

Developing the Pluralistic Attitude of the Multiethnic Students in North Moluccas Indonesia

Bahtiar, A. D. Corebima

Abstract – It is necessary to implement the cooperative learning in the multiethnic formal schools at North Moluccas not only enabling the students to comprehend the learning concept but also enhancing the students' awareness in order to show respect, trust, and acceptance on the ethnic differences. The multicultural education should be improved creatively by integrating the students from different ethnics by the implementation of multiethnic based learning strategy. It is expected that positive values can be engrafted by the implementation of the learning strategy in order to develop the harmony among varioues ethnics. Such learning strategy can be applied in every discipline learning, including biology learning.

Keywords – Pluralistic Attitude, Multiethnic Students, North Moluccas, Multicultural Education.

I. INTRODUCTION

Indonesia is well known as a heterogenous nation having various ethnics. This fact of multiethnic can also be seen in North Moluccas historically called *molluku kie raha*. There are about 30 ethnics found in North Moluccas, involving local ethnics and ethnics coming from outside of North Moluccas province. The local ethnics are Ternateans, Tidorese, Makianese, Loloda, Galelese, Tobelo, and Morotai people. The ethnics coming from outside of North Moluccas are Javanese, Ambonese, Buginese, Makassarrese, Minahasan, Butonese, Arabian, and Chinese.

The various ethnics can potentially improve the progress development and the culture in North Moluccas as long as it is managed wisely. Basically, North Moluccas has various sets of cultures related to arts, languages, ethnics, historical heritage, and many natural resources and herbs. However, the multiethnic can also cause some problems, such as the practice of collusion, nepotism, political conflict, violence, civil war, and the loss of humanity threatening the community harmony. There are many conflicts caused by the conflicts among ethnics, such as occurred in Borneo, Moluccas, and North Moluccas.

Formerly, the historical evidences showed that the existing ethnics in North Moluccas live side by side, peacefully, and they possess the pluralistic values. Yet, nowadays, the pluralistic values are less owned due to several business, such as economical business, political and authority business, leading to the competition and conflicts among ethnics. For example, there were civil wars occurred in Tobelo and Malifut in 1999 and in 2000 the conflict among ethnics also happened in Ternate causing death to so many people.

Recently, schools are assumed to be one of the important socialization agents which substituting and complementing the families' duty to their children, as more and more children are sent to school and other social

institutions [1]. If lack of comprehension and respect towards the other cultures is the reason of the social conflict in Indonesia, there should be an effort of teaching the people to respect the culture differences. The culture appreciation can be obtained by maintaining the local cultures values through education, either formal or non-formal education.

In a multicultural education institution, the ethnic and culture stereotype can be overcome by developing a learning mechanism involving the students from various backgrounds. Cooperative learning is expected to be able to integrate the students from different backgrounds [2], encourage the individual strength, and lower the xenophobia and ethnocentrism [3]. The mastery of several effective learning strategies is an important factor for the success of a teacher, to enhance the teacher's work, related to encouraging students', intrinsic motivation, as well as students' attitude and abilities [4].

Multiethnic schools in North Moluccas need to implement the cooperative learning which not only enables the students to comprehend the concept taught but also to improve the students' awareness so that the students might possess good social attitude, uphold the ethnic difference values, and bring a good impact to every ethnic. The development of respect and acceptance attitude among ethnics can be done through the implementation of cooperative learning.

Think Pair Share (TPS) learning strategy is one of the cooperative learning strategy which motivates students to think, work in group or in pair, and share to the other students. The strengths of this learning strategy are enabling the students to work within heterogeneous group, giving the students opportunities to do pair tutoring and to support one another, developing the interaction among races, ethnics, and gender, enhancing the students' participation, and developing the students' social attitude.

Reading Questioning Answering (RQA) is one of the learning strategy that can improve the cognitive learning results and the learning habit of the students, because the RQA learning strategy stimulates the students to read and comprehend the reading texts individually. The students have to find the substantial and the crucial parts of the text. Reference [5] shows the implementation of RQA learning strategy encourage the university students to read the assigned material, so that the lectures run well and the students' comprehension on the lecture material can be improved up to 100%.

The merger of RQA learning strategy and the TPS learning strategy is expected to contribute to the optimum learning experience for the students, because this learning activity requires the students to prepare themselves before the learning activity in class starts. In addition, it optimizes the students' interaction among ethnics, implementing

good social attitudes like cooperate with any parties, care, accept others' idea, and make an appropriate decision to maintain relationship with others. Furthermore, the multiethnic students possess an inclusive attitude in accepting, respecting, and taking advantages from the ethnic differences or in other words the students possess multiethnic social attitudes (the pluralistic attitudes).

II. RESEARCH METHOD

The research design applied are quasi experimental design of Factorial Pretest-Posttest Control Group Design, conducted in three public senior high schools in Ternate (the capital city of North Moluccas) during the odd semester of academic year 2012/2013. The subjects of the study are the students of eleventh grade of natural science program. The learning tools are the syllabus, the lesson plans, and the students' work sheets, which are modified based on the character of the implemented learning strategies facilitating the ethnic integration among students.

There are four learning strategies used, namely the TPS learning strategy, the RQA learning strategy, the combination of TPS learning strategy and the RQA learning strategy, and the conventional learning strategy as the control group. The observed ethnics are Ternatean, Makianese, and Tidorese. The experimented schools and classes are chosen based on the consideration of the ethnic variability and the equality of the students' cognitive abilities.

The steps of the combination of the TPS learning strategy and the RQA learning strategy is arranged as: (1) pairing the students by considering the ethnics, (2) reading, delivering the material to the students to be read, (3) questioning, giving the opportunity to the students to make questions, (4) answering/think, each student answer

their own question, (5) pair, giving the opportunity students to discuss the answer of the question with their pair of different ethnic, (6) share, asking the students to discuss the answers of the questions in a bigger group or in class, and (7) making conclusions.

The instruments of the study are the observation sheets of the implementation learning syntax and the students' social attitude inventory, using Likert scale. The data collection steps are: (1) pretest, to investigate of students' social attitude before the treatment, (2) posttest, to investigate the students' social attitude after one semester treatment, and (3) observation done by peer teacher by filling the observation checklist of the implemented learning syntaxes. The data of students' social attitude are analyzed by using ANACOVA followed by Least Significant Difference (LSD) test employing the significance value of 5%. The computation is done by utilizing a SPSS 19.0 computer software for Windows.

III. FINDINGS

The students' social attitudes related to pretest as well as postest have normal and homogen distribution. The probability values of the data normality of each of pretest and postest are 0.709 and 0.773, whereas the data normality of each of pretest and postest are 0.173 and 0.153.

The ANACOVA test result show that: (1) the learning strategies influence the students' social attitude, (2) ethnics do not influence students' social attitude, and (3) the interaction of the learning strategies and the ethnics do not significantly influence the students' social attitude. The result summary of the covariance analysis can be seen in Table I.

Tabel I: The results of the covariance analysis of the effect of the learning strategies, ethnics, and the interaction of the learning strategies and ethnics on the students' social attitude

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1430.005 ^a	12	119.167	28.758	0
Intercept	824.045	1	824.045	198.866	0
Pre Sosial Attitude	935.644	1	935.644	225.798	0
Learning Strategies	377.552	3	125.851	30.371	0
Ethnics	1.3	2	0.65	0.157	0.855
Learning Strategies*Ethnics	1.968	6	0.328	0.079	0.998
Error	232.048	56	4.144		
Total	453449.743	69			
Corrected Total	1662.053	68			

Referring to the effect size category as in [6], the effect size of the learning strategies variable can be categorized as medium, while of the ethnics and their interaction are categorized as small. The complete result of the effect size computation can be seen in Table II.

Although the interaction effect on students' social attitude is not significant, the LSD test is carried out too in order to uncover the group combinations positions. The results of the Least Significance Different (LSD) test related to the interaction indicate that the social attitude of

the Makianese students, the Ternateans students, and the Tidorese students undergoing the combination of the TPS learning strategy and the RQA learning strategy are not significantly different. It means that the combination of TPS learning strategy and the RQA learning strategy affect the students' social attitude equally on all students' of different ethnics. The complete results of the LSD test computation is presented in Table III.

Table II: The result of the effect size computation of the learning strategies, the ethnics, and the interaction of the learning strategy and the ethnics

Source	Eta Squared (η^2)	Effect Size
Strategies	0.23	Medium
Ethnics	0.01	Small
Strategies-Ethnics	0.01	Small

Table III: The result of the LSD test computation related to the interaction between the learning strategies and the ethnics on the social attitude of the students

Combination Group	Mean	Notation
The Conventional Learning Strategy of Tidorese	76.6220	a
The Conventional Learning Strategy of Ternateans	76.9100	a
The Conventional Learning Strategy of Makianese	77.2870	a
The RQA Learning Strategy of Makianese	80.7690	b
The RQA Learning Strategy of Ternateans	80.8240	b
The RQA Learning Strategy of Tidorese	81.1030	bc
The TPS Learning Strategy of Ternateans	82.3880	bcd
The TPS Learning Strategy of Tidorese	82.6280	bcd
The TPS+RQA Learning Strategy of Tidorese	82.9250	cd
The TPS Learning Strategy of Makianese	83.0910	d
The TPS+RQA Learning Strategy of Ternateans	83.0940	d
The TPS+RQA Learning Strategy of Makianese	83.3060	d

The combination groups of TPS+RQA learning strategy of Makianese, Ternateans, and Tidorese tend to have higher average scores compared to other combination groups. It indicates that TPS+RQA learning strategy is the best learning strategy to enhance the students' social attitude of each ethnic compared to the other learning strategies applied.

IV. DISCUSSION

Every student will get personal experiences, which affect their comprehension on the social stimulus, during the learning activity. This stimulus will form the students' attitude [7]. The classroom learning activity might also be the means of association and socialization among groups. The students' interaction in the learning activity is important in order to form their attitude development. Teachers might be able to encourage the students to develop their positive attitude through habituation.

During the cooperation, the students might also disregard the boundaries among groups, create a friendship where students might tend to respect to others and, in the end, it leads to the cross culture friendship [8]. The teamwork in a group might enhance the responsibility and respect, reduce the unfair competition, and develop the positive thinking [9].

The combination of the TPS learning strategy and the RQA learning strategy bring the similar impact to the students' social attitude in terms of cooperation, care, responsible, and respect others' idea to all students of different ethnics. Moreover, it is also good for improving the students' social attitude for each ethnic and developing their pluralistic attitude. A pluralistic attitude is an inclusive attitude accepting, respecting and avoiding negative thought towards other ethnics, accepting other people's superiority regardless the ethnics, as well as learning differences based on love and trust. The process habituation of cooperation and interaction among multiethnic friends through the implementation of the combination of the TPS learning strategy and the RQA learning strategy is believed having big potency to developing the pluralistic attitude.

The implementation of the combination of the TPS learning strategy and the RQA learning strategy is begun from the Reading stage encouraging the students to read and comprehend the reading material. Furthermore, the students have to find the substantial parts of the reading material. Reference [10] shows all data reveal the strength of reading which can change the people live, not only improving the individual academic ability but also improving the people's social senses. Once the students found the substantial parts, they are ready to make questions representing the reading material (questioning stage) and answer the questions (answering stage).

Reading the learning material, creating substantial questions, and self-answering the questions are cognitive activity which involve a strict psychological process and is done independently. Self-learning needs self-willingness, responsibility, and efforts. When those aspect are done continuously in the learning activities, they might enhance the students' discipline, motivation, and self-confidence. Hence it might affect the students' social attitude.

The students who possess good social attitude can interact with their friends of different ethnics easily leading to their pluralistic attitude, especially in pair discussion and share period. Reference [8] stated that during the cooperation, the students might disregard the boundaries among groups and tend to show tender behavior leading to the cross culture friendship.

Pair discussion stage is a stage where two students of different ethnics combine the ideas with their pairs and decide the best answers for the questions. Furthermore, the students can answer the chosen questions so that their relationship has additional value towards the harmony, cooperation, and tolerance among ethnics. The sharing information with friends encourages the students to share the ideas and knowledge [11], maximizes the mutual aid, individual responsibility, and face-to-face interaction [12], encourages the students to obtain self-confidence so

that the class will be active discussing the learning topic so that the learning activity will not be dominated by the teachers [13], encourages the students to obtain a secure feeling and assurance that they are connected to other people [14].

The intensive interaction of the students during the pair and share activities in a long period of time triggers the process of culture assimilation among ethnics in learning, optimizes the assimilation and acculturation process of positive social values for each ethnic. In addition, the students might get the coexistence understanding. If the pattern of the individual relationship in the classroom activity run well, each student will develops a perception, attitude, and action related to their relationship. Therefore, the motive, willingness, need, interest, and goal will be become the consensus totally known as friendship [1]. This is very important in the development of the students' pluralistic attitude.

The Makianese, the Ternateans, and the Tidorese are the local ethnics which have lived side by side for a long time and experienced the process of acculturation of social values one another. The acculturation is a phenomena occurred when several groups of different cultures interact each other and change the native culture of one group or both groups [15]. Although the acculturation process contributes the ethnics values changes which have been believed together, yet each ethnic tends to maintain their good social values as the identity.

The interaction in a group involving students of different backgrounds of ethnic and culture in the implementation of the combination of the TPS learning strategy and the RQA learning strategy encourages the multi ethnic students to assimilate the values which support the development of pluralistic attitude. The interaction among groups might change or develop a new attitude [16].

A friendship atmosphere in pair and share stages encourages the students to apply the values that they believe so that the value assimilation can be controlled well. The Makianese students can assimilate the kinship and solidarity values stated in the philosophy, named "*daio nalou tadopas dopas, nidwlonu tadopas te*" which means that although we are separated by mountains and oceans, our fervor and heart will remain one. The Tidorese students might assimilate the value of helping one another exerted in the *barifola* tradition. In Tidorese, *barifola* refers to the act of helping one another in building a house [17]. The Ternatean students might assimilate the openness and appreciation value in welcoming guests or visitors by adapting the value in the *joko kaha* tradition. *Joko kaha* tradition has high moral values stating that each guest or visitor should be treated by respect for the sake of unity and strengthening human relationship [18].

The tradition or the philosophy values of each ethnic are acculturated in the learning activity through the implementation of the combination of the TPS learning strategy and the RQA learning strategy encourages the cross ethnics understanding towards the positive values which can be implemented by all students of different ethnics. Therefore, the students' pluralistic attitude can be

developed well.

The pluralistic attitude developed through the implementation of the combination of the TPS learning strategy and the RQA learning strategy is expected to be able to reconnect the multiethnic relationship which has been broken by the horizontal conflicts so that all of the ethnics can live side by side peacefully based on the North Moluccas peoples philosophy values "*marimoi ngone futuru, doka gosora sebalawa om doro yomamote*" that means let us be united so that we are strong, just like a clove and its mace falling together when it reap. In addition, there is another philosophy stating that "*hau fomatai pasi moro-moro fomaku ise*" which means when we are fishing on sea, we should be in one command and listen one another. This philosophy tells the North Moluccas people to cooperate and live side-by-side to reach the glory "*moluku kie raha*" without considering the cultures, ethnics, and religions.

V. CONCLUSIONS

The combination of the TPS learning strategy and the RQA learning strategy is a good learning strategy to improve the pluralistic attitude of the multiethnic students'.

REFERENCES

- [1] Damsar, (2011). *Pengantar Sosiologi Pendidikan*. Jakarta: Kencana Pranada Media. p 72-74.
- [2] Vaughn, S., Bos, C., & Schumm, J. (2006). *Teaching Exceptional, Diverse, and at Risk Students in General Education Classroom*. Boston, MA: Allyn and Bacon.
- [3] Bleszynska, K. (2008). *Cooperative Learning and Processes of Individuation*. Conference Venue: Via S.Ottavio 20th January 19-22. Turin, ITALY: The IAIE Regularly Organizes International Educational.
- [4] Omari, H.A. and Weshah, H.A. (2010). Using the Reciprocal Teaching Method by Teachers at Jordanian Schools. *European Journal of Social Sciences*, 15 (1). http://www.europeanjournalofsocialsciences.com/ejss_issues.html
- [5] Corebima, A.D. (2009). *Pengalaman Berupaya Menjadi Guru Profesional*. Pidato Pengukuhan Guru Besar Dalam Bidang Genetika. Malang: FMIPA UM. Unpublishing.
- [6] Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale N.J.: Lawrence Erlbaum Associates.
- [7] Loudon, D.L. & Bitta. J.A.D. (1993). *Consumer Behavior, Concepts and Applications*. 4thed. New York: McGraw Hill Inc.
- [8] Jacobsen, Eggen, P.D. & Kauchak, D.P. (2009). *Methods for teaching*. Terjemahan Anam dkk. Yogyakarta: Pustaka pelajar.
- [9] Joyce, B., Weil, M. & Calhoun, E. (2011). *Models of Teaching*. Yogyakarta: Pustaka Pelajar. P 295-324.
- [10] Gioia, D. 2007. *To Read or Not To Read, A Question of National Consequence*. Don Ball (Ed.). Research Report #47. The Office of Research & Analysis National Endowment for the Arts. Washington, USA. <https://archive.org/details/toreadornottorea-00iyen>
- [11] Preszler, J (Ed.). 2006. *The On Target Strategy*. Booklets are Created by ESA 6 & 7 of Education. Black Hills Special Services Cooperative (BHSSC). Rapid City.
- [12] Rao, S. (2009). A Cross Categorical Approach to Service Delivery: Promoting Successful Inclusion Through Teacher Education. *International Journal of Whole Schooling*, 5(1). p 25-40.
- [13] Feller R.J. dan Lotter, C.R. 2009. Teaching Strategies that Hook Classroom Learners. *Journal of The Oceanography Society*, 22 (1). Rockville, USA. P 234-237.

- [14] Silberman, M. & Auerbach, C. (2013). *Active Training. Techniques, Designs, Case Examples, and Tips*. Bandung: Nusa Media. p 9-10.
- [15] Berry, J. W. 2005. Acculturation: Living Successfully in Two Cultures. *International Journal of Intercultural Relations*. 29 (6). p 697-712. <http://www.sciencedirect.com/science/article/pii/S014717670500132X>
- [16] Gerungan, 1991. *Psikologi Sosial*. Bandung: PT Aresco.
- [17] Hamajen, S & Dahlan, A. (2012). Barifola, Kearifan Lokal Berbasis Keihlasan Sosial, *Harian Malut Post*, Thursday, 20th December 2012, Ternate.
- [18] Pettalong, S.S. (2012). Adat Segulaha dalam Tradisi Masyarakat Kesultanan Ternate. *Jurnal el Harakah*. 14 (2). Maulana Malik Ibrahim Islamic State University of Malang.

AUTHOR'S PROFILE



Bahtiar

Place of birth : Pao-Pao, South Celebes

Date of birth : 27-07-1970

Bachelor of Education, Teachers Training and Education Science Institute of Ujungpandang, 1994.

Magister of Science, Hasanuddin University, 2000.

He is a lecturer of biology education of teacher training and education science faculty, Khairun

University of Ternate, North Moluccas, Indonesia.



Aloysius Duran Corebima

Place of birth : East Flores, Indonesia

Date of birth : 12-02-1949

He is a professor of biology education of State University of Malang, Indonesia.