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## Designing Multicultural-Based Contextual Learning Model in Teaching Writing at Chandra Kumala Senior High School

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### Abstract

This research is about designing learning model and part of a R&D research (Research and Development), which aims to; (1) describe the design of Multicultural-Based Contextual Learning Model (MBCLM) at SMAS Chandra Kumala, Deliserdang, (2) find out the effect of Multicultural-Based Contextual Learning Model (MBCLM) to students' learning at SMAS Chandra Kumala, Deliserdang. This research was designed by incorporating an Authenticity-Centered Approach (ACA) principles proposed by Mishan which focus on the authenticity of learning material. Authenticity needed because it links to students' contextual or daily lives. The method of this study was qualitative and quantitative research. The design and learning material were validated by two validators. The subject in this study was the students of class XI-A and C senior high school at Chandra Kumala. The instruments used to collect data were questionnaires, syllabus, lesson plan and adjudication sheets of the writing test. The data collector in the form of a questionnaire used Likert scale. The results of this research suggested that the design and learning material produced a very good result where the percentage of them exceeding the minimal

Key Words :

MBCLM; Writing;

Design; Teaching Model

standard of percentage criteria (or  $>75\%$ ), while the result of the t-test (by applying Multicultural-Based Contextual Learning Model) showed that the t observed is higher than t table ( $5.57 > 1.671$ ) at the level of significance of 0.05. Thus, it can be concluded that teaching writing by applying Multicultural-Based Contextual Learning Model affects the students' writing competence

### **Abstrak**

*Penelitian ini tentang perancangan model pembelajaran dan bagian dari penelitian R&D (Research and Development), yang bertujuan untuk; (1) mendeskripsikan desain Model Pembelajaran Kontekstual Berbasis Multikultural (MBCLM) di SMAS Chandra Kumala, Deliserdang, (2) mengetahui pengaruh Model Pembelajaran Kontekstual Berbasis Multikultural (MBCLM) terhadap hasil belajar siswa di SMAS Chandra Kumala, Deliserdang. Penelitian ini dirancang dengan memasukkan prinsip-prinsip Authenticity-Centered Approach (ACA) yang dikemukakan oleh Mishan yang menitikberatkan pada otentisitas bahan ajar. Keaslian diperlukan karena berkaitan dengan kontekstual atau kehidupan sehari-hari siswa. Metode penelitian ini adalah penelitian kualitatif dan kuantitatif. Rancangan dan materi pembelajaran divalidasi oleh dua validator. Subjek dalam penelitian ini adalah siswa kelas XI-A dan C SMA Chandra Kumala. Instrumen yang digunakan untuk mengumpulkan data adalah angket, silabus, RPP dan lembar penilaian tes menulis. Pengumpul data berupa kuesioner menggunakan skala likert. Hasil penelitian ini menunjukkan bahwa desain dan bahan ajar menghasilkan hasil yang sangat baik dimana persentasenya melebihi standar minimal kriteria persentase (atau  $>75\%$ ), sedangkan hasil uji-t (dengan menerapkan Multikultural Berbasis Model Pembelajaran Kontekstual) menunjukkan bahwa t hitung lebih besar dari t tabel ( $5,57 > 1,671$ ) pada taraf signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa pembelajaran menulis dengan menerapkan*

## **Introduction**

Indonesia is known as one of the most diverse countries in the world. And due to this potential, Indonesia should be able to maximize its potential to create a prosperous, civilized, and justice country. This condition, however, does not always run as it is expected. Indonesia has been experiencing “turbulencies” in numerous aspects of life, ranging from the economic disparities, social status gaps, social-politic conflicts, territorial conflicts and even to the educational neurotic and problematic problems (Rajagukguk et. al., 2020). The ongoing realities lead the society into fractions.

If there is no proper and adequate solution to the polarized circumstances, the condition will automatically contribute into the massive, if not the entire, humanitarian disasters such as civil wars, hunger, poverty, the spreading of the disease, and lost generation issue. But, only knowing the way out is not sufficient. There should be a common awareness and mutual understanding among the stakeholders and all parties on the origin or the root of the issues. And one of the major issues here is the misleading conception on education.

Sinaga, Herman and Hutaaruk (2020) defined education is a form of human fundamental rights (Ningsih et. al., 2022). As a distinctive-unique creature one to another, humans need toward the education are also dissimilar. Each individual has different level of interests regarding any single subjects they want to learn and the educational institution they want to join with (Triana et. al., 2021). Therefore, education should not be made uniform as uniformity will contribute to the potential loss of our learners (Naim and Sauqi, 2011:39-40; Silalahi et. al., 2021). It is the reason why there is a demanding condition in doing an “overhaul” process of the educational system by implementing one for all education, namely multicultural education.

In line with the concept, the diversity can be used in managing a learning model. Indonesia will become a successful country only if it can manage its diversity properly. As one of the most culturally pluralistic countries in the world, Indonesia has enormous arts, and culture that can be a source of inspiration in drafting a policy concerning the content of curriculum. (Ambarwangi, 2013:80; Sherly et. al., 2021). Inversely, improper management of learning model, and in designing the content of the curriculum will result in negative impact as seen nowadays.

The total number of islands in Indonesia, as recorded, is around 13.000, varying from big to small ones. And its population is more than 200 million, has 300 tribes that speak nearly 200 different languages. Moreover, they also embrace different religions, and beliefs such as Islam, Catholic, Christian Protestant, Hinduism, Buddhist, Kong Hucu, and other beliefs (Yaqin, 2005: 4). Having reviewed Indonesia's pluralistic society that composed of various ethnics, culture, tribes, race, and religions by examining its varied socio-cultural condition, and geographical position, it can be inferred that it has potential to trigger conflicts, either vertical or horizontal. Vertical conflict emerges in societies. This conflict may arise when there is no mutual understanding, and tolerance among the social class, particularly when a certain class dominates others.

## **Method**

This section discussed the source of data, time, and setting of the research, research design, instrument, procedure of the experimentation, scoring technique, method of data analysis, and research procedures. The research design was R &D research by applying qualitative and quantitative research. Qualitatively, the research focused on the designing new lesson plan model, namely multicultural-based contextual learning model with the specific skill of writing. Quantitatively, the research was conducted by incorporating an experimental research which is to find out the effect of the independent variable on the dependent variable, they are Multicultural-Based Contextual Learning Model and teaching writing. Fraenkel and Wallen (2009:261) stated that experimental research is unique in two very important respects: it is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships (Barus, Herman and Niswa, 2020).

In an experimental study, researchers look at the effect(s) of at least one independent variable on one or more dependent variables. The independent variable in experimental research is also frequently referred to as the experimental, or treatment variable. The dependent variable, also known as the criterion or outcome variable, refers to the results or outcomes of the study. The major characteristic of experimental research that distinguishes it from all other types of research is that researchers manipulate the independent variable. They decide the nature of the treatment (that is, what is going to happen to the subjects of the study), to whom it is to be applied, and to what extent. In the experimental research, there are two major variables, they are:

1. The Independent Variable frequently manipulated in educational research include methods of instruction, types of assignment, learning materials, reward given to students, and types of questions asked by teachers.
2. The Dependent Variable that is frequently studied include achievement, interest in a subject, attention span, motivation, and attitudes towards school.

The research design was classified into the variables, independent variable (Multicultural-Based Contextual Learning Model) and dependent variable (Teaching Writing). In conducting this, the writer attempted to determine or predict what will occur. In this study, the writer also prepared Multicultural-Based Contextual Learning Model writing competence. The source of data of this research is divided into two, namely statistic quantitative data (adjudication sheet) and descriptive qualitative data (the existing syllabus, lesson plan, teacher, and students). Quantitatively, the researcher took the data after conducting pre-test and post-test, both for controlled class and experimental class.

The data of this study was collected by using subjective test. The test was writing test. The writer tested the components of writing competence the students have. In this study the media used to collect the data was the adjudication sheets. The writer asked the students to write topics dealing with multiculturalism that connects with their daily lives. The writer analyzed the writing of each student.

Then, to collect the data of the learning model design research, the researcher employed the principles of Authenticity-Centered Approach, namely Suitability, Exploitability, and Readability that suits the model of the design. The techniques are interview, library research, questionnaire, product experimental sheet and documentation.

Library research is used to collect all relevant theories with the ongoing research (van Thao et. al., 2021). Questionnaire is used to get the data of the needs of learning model design which will be given to students and teacher. Product experimental sheet is given to the experts to gain the approval of the design. Herman et. al. (2020) explained that documentation is used to complete the data from the questionnaire and the adjudication sheet which is done according to the steps of the research's activities (Purba et. al., 2021).

### **1. Pre-test**

Before talking about the pre-test of this study, Creswell (2012:297) viewed that a pre-test provides a measure on some attribute or characteristic that you assess or participants in an experiment before they receive a treatment. So, it was given to the students before the writer gave the treatment (Barus, Herman and Niswa, 2020). The purpose of this pre-test is to find out the homogeneity in the mean score of the students. In conducting the pre-test, the

students were asked to jot down some articles based on their understanding about writing and the topic given, and then the students' score was counted according to the criteria of assessment.

## **2. Treatment**

The treatment was conducted to the experimental group. The experimental group was taught by applying Multicultural-Based Contextual Learning Model.

## **3. Post-test**

Having given the treatment to the students, the writer gave test to class by teaching them using Multicultural-Based Contextual Learning Model approach, then their scores collected. The test was called as post-test. According to Ivantara et. al. (2020), post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. In our example, this would be assessing students' attitudes toward smoking at the end of the semester after the experimental treatment.

## **Results and Discussion**

### **1. Results**

Qualitatively, the research produced a very good result, both in learning material and design material, proven by exceeding the minimal standard of percentage criteria (or >75%). Quantitatively, after collecting and analyzing the data, it was found that the lowest score of pre-test in control class was 50 and the highest score was 85. Then, after the post-test was given, the lowest score was not significantly improved, 50 to 60 ( $60-50=10$ ). It means that the difference of the score was 10. The highest score was neither significantly improved, 85 to 88. It shows that there was no significant difference of the highest score in pre-test and post-test. The mean score of pre-test was 70, and the post-test was 74.40 ( $74.40-70=4.40$ ). It can be concluded that the students' scores in control class, which was taught without Multicultural-Based Contextual Learning Model was not significantly different or improved.

The lowest score of pre-test in experimental class by applying Multicultural-Based Contextual Learning Model was 50 and the highest score was 95. After post-test was done, the lowest score was 75 and the highest score was 95. The lowest score improved significantly 50 to 75 ( $75-50=25$ ), the highest score improved 90 to 95 ( $95-90=5$ ). The mean of pre-test was 68.25, and post-test was 86.15 ( $86.15-68.25=17.9$ ). It can be concluded that the students' scores in experimental class which were taught by applying Multicultural-Based Contextual Learning Model was significantly different, since  $17.9 > 4.40$

## 2. Discussion

The purpose of this study is to know how that applying Multicultural-Based Contextual Learning Model has significant effect on students' writing ability. Relating to the purpose of this study, the writer applied the model and the study found that applying Multicultural-Based Contextual Learning Model has significant effect on students' writing ability. There was different effect in applying conventional technique and using Multicultural-Based Contextual Learning Model. The writer presented the data by using tables in the previous section. The tables showed the result of the study. In the table the writer showed the scores of students in control class and experimental class. The score of students in control class can be seen in pre-test and post-test, and then the score in experimental class by applying Multicultural-Based Contextual Learning Model also can be seen in the table. The writer separated the table of control class, applying Multicultural-Based Contextual Learning Model. Based on the data above, applying Multicultural-Based Contextual Learning Model had more significant effect on students' writing competence in teaching writing at SMAS Chandra Kumala, Deliserdang. It can be seen from the result of the study. Multicultural-Based Contextual Learning Model helps bring the language to life and to give them some experience of its use as a means of communication. In applying the model, the students developed greater creativity and were encouraged to participate in the learning activities. Besides, it increased students' interaction and socialization.

## Conclusion

Having examined the data in the previous section, it could be concluded that teaching writing by applying Multicultural-Based Contextual Learning Model design affects the writing competence of the eleventh-grade students at SMAS Chandra Kumala, Deliserdang. It is proven from the result of the t test (by applying Multicultural-Based Contextual Learning Model) shows that the t observed is higher than t table ( $5.57 > 1.671$ ) at the level of significance of 0.05. Thus, the experimental class produces higher score than control class. It means the alternative hypothesis is accepted. Multicultural-Based Contextual Learning Model design significantly affects the students' writing competence. Implementing Multicultural-Based Contextual Learning Model during the teaching learning process in classroom affects the students' writing competence.

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