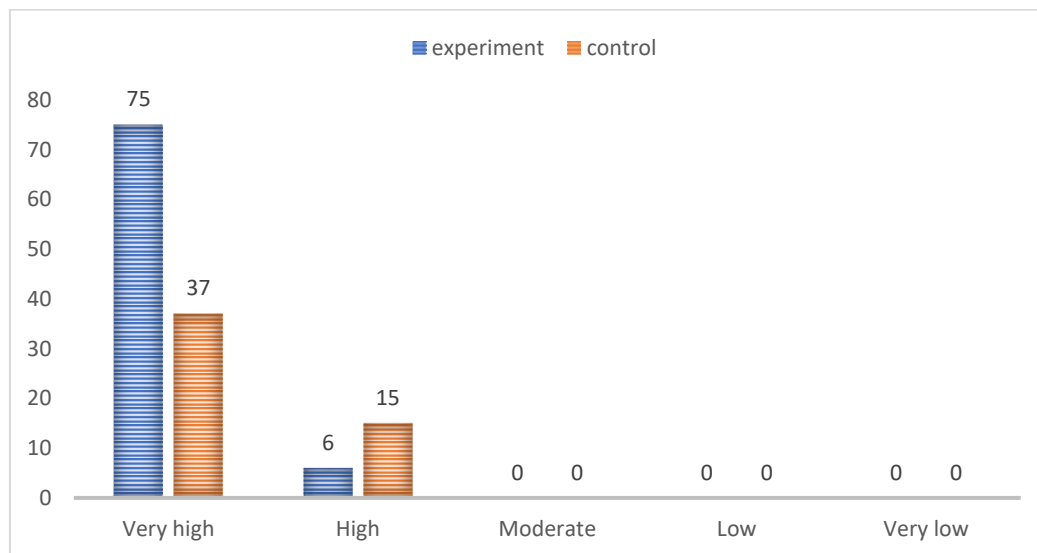
Figure 5. Distribution of multicultural skill

5. Discussion

The syntax of a multicultural-based learning model is developed from the local values of Indonesian culture (Samuel, 2017; Suastika, 2013). The phases in the syntax of a multicultural-based learning model, which requires independent assignments, multicultural group work, multicultural opinions and the implementation of multicultural skills, directly build students' attitudes related to their existence in the midst of the diversity of other students. The syntax of a multicultural-based learning model provides flexibility for students to seek, find, analyse, formulate and conclude knowledge based on what they already know and combine it with new information they find themselves (Banks, 1993; Joyce and Weil, 2009; Martin, 2019). The problems studied are empirical problems that exist in the student's social environment and are contextual in nature, so that they are useful for students' real life. Independent task activities, multicultural group work and creative work that must be produced

through the learning process develop students' creative thinking skills (Ladson-Billings, 2006). This process is able to develop multi-integrity students, starting from personal competence, social competence and moral competence to spiritual competence which is facilitated in the learning process (Agosto et al., 2019; Gorski, 2016; Pamungkas Subali & Linuwih, 2017).

The initiation phase is to condition students to focus and concentrate on following the learning process through prayer together and singing the national compulsory song associated with the subject matter which can increase student concentration and learning motivation (Grigoryeva, Lebedkina, Musin, Germanov & Bajmurzin, 2019). The individual opinion phase was developed to build awareness of identity and positive character that must be built with self-confidence, courage, responsibility and democracy (Kalungwizi, Gjøtterud & Krogh, 2019). Independent assignments will lead students to an understanding of the problems caused by the diversity of society caused by a lack of multicultural awareness (Ediansyah, Kurniawan, Salamah & Perdana, 2019). The multicultural group phase productive implementation focus on developing students' multicultural knowledge, attitudes and skills in a miniature multicultural society (Suastra, 2005; Zuriah, 2020). Through multicultural groups consisting of various ethnicities, races, religions, cultures, gender and abilities, students are invited to directly experience the true multicultural society in class life. This process does not only occur in the learning process, but also takes place outside the classroom, because the group work they do also takes place after class hours. Multicultural opinion builds the skills to criticise, build and develop an objective attitude towards the work made by other people. That is, students must develop an objective attitude in assessing whatever they see and feel, regardless of who and which person is doing it, including in competitive activities (moral ability). Likewise, the group given an assessment must have an open attitude to accept criticism, suggestions, praise and improvement, regardless of who and where the person is, so that what is made will be better. The implementation process aims to socialise and disseminate the knowledge that has been acquired in the learning process. In this phase, students convey what is the result of their group work in front of the class. In addition, the three best works are displayed on school wallboards (given to others) so as to provide learning reinforcement to students that provide a sense of fun, feel appreciated and motivate student learning. The existence of an award for this best work makes students motivated to develop their abilities to the maximum, so that they can appear in front of the class and their work is displayed on the school bulletin board (Suartama, Setyosari, Sulthoni & Ulfa, 2020). The opportunity to create creative works in the form of pictures / caricatures, stickers, rhymes or poetry is also able to make social studies learning more interesting and challenging for students. Reflection activities that aim to reflect back on what has been carried out with a conscience will help students feel honestly, whether what has been learned is beneficial for themselves and others or whether the process has been fun and is able to achieve the goals set. This will enable them to build self-awareness and acknowledge their weaknesses and strengths. Moreover, this reflection process is intended to make students aware of the importance of the processes that have been passed in building identity. This process is truly capable of presenting the empirical reality of a multicultural society in the classroom, which makes it easier for students to understand multicultural society. This multicultural group really makes students, consisting of various ethnicities, races, religions and cultures, mingle, help each other, learn from each other, exchange experiences and cultures, understand each other's differences and interpret the differences they have (Darling-Hammond, 2017).

The findings of this study suggest that the development of a multicultural-based learning model that is built on the philosophy of constructivism is relevant to be applied to help or facilitate students to build their own knowledge based on their experiences or initial knowledge (Anshori & Sahara,

2020). The findings of this study do not merely strengthen the personal or social constructivism approach but also the spiritual cultural constructivism, as developed by Suastra (2005). The development of student creativity through thinking, solving problems and making creative work in accordance with their potential can build and stimulate students' maximum thinking skills. Learning, thus, is the process of building knowledge by the subject of self-study based on experiences obtained through independent and collaborative learning which continues to be developed and by adapting to the natural, social and cultural environment, so as to produce a complete and integrated competency system that can be used as charity for others.

Such a learning process is believed to be able to build critical, comprehensive and integrated knowledge between individual, social, vocational, moral and spiritual skills at the same time. Multicultural education is a process of developing all human potential that respects plurality and heterogeneity as a consequence of cultural, ethnic, racial and sectarian diversity (Sanjaya et al., 2021). According to Sanjaya et al. (2021), students are not only able to understand and master the subject matter they are learning, but are expected to have a strong character to be democratic, pluralist and humanist. Through democratic learning practices in exploring individual opinions, the ability to work together in multicultural groups, develop multicultural opinions and implement through preaching and reflecting are believed to build students' multicultural awareness. Thus, multicultural education allows one to pay the highest respect and respect human dignity, irrespective of where he/she comes from or the culture they follow throughout their life (Suastika, 2021).

The practice of learning with a multicultural-based social studies learning model requires teachers to be able to explain what tasks should be carried out by students, what is the purpose of giving the assignment, where they should look for information, how to process this information and discuss it in class, until they come to conclusions that are already discussed in their respective groups. Teachers are facilitators and mediators who provide stimulation and direction to students to seek, analyse, formulate and find basic values that must be developed in the life of society, nation and state. In this context, teachers must be able to facilitate students to develop all aspects of their knowledge in a comprehensive and meaningful manner (Anshori & Sahara, 2020). To be able to carry out these tasks, the teacher must have adequate skills in accessing information, managing the class, carrying out the stages of learning, motivating students, provoking curiosity and evaluating student learning outcomes from the beginning to the end of learning. Sanjaya et al. (2021) state that the learning strategy chosen by the teacher to motivate students' willingness to learn will greatly affect the ways students receive and understand learning material that the teacher wants to transform through learning practices.

The application of a multicultural-based learning model in social studies learning finds the importance of the process of students' cultural expression in the school environment and to understand each other and know each other's culture. This cultural experimentation process can be carried out in various ways, including providing opportunities for students to express themselves through the creative work produced to show their self-identity. The expression of students' work will build their creativity and will enable them to be more active in participating in the learning process that takes place in the classroom by seeking information from various sources. With regard to tasks that are challenging, it requires students to actively seek, find, analyse, formulate and conclude all the information received. This condition ultimately makes students active learners. Active learning is learning by increasing student activity in accessing various information from various sources, text books, libraries, the Internet, print media, electronic media or other learning sources (Mustofa, Santoso & Rosmalinda, 2020). The implication of this active learning is the ability to think critically and systematically according to the problem being solved.

6. Conclusion

The syntax of the multicultural-based learning model has advantages over the syntax of the cooperative learning model of STAD type. This is because students are familiar with the learning steps that must be followed. On the other hand, the activities of seeking, discovering, analysing, formulating and concluding knowledge based on what is already known and combining it with new information can develop students' multicultural knowledge, attitudes and skills. In addition, learning based on actual issues is more contextual, values-based, fun, challenging and meaningful for students in real life. The syntax of a multicultural based learning model makes the classroom a living laboratory for a multicultural society. Before using the syntax of the learning model, the teacher should first analyse the material, student characteristics, the sociocultural conditions of the community and the infrastructure owned by the school. The syntax of a multicultural-based learning model is very relevant to students in urban areas that have high levels of hydrogen. Through multicultural-based learning steps, students are trained to understand and realise diversity as a gift that must be learned and grateful, not contested and made a source of conflict.

7. Limitations and further research

This study only examines the application of a multicultural-based learning model in Singaraja City, where people have diversity ethnically, religiously and culturally. A broader research is needed, including in a relatively homogeneous society, so that it can provide an overview of the effectiveness of a multicultural-based learning model for all students. On the other hand, this research has only recently been carried out in urban areas, so in the future the research sampling needs to combine urban and rural areas to provide a broader picture of the effectiveness of multicultural-based learning models in Indonesia. The design of the eighth research is to test the multicultural-based learning model by taking research samples from urban and rural areas, and then comparing the results with the variables that affect the achievement of student learning outcomes.

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