

The Effectiveness of Diversity Value based on History Learning Model of Ethnic Settlement in Palembang to Increase Student's Tolerance Attitude

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Abstract

The diversity value based history learning from ethnic settlements in Palembang was applied at schools to improve students' tolerance attitude. In fact, students' tolerance is also still low. The reason was in the process of teaching and learning in the classroom, teachers more focused on the cognitive side of students. Students needed a varied learning model to develop their attitude of tolerance. The application of this learning model used cooperative learning with PBL and VCT approach. Quasi experiment was used as the research method in this study. The samples were of the tenth grade students of Senior High School 1 Muara Enim regency. The result showed that the average score of post test was as much as 76,4 and the mean of posttest of control class was 73,7. While the value for the T test obtained 2.423 with a significance level of $0.019 < 0.025$.

Keywords: Effectiveness Model, Diversity value-based history learning, Ethnic settlements, tolerance

Introduction

Education is often defined as a human effort to nurture its personality in accordance with values in society and culture. In its development, the term of education or pedagogy means as guidance or help deliberately for adults in order to become mature (Hasbullah, 2006:3). Education should be done to resolve the conflict in the community. Education must be able to provide awareness to the community that conflict is not a good thing to cultivate (Mahfud, 2012: 5). Education is not just a matter of intellectual matters only, but the process of coaching the personality and attitude of children as a whole as a way to become more mature. Indonesia has plural society. Education must be able to build people or societies that have cultural, ethnic, racial and religious differences to achieve a social integration so that no social conflict arises. One of the characteristics of the indigenous Indonesian community is the magnitude of the influence of blood relation. The way of cooperation and the attitude of helping each other (or in Indonesian, it is called as tolong-menolong) which managed by custom (Alisjahbana, 1988: 6). The differences in the history of the development of each culture and the pluralism of Indonesian society becomes more complex because the number of citizens or people of Indonesia who are from the descendants of foreigners who live in and become part of Indonesian society. They have different cultures with the common culture that Indonesians has (Suparlan, 1989:5). Today, mutual understanding and understanding of life in diversity becomes increasingly eroded in addressing religious and ethnic diversity. The pluralistic condition of Indonesian society in terms of ethnicity, race, religion and social status make a remarkable contribution to the development and dynamics of society. The racial, ethnic, cultural, religious and economic differences of these conflicts make this nation at the edge of conflict (Jurdi, 2013:231). Research on ethnic diversity had been done by Christophe Muller (2016) entitled Group Violence, Ethnic Diversity and Citizen Participation: Evidence from Indonesia. (Violence Group, Ethnic Diversity and Citizen Participation: Facts from Indonesia) stated that the impact of violent conflict on social capital, with respect to local ethnic diversity because of the ethnic group's strategy in the middle-lower workforce. Research on cultural diversity and problems had also been done by Krua Vera Busse and Ulrike-Marie Krause (2014) entitled Addressing cultural diversity:

Effects of a problem-based intercultural learning unit (discussing the extent of culture-effects of intercultural learning based on problems) where problem-based learning units in combination with cooperative learning and affective-oriented teaching methods facilitate intercultural learning. As part of the study, students were reflected on critical incidents, featuring misconception arising as a result of cultural differences. In dealing with this case, students are encouraged to reflect on their own cognitive and affective processes (such as categorization and assessment) to realize that the social, cultural and social thought, emotion and action which are affected.

Therefore, it is considered that it is very important to provide a portion of multicultural education as a new discourse in the education system especially in Indonesia, so that learners have a sensitivity in facing of symptoms and social problems rooted in differences due to ethnicity, race, religion and values that occur in the environment of community. It can be implemented on both the substance and the learning model that recognizes and respects the cultural diversity.

The state high school students in both the city, Palembang and the district of South Sumatra have ethnic diversity, both based on ethnic and religion. Palembang is a multicultural city. Palembang has several ethnic groups that diverse since the time of Pre-Sultanate of Palembang. The grouping of settlements from various ethnic groups has become the hallmark of Palembang City as an old city, as a result of social migration from both the rural and the outer regions of Palembang. The presence of various ethnic groups in the Palembang community is not frequently characterized by the appearance of cultural features and ethnic culture and is exclusive in a particular village, such as Kampung Cina, Kampung Arab and Kampung Melayu etc. (Suprianto, 2013:108).

Establishing an attitude of tolerance, respecting for difference, being an open minded or opened society and economic balance is a goal that must be achieved by the world of education in Indonesia. Education must reflect the culture of this nation so that it is necessary for the interrelation between education and culture. According to Tilaar (2004: 189-190), interrelation between education and culture today has become a very interesting topic. The first is that education has been reduced to a purely intellectual formation but encompasses many aspects of human life including technology, literary and musical art, sport, and all kinds of cultural manifestation known to man. The second is the wave of globalization due to technological advances; especially communication technology can be a danger of the removal of human identity, including the loss of national and local culture.

In learning history so far, the teacher only has role as a mediator of learning while students are required to be active. This condition became the background of this research. This study is an attempt to obtain the effectiveness of diversity value-based history learning model. The diversity of ethnic settlements in Palembang was applied to increase tolerance attitude of students in high school. Appreciating any differences based on the local history which exists in their area. This historical learning which based on the diversity value of ethnic settlements is also applied to increase the tolerance among learners in order to create a plural society and harmony.

Research Method

This study was to examine the effectiveness of history learning model. The quasi-experimental method was used in this study. The purpose of its implementation was to examine the diversity value-based history learning model of ethnic diversity in Palembang with problem based learning (PBL) approach and value clarification technique (VCT) to improve the students' tolerance attitude of SMA Negeri 1 Muara Enim. This research used Research and Development (R & D) development method which refer to Dick and Carey for development description which include (a) identifying instructional goals (b) conducting the instructional analysis (c) analyzing learners and the contexts (d) writing performance objective (e) developing the assessment instrument (f) developing instructional strategy (g) developing and selecting the instructional materials (h) designing and conducting formative evaluation of instructional (i) revising instruction (j) designing and conducting the summative evaluation (Borg and Gall, 1991:589).

The object of this research was high school (SMA) students in Muara Enim District. Researchers here used two classes as a research object. One class was used as a control class and another one was used as experiment class. The subjects of this study were tenth X grade students of state high school in Muara Enim regency with the total students of experiment class were 28. This research did different treatment between experiment class, it was class X IPS 1 (social science program) and control class that was class X IPS 2.

The experiment class applied the model of history learning based on diversity value of ethnic settlement in Palembang with Problem Based Learning VCT approach and Value Clarification Technique (VCT), while the control class applied the conventional learning as usual.

There were 3 stages in this research that conducted to fully disclose the problems raised in this research, namely: 1) The initial stage of the experiment, 2) The experimental stage of experiment, 3) The final stage of the experiment.

In this study, the researcher developed two learning tools which were the lesson plan or RPP, syntax model of learning and handout. The data required in this research was the average score of students' achievement. The value of participants' learning achievement was measured by using the test method. The instrument were used to obtain the data about the learning outcomes of learners in this study in the form of learning outcome through test which developed to the level of cognitive abilities. The form of test used was multiple choice or objective test where the correct answer had score 1 and wrong answer had score 0.

Discussion and Results

1. Tolerance attitude in high school

There were some preliminary stages before testing the effectiveness of diversity value -based history learning. The diversity of ethnic settlements in Palembang was to identify the values of tolerance which exist in Palembang ethnic settlements. Based on the preliminary research, the researcher did interviews with teachers and students, and the results which were obtained that history teacher never used history learning model which based on the ethnic residential diversity in Palembang as learning model. The students lack of tolerance attitude in SMA Negeri 1 in Muara Enim district. This could be seen from the existence of competition between the organization and extracurricular as well as racial differences, Chinese race was more intelligent in cognitive problems than indigenous communities. In addition, in the process of learning, especially in the discussion activities, it was still less effective, it due to lack of cooperation, appreciation of differences in opinion and responsibility among students in one group. While students also lack understanding of multicultural and pluralistic society. The result of observation and document analysis on historical learning showed that the teacher did not use any media yet as media that could improve students' tolerance attitude. Furthermore, in learning history that runs the learning method used by teachers was still conventional and did not involve students' cognitive processes, consequently historical learning was considered as merely history in the past with no value to imitate.

Tolerance in English is "Tolerance" which means let. In the Indonesian language, its meaning is as the nature or attitude of tolerant silence or let (KBBI, 1989:955). In Arabic, the word tolerance (quoting from Al-muanwir's dictionary, it is called *tasamuh* meaning letting go or chest). Badawi says *tasamuh* (tolerance) is a stance or attitude that is manifested in a willingness to accept diverse views and standpoints even if it is not same views with him (Bahari, 2010:151). The term of Tolerance (tolerance) is a modern term, both in terms of name and content (Thoha, 2005:212). This term was first born in the West, under its peculiar political, social and cultural circumstances. Tolerance comes from the Latin, namely *tolerantia*, which means tenderness, lightness and patience. From this it can be understood that tolerance is the attitude to give the full right to others to express his opinion, even if his opinion is wrong and different (Misrawi, 2007:161). Tolerance is an attitude that is a manifestation of self-understanding of the attitude of others who are not approved. In short, the nature of tolerance is the attitude to accept and appreciate decisions that are not the same as our opinion. We must not be selfish, what has become a decision we must do well (Soekanto, 1993:518).

The attitude of mutual respect can be developed through the learning of history. Teachers who appreciate their students will never blame students or embarrass students in front of their friends. Multicultural communication to gain inter-racial, inter-ethnic, inter-religious, inter-class and community level understanding in order to create harmonious life in peaceful coexistence (Purwasito, 2014:64). Based on the analysis, it was necessary to change the method and the use of historical learning media that could improve students' tolerance attitude. Efforts to improve tolerance could be done through group performance. Learning is in the form of solving the problem of multicultural society conflict that exist in the students' environment. Meanwhile, to support the problem-solving and value approaches, it was necessary to use instructional media in the form of local historical model that applied problem-based learning models and reflected the values of tolerance. The historical model of ethnic diversity in Palembang based on problems and the application of these values will lead students to understand the importance of tolerance in a multicultural society.

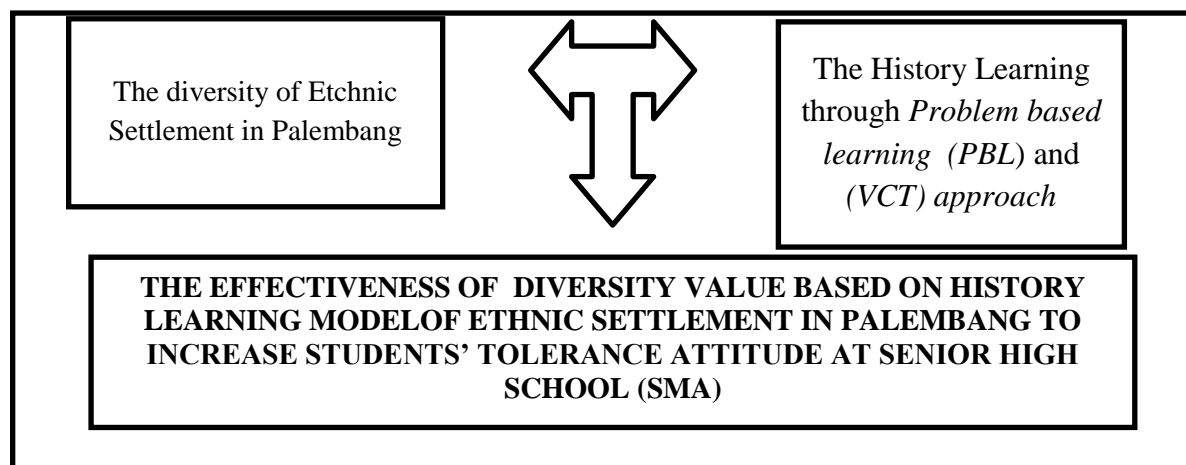
2. The Application of History Model based on diversity of ethnic settlements in Palembang through Problem Based Learning (PBL) and Value Clarification Technique (VCT)

The learning process in the experimental class, it was done by using the research model of the diversity value of ethnic settlement in Palembang. The implementation of historical model based on diversity of ethnic settlement in Palembang itself required modification through model of Problem Based Learning (PBL) and Value Clarification Technique (VCT). The use of PBL model was done to stimulate student activeness in response the current problems. Problem Based Learning is a centralized learning through relevant issues. it was centralized model because it contains scenarios, themes, units that put back on the desired learning.

The goal in this learning process is the ability of students when making presentation to add information according to competence (Taufik, 2011:12). Dewey provides the philosophical basis of PBL. In the twentieth century, it was psychology that gave much of its theoretical support. Pre-psychology of Europe, Jean Piaget and Lev Vygotsky had instrumental roles in developing the concept of constructivism which became the backdrop of contemporary PBL. The cognitive connectivity constructivism, which borrowed Piaget's opinion (1964). This perspective explained, as Piaget said, that learners of any age and were actively involved in the process of obtaining information and constructing new experiences that force them to base themselves on and modify to prior knowledge (Sugiyanto, 2009: 153). Teachers had a role to play in raising current problems and then linking them into learning materials. Problems raised by teachers should be related to the development of the environment around the students. Problem-based learning itself had stages in its implementation. According to Hosnan (2014: 300) the syntax or step in problem-based learning are as follows.

Table 1. Syntax or Some Stages in the Application of Problem Based Learning (PBL) (Hosnan, 2014:300)

Stages	Teachers' activities and Students' activities
Stage 1 Orienting learners to the problem	Teacher explains the learning objectives and the Means or logistic required. Teacher motivate learners In real-time solving activities that are selected or determined
Stage 2 Organizing learners to learn	Teachers help learners to define and organize learning tasks related To problems which already oriented in the previous stage
Stage 3 Guiding individual and group investigation	Teachers encourage learners to gather appropriate information and Carry out experiments to get the necessary clarity for problem solving
Stage 4 Developing and presenting work	Teacher helps students to learn to share tasks and plan or prepare The appropriate work as a result of problem solving in the form of Reports, videos or models
Stage 5 Analyzing and Evaluating the Problem solving process	Teacher helps learners to reflect or evaluate the problem solving Process which done

Picture 1. The Chart Model of diversity value- based historical model of ethnic settlements in Palembang

The next step was to interpret the value of tolerance in the diversity of ethnic settlements in Palembang then used the VCT approach. VCT or value clarification technique is a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing, the values that already exist and embedded in students (Sagala, 2013: 283). Meanwhile, according to Vienna Sanjaya (2011: 283), Value Clarification Technique is one model of learning that leads to the formation of attitudes and values. Value clarification technique or VCT can be interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing the values that already exist and embedded in the students. VCT can be applied in learning history that has been known to students as a lesson that is closely related to memorize Whereas in learning history, there was social value that reflected by studying the life of society in the past. This is certainly in accordance with the principle of VCT which aims to apply the value to the students. In learning using this VCT approach, teachers and students are required to actively interact each other. It was done to minimize errors in teachers in developing new values to learners. Through learning with PBL and VCT model then the historical learning model based on diversity of ethnic settlements in Palembang can be applied well to learners.

3. The Evaluation of Historical Model based on Diversity of Ethnic Settlement in Palembang with Problem Based Learning (PBL) Approach and Value Clarification Technique (VCT)

Its implementation in experimental and control class produced pretest and posttest. The effectiveness of the learning model through the diversity of ethnic settlement in Palembang to improve students' tolerance attitude was tested with instruments. The effectiveness test of historical learning model which based on the diversity of ethnic settlement in Palembang to improve the attitude of tolerance as achievement was done by comparing the value of posttest using 20 items in the experimental class in the tenth grade students or class X IPS 1 and the control class was class X IPS 2. The results of the post-test between the experimental class and the control class were then compared to test the average comparison of students' achievement. The average score of pretest test of control class achievement was 60, 1 and experiment class was 58,3. While after testing, the test result of control class 'achievement was 73,7 and experiment class was as much as 76,4.

The assessment of the effectiveness of diversity value-based historical model of ethnic settlement in Palembang through PBL and VCT by comparing the results of posttest of class experimental (X IPS 1) with posttest of control class (X IPS 2). The result of the posttest between the experimental class and the control class was compared to test the mean comparison between the classes and the learning model development to see the difference between the experimental class and the control class. This test used T (Independent Samples T Test) test using SPSS 19. The result of normality test using SPSS 19 analysis in the experimental class showed a significance value of 0.112 ($0.112 > 0.05$) while the control class had significance value of 0.059 ($0.059 > 0.05$). Based on the result of normality test of posttest from the experiment class and control class was in normal distribution. Furthermore, to meet the requirements of the T test, the homogeneity test was done first. From the homogeneity test result of post test experiment class and control class produced significance value which equal to 0,681 ($0,681 > 0,05$) so that the conclusion was the posttest value of experimental class or attitude assessment and control class was in homogeneous distribution.

After doing the normality test and homogeneity test and the result was normal and it was in homogeneous distribution then the next step was conducting T test. Based on the result of statistical test by using SPSS with 19 program, the mean of post test of experiment class was 76,4 and the mean of the posttest of control class was 73,7. From the results of effectiveness, it was known that the T test results obtained with value of 2.423 and with a significance value of 0.019. T arithmetic on SPSS analysis 19 was smaller than the alpha value (α) 0,025 (0,019 < 0,025). Hence it could be concluded that H₀ was rejected or there was a difference between the experimental class and the control class. Therefore, it could be said that the history learning model based on the diversity value of ethnic settlement in Palembang could be said to be effective. The test results showed that the use of diversity value-based historical model of ethnic diversity in Palembang could increase the students' tolerance attitude in SMA Negeri 1, Muara Enim regency as an experimental class. The differences in the results of pretest and posttest of students both from learning achievement and tolerance attitude in the experimental class showed a significant increase in the final result. Meanwhile, in the control class, it did not show a significant increase in the final result.

Some relevant research related to this research is the research of Kris Dunn's (2014) entitled *Pluralistic Conditioning: Social Tolerance and Effective Democracy* journals that examine the differences of tolerance, due to the diversity leading to hostile condition which being pushed towards intolerance. If democracy increased, it would increase tolerance from outside the group in general while decreasing tolerance among authoritarians, and this condition becomes intolerant when it is not in diversity condition or homogenous.

Another study was done by Oksana Babenko, et al (2016), entitled *Problem-Based Learning for technical students on the basis of TRIZ (theory of inventive problem solving) (Problem-based learning for technical students on the basis of TRIZ (inventive problem solving theory) .The purpose of this study was to find out that the basis of modern educational technology in teaching was problem-based learning through the use of powerful thinking with technology-Problem Solving Inventive Theory (TRIZ), including systematic approach for a complex organizational work of independent search and research character.*

Based on the results of experimenting the effectiveness of history learning-based model of diversity of ethnic settlements in Palembang, it could be an alternative for history teachers. History teachers often have difficulty in improving students' achievement and attitudes for various reasons. The main reason was the lack of variation of the teaching model so that it cause less interested students on the learning the history subject. Therefore, the diversity value-based history learning model of ethnic settlement in Palembang with Problem Based Learning (PBL) approach and Value Clarification Technique (VCT) could be an alternative for history teachers to overcome this problem. History teachers will not only can improve students' achievement and tolerance, they also can explain the local history of Palembang and various ethnic settlements in Palembang to students who have been integrated into historical material in accordance with the syllabus and RPP or lesson plan made.

Conclusion

The problem of learning model is still a major obstacle for teachers in teaching their students. Teachers often focus only on cognitive judgment and override students' affective values. This causes teachers in applying some learning model in the classroom, they only focus to improve students' achievement. Of course, this causes the ineffective learning process. Students' understanding was still low which in this case associated with the attitude of students' tolerance. After the trial of the effectiveness of learning model of history through the diversity of ethnic settlements in Palembang, It can be an alternative for teachers in improving the tolerance attitude of students. Besides the students' cognitive side could also be increased because this learning model could introduce students to historical events that occurred in the real area or environment. Here are the things that found from the assessment of the implementation of the design of historical learning model through the diversity of ethnic settlements in Palembang:

(1) historical learning model through the diversity of ethnic settlements in Palembang could be applied by the teacher as teaching material of local history and to introduce diversity of ethnic settlements in Palembang as a local culture; (2) The learning model of history through the diversity of ethnic settlements in Palembang can make students were motivated to learn the local history and culture (3) The application of the model through the diversity of ethnic settlements in Palembang could increase the sense of tolerance and realized that Indonesia has various races and cultures to create a harmonious character at the school and community environment.

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