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Challenges involved in multicultural education curriculum development

Susan San Htay¹, Hadiyanto Hadiyanto¹

¹Universitas Negeri Padang, Indonesia

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ABSTRACT

In this article, you can observe challenges and considerations made by the educators, principals or curriculum developers while the multicultural education curriculum is being developed. The principals and educators of each school overcome by their own way from these challenges and develop the curriculum. Challenges empower to achieve our goals and make our lives move forward. Multicultural education curriculum is paramount, as it shapes them to be global citizens in democratic society which encourages building mutual understanding, tolerance and respect between groups.



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Corresponding Author:

Htay, S. S.,
Universitas Negeri Padang, Indonesia
Email: susansanhtayunp.fip.ac.id@gmail.com

Introduction

Culture is a set of valuable assets what humans care and value. The culture becomes more precious when combination of mutual respect and mutual understanding of different parties is held in hands. It is very prejudiced to accept one's culture or group may be superior or high standard. Obviously, there are conflicts between each other while the different groups or diverse people live or work together. In order to avoid the conflicts among two diverse people or more, how to respect and educate the culture is essential. "We may have different religions, different cultures, different colored skin, but we are the same in one human race." (Annan, 1962-2018) Though we were born in different, if we assume that we are just human beings who live under the same sky and one sun, doubtlessly there will not be conflicts or strive among us. Moreover, "Culture is a way of coping with the world by defining it in detail." (Bradbury, 1932-2000) In order to avoid or reduce the conflicts, we can adapt the diverse. "Our cultural diversity has most certainly shaped our national character (Bishop, 2013)." According to her, the cultures we hold and value frame our behaviors, mindset and policy of our country.

Education is acquisition of the applied knowledge in order to adapt and behave within society which makes people more polite and humanitarian within the boarder of ethic. Education is a learning process for the individual to attain knowledge and understanding of the higher specific objects and specific. "The knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education they have gained." (Big Indonesian Dictionary, 1991) On the other hand, education is the basic needs for everyone so that human beings perform not only the daily tasks but also life developing processes. "Educating the mind without educating the heart is no education at all (Aristotle)." According to this philosopher,

education must be applicable to boost the power of mind and soul; holding sympathy, ethic and honesty. Moreover, it is the path to enter society of respectful and responsible citizens and it shows the importance of communicating among people, holding the international humanity so that safe and sound environment for everyone is created and impact of lives of human beings. "Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development." (Annan, 1962-2016)

Multicultural education is building mutual respect for critical and justice environments, it offers every learner education equality, showing and communicating to diverse society by support of practical and effective curriculum and reduce antiracism. "Multicultural education is defined as antiracist education which is a process important for all students." (Neito, 1996). Moreover, it improves the society by an essential part of education linking with knowledge, values, empowerment and action. Involving multiple challenges, it is shaping the positive assumptions about the relationship between what human values and actions or beliefs. Curriculum is the foundation of the education that supports the educators, learners and parents in order to get easy to study and explore new things or gain knowledge, run teaching-learning process and support every process such as classroom management, assess students' qualification, and develop or improve quality of educators and learners. It may include the myths, history, dreams and hopes, civics and behaviors of the society. It is essential to choose the suitable and effective curriculum.

It was introduced by James Banks, one of the pioneers of multicultural education, was among the first multicultural education scholars to examine schools as social systems from a multicultural context (1981). He grounded his conceptualization of multicultural education in the idea of "educational equality." By his words, multicultural education is education reform movement which restructures the design of the school so that the learners of the diverse society of different in cultures, ethnics, languages and races can learn equally (Bank, 2002). Most of the teenagers and children spend their lives in school. They share and show their cultures, learn lives-experience; learn teamwork, critical thinking and leadership skills from their educators and friends. However, the conflicts usually exist in every diverse environment, the school must educate the learners to understand, adapt and respect the diverse cultures by the aim of avoiding conflicts, misunderstanding each other and making peace between conflicts groups.

For a principal or a curriculum developer, we should provide the suitable and effective curriculum to look forward the education of the students and reputation of the school. The development of the curriculum in single culture or national school is not really hard to establish it but the schools like multicultural or international. Though there is single cultured school, every principal needs to develop or construct the multicultural education so that his students can connect with the world easily and build the community that holds human rights. This is talking too much what kinds of curriculum should be chosen or need to think that every curriculum and books are suitable for the students and schedule of the lessons. Curriculum development in multicultural education is necessary as educators deliver the students quality and global education in order to be global citizens to chase up the international standards or to broaden the economy, cultures and policies of the country.

Multicultural education can regarded as the rules of equality in the education for the students regarding with the cultures which struggles and it strives to remove barriers to educational opportunities and success of students from different cultural backgrounds. In real life, educators may update or expel educational policies, programs, materials, lessons, and practices that can lead discrimination or insufficiently inclusive of diverse cultural perspectives. It is crucial to sustain the multicultural education and update or expel the constructed multicultural education policy. It also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and the learners must be taught with the effective teaching methodology by conveying the different cultures in order to the learners valued and respect to their own or the diverse. In this way, multicultural education aims to improve the learning and success of all students and secure in learning and living in diverse environment or adapt to live in different background particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

The principal as a supervisor must think about the education equality for everyone. Though it seems the cultural pluralism in a school is not crucial issue, it can tend to appear complicated and unexpected issues; even the conflicts can be led. As a supervisor, he should not emphasize for the minor issues all the time. Eventually multicultural education curriculum never divide the nations, it makes unified deeply among different groups. It is not for the one but for everyone. According to James A Bank who is the professor of education and director of center for Multicultural Education at University Washington, Seattle, "it is an entitlement program and movement for African Americans, Hispanics, poor, women or every victimized group.(Bank)" I do agree with him as we motivate the victimized groups or create chances every leaner to

learn human rights and positive thinking atmosphere, we can avoid the conflicts based on bias, have already offered quality, equality education to every learner and built the society of holding human rights and attitudes to not only within nation boundaries but also in global community. The ethnocentrism often appears in diverse society. Without introducing or implementing multicultural education, there are cultural bias which can lead discrimination in learners, emotional abuse which can reduce the reputation of the school, lead racism, disrespectful for the Religious belief, Culture and Languages of the minority groups. At last, the learners who are in bias zone may try to escape from school or learning zone where he is contacted bias, discrimination and mild or violent conflicts.

It is very obvious that a principal or a curriculum developer must develop the curriculum as he has full of responsibility to brighten reputation of school, help the students easier to study, build the community and to care the value of each of the cultures and languages. Whether it is the ordinary curriculum or multicultural curriculum, the challenges which the educators faced and consideration for development process are almost the same in the schools. Professional development of the teachers, availability of teaching aids, technology and teaching methods are the challenges which the educators of each school have faced. Moreover, the policy of the country, Ministry of Education or state government is part of the challenges; permits the curriculum developer in order to develop the curriculum or not. By training the educators, let them familiar with new or developed curriculum, understanding the learners, arranging the seminars or campaign for the educators. The needs of the learners; age, level and cultural background must be considered not only the development process of the ordinary curriculum but also multicultural education curriculum.

Results and Discussions

Curriculum development is the process of improving or updating current curriculum so that positive teaching-learning environment is created, improve education that offered by school, university or institution. Involving many steps to implement the process, curriculum development is well organized process in order to create positive improvement in lessons or courses that schools, colleges and universities offer. It is a process of well-organized process with the planning like who will teach, what will be taught and what whom will be taught. As experience, history and nature are good curriculum, we must notice to develop curriculum based on nature, history and experience so that the learners are able to adapt in society so that this may lead to peaceful and beautiful world. It is obvious that a successful education program, plan and curriculum development must be introduced. In the process of development, challenges and considerations have been found out. Effective curriculum may affect the lives of learners.

Multiculturalism is the key of teaching anti-racist which is the main root of the internal conflicts of schools and defining the social justice education. Mostly, multicultural education is run in order to cease conflicts of ethnics or minority. This is being undertaken or was under taken by school teachers, international institution and non-government organization by the support of government. But there are still challenges such as professional development of the educators and authority to develop the curriculum by the government, adapting technology and modern teaching methods and the needs of the learners; introducing multiculturalism among diverse groups of students are necessarily considered. Though the process of multicultural education curriculum seems different with the ordinary one, the challenges and considerations in each school have remained the same.

Challenges involving in the curriculum development process faced by the educators and principals

In each school, there many several challenges like personal or organizational challenges (professional development or skills development of the educators) and political challenges (permission to develop curriculum based on the needs of learners, place and situations; teaching ethnic literatures or expelling the lesson contacts which antiracism) involved while the multicultural education curriculum has developed. Problems and conflicts do happen but they are our friends who make us more skillful, experienced and innovative. (Glickman, Gordon & Ross-Gordon, 2013, p. 293). Upgrading skill or raising the teacher competences and to be authorized to develop the curriculum are the most mentioned. Professional development of teachers is as an important factor contributing to the success of curriculum development and implementation (Handler, 2010). Without doubt, we must consider and plan to train the educators in order to be expert and familiar with the developed curriculum. Professional development is the continuous learning upon formal and informal learning pursued and experienced by the teacher under the conditions of complexity and dynamic change. (Fullen M 1991). And the principals of each school and educators overcame by training and making seminar so that the educators are able to know thoroughly, be confident to contact with their learners when they are in the class and be familiar with the developed or new curriculum. Moreover the researcher noticed that the educators of each school as a principal or curriculum developer themselves or

teachers themselves try to raise their competency and professional development. Both information and deep understanding learning are necessary to learn and build on teachers' prior knowledge (Hattie, 2002; Ramsden (1992). The educators must attempt to develop their professional skills by themselves even there are training held by the schools. This is supported by "Effective professional development is intensive, creates learning opportunities, identifying own learning needs and other, evaluating yourself, observational and peer-review skills; accessing mentoring; engaging in reflection, professional dialogue and feedback and build strong working relationships among teachers (Darling-Hammond et al., 2009). In order to be permitted to develop curriculum by their own, there is only one way to negotiate or discuss with the government.

Considerations for the curriculum development by the educators and principals of each school

Each of the school seem different in management system or applied curriculum, the considerations to develop curriculum are almost the same. Though there are many considerations in developing curriculum like general consideration: needs of the learners, age and level of learners and choosing the suitable curriculum whether it can be appropriate or not) and cultural consideration; needs of students which are based on cultural background of the learners, on the other hand the educators must adjust the curriculum by expelling or combining or attaching the lessons accordance with the place and situations of the learners. The goal of the effective education must meet the needs of the students, society, cultures and expectations of the stakeholders. The responsibility of the educators is to prepare and plan the lessons in order to meet the needs of the students. (Carl, A 2009). The collected data is supported by (Arend E Carl, 2009). As the purpose of the educators and school is to educate the learners, needless to say to offer the education of quality, life skills and suitable with ages and levels of the learners are the facts to be considered in developing curriculum. According to Bobbit, F (1876- 1966), curriculum is a science that emphasizes the needs of the students (Bobbit, 1876-1966) That is why the lessons are planned and the curriculum is developed depending on the needs of the learners. The emergence of multiple and overlapping identities involving ethnicity, gender, religion, and transnationalism has further complicated the concept of diversity and multicultural education, and effected how teachers address the needs of children from a widening cultural spectrum (Banks, 1995). While fulfilling the needs of the students, the educators must be aware of diverse in cultures, religions or genders.

Conclusions

To be concluded from above discussion, the following facts are being observed. The challenges which make people more skillful and successful may involve in every single test. Challenges involved in multicultural education curriculum are overcome by the both of the schools teachers and principals. They are well trained in order to develop their professional skills, to be familiar with the new or developed curriculum and adapt the technology.

The duty of the teachers is to educate their learners. Needless to say that needs of the learners; cultural and background and level or age of the learners must be considered whether it is in multicultural or ordinary curriculum development of each school.

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