

# **HUMANISTIC EDUCATION : AN ALTERNATIVE MULTICULTURE BASED LEARNING MODEL IN ELEMENTARY SCHOOL**

**Alfi Laila**

Universitas Nusantara PGRI Kediri Jawa Timur  
Jl. KH. Ahmad Dahlan no. 76 Mojoroto Kediri  
Email : [alfilaila@unpkediri.ac.id](mailto:alfilaila@unpkediri.ac.id)

**Baharudin**

UIN Raden Intan Lampung  
Jln. H. Suratmin Sukarame Bandar Lampung  
Email : [baharudinpgmi@radenintan.ac.id](mailto:baharudinpgmi@radenintan.ac.id)

## **Abstract**

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Government policies provide opportunities to realize quality education that leads to developing critical thinking patterns, deepening and expanding material, and strengthening the learning process through the main role of teachers so that children are better prepared to face future challenges. Education in accordance with future needs can only be realized if there is a shift or change in mindset. This shift includes processes Humanist education as an alternative to multicultural based learning models that are significant to realize the process of developing the potential quality of students. Humanist learning is a meaningful learning or "meaningful learning" which is classified as a cognitive stream which is used as an alternative multicultural-based learning model that respects and upholds equal rights, regulations that ensure that every student without discrimination has access to guarantees for the same rights and behavior. so that multicultural education in elementary schools can be realized.

Educational outcomes will be realized in accordance with the goals of Indonesia's national education and learning can be ranked as satisfactory if teachers use various alternative learning methods, one of which is multicultural-based humanistic education in elementary schools.

## **Keywords:**

Human education, learning model, multicultural.

## **A. Introduction**

Educational development is an effort to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society. To develop oneself as a whole human being in accordance with the goals of the education system. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that the purpose of National Education is "... to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. and become democratic and responsible citizens." (National Education System Team, 2009: 5-6).

There is a very sad phenomenon that occurs among SD/MI students that the value obtained is still far from the minimum completeness value (KKM). The reasons include: (1) learning activities are still dominated by teachers, students take a lot of notes; (2) the teaching methods used by the teacher are not varied, tend to be lectures (expository); (3) the use of learning media is not optimal; (4) student learning outcomes are less encouraging.

Conditions or learning models as above can result in (1) students being less creative because the teacher is too dominant; (2) student enthusiasm for learning is low because learning is monotonous and student learning activities decrease. The decline in student learning activities can have an impact on students 'low understanding of the learning material provided by the teacher and the students' competence does not increase; (3) students are bored and bored with learning that is not fun.

Based on the analysis of the causes of the above factors and situations students need the application of the method or learning innovative media that can support the learning process that fun so can increase motivation and simplify the understanding of student learning in the classroom every day. One of the methods that today is the learning method Humanistic Education. The application of Humanistic Education is in accordance with the change in the learning paradigm, namely from the teaching paradigm to the learning paradigm or the teacher-centered learning

paradigm to the student-centered learning paradigm. This is one of the efforts to improve the quality of education and learning.

Through the Humanistic Education learning method whose teaching departs from problems in the real world, it is hoped that these lessons will be meaningful for students. By being motivated to be involved in the lesson. To support the learning process that activates students, it requires the development of subject matter that is focused on applications in everyday life (contextual) and adapted to the student's cognitive level, as well as the use of an integrated evaluation method in the learning process.

## **B. Definition of Method**

The learning process in the classroom creates interactions between teachers and students. Where this interaction is a process in order to achieve educational goals. So that the goals to be achieved can run well in accordance with the initial concept, the teacher as a professional educator tries to manage the class they are able to follow the learning process well.

To achieve these educational goals, the teacher should know and understand the position of the method as one of the components of education that takes part in the success of the learning process. There are three positions of the method in the learning process, namely as a tool for extrinsic motivation, as a learning strategy, and as a tool to achieve goals (Djamarah and Zain, 2010: 72).

Methods of learning can be defined as a method that is used to implement a plan which has been drawn up in the form of activities of real and practical to achieve the goal of learning.

According to Nana Sudjana (2005: 76) "method of learning is the way that used teacher in a holding relationship with the student at the time course of instruction". While M. Sobri Sutikno (2009: 88) states, "Method of learning are ways of presenting the material lessons are conducted by educators in order to occur the process of learning in self students in an effort to achieve the goalz". From some definition/understanding of the methods of learning which stated that in the above can be concluded that the method of learning is a method or strategy that is conducted by a teacher in order to occur the process of learning in self students to achieve the goal. Benny A. Personal (2009: 11) states, "the purpose of the process of learning is that students can attain competency as the expected. To achieve the purpose of the process of learning need to be designed in a systematic and systemic". Moreover education until seconds is still holding the role is important in preparing the source power of man who have quality. By because it is, education should be managed, both in quality and quantity. It it can be achieved if the student can complete the education right in time with the results of learning are good. Results of studying a person, determined by various factors that influence it. One of the factors that may affect the results of studying a person, namely, the ability of teachers in managing learning the methods are appropriate, which provide convenience for students to learn the material a lesson, so that generate learning that much better.

The teacher as a teacher also uses methods to achieve learning goals. The principles of using the method in teaching are:

1. The teaching method must allow it to lead to further student curiosity about the subject matter (curiosity).
2. The teaching method must allow it to provide opportunities for creative expression in the artistic aspect.
3. Teaching methods should enable students to learn through problem solving.
4. The teaching method must allow students to always want to test the truth of something (skepticism).
5. Teaching methods must allow students to make findings on a problem topic.
6. Teaching methods must enable students to be able to listen.
7. Teaching methods should allow students to study independently (independent study).
8. Teaching methods must enable students to learn in collaboration (cooperative learning).
9. Teaching methods should allow students to learn independently to be more motivated in their learning.

In the process, these principles are the essence and characteristics of each teaching method. "The method is a way to increase the effectiveness and efficiency of all efforts in educational activities. This means that the method is a very essential issue, because the goals of education will be achieved appropriately so that the path taken towards the ideal is truly correct. (Slameto, 2010: 92)

## **C. Definition of Humanistic Education**

Humanistic Education is a classic system that is global in nature, but some of the basic principles are taken by educational experts to become a learning approach system. Humanistic education is the role of the teacher who is more of a guide than the giver of knowledge to his students. In addition, the system of humanistic education also focused on efforts to help the students to achieve the full realization itself in accordance with the fundamental skills and specificity that is

on him. According to Yatim Riyanto, he explained that Humanistic Education is an effort to help students achieve their own manifestation (Yatim Riyanto, 2009: 140).

#### **D. Humanistic Basic Principles**

According to humanistic theory, the learning process must be initiated and aimed at the benefit of humanizing humans themselves. Therefore, humanistic learning theory is more abstract in nature and is closer to the fields of philosophy, personality theory, and psychotherapy than in the field of learning psychology. Humanistic theory places great importance on the content being learned rather than the learning process itself. Humanistic learning theory talks more about the concepts of education to shape the idealized human, humanist human, and about the learning process in its most ideal form. In other words, this theory is more interested in understanding learning in its most ideal form than in understanding the learning process as it is, as so far studied by other learning theories.

Learning that is developed is based on humanistic learning theory which has humanist characteristics, namely to achieve trans primordial humanity in the form of the ability to respect the dignity, integrity and human rights of fellow human beings regardless of whether they belong to the primordial group of ethnic, regional, religious, national or otherwise. Among the values that need to be developed in learning is the ability to accept pluralism, namely the ability to live side by side and not be depressed in the brotherhood of different cultures, customs, religions and lifestyles. Tolerance and fairness, namely the willingness to measure other people by the measures used for themselves, as well as to measure oneself with the measures used to measure other people. Avoid resolving conflicts by means of violence and strive to be more polite.

In practice, this humanistic theory can also be seen in Ausubel's learning approach. His view on meaningful learning or "Meaningful Learning" which also belongs to the cognitive stream, says that learning is an assimilation of the values of meaningful life. The values of life that are learned are assimilated and associated with the knowledge and understanding that has been previously owned. Motivation factors and emotional experiences are very important in learning events, because without motivation and desire on the part of the learning person, there will be no assimilation of new attitudes and values into the cognitive structure and personality they already have. Humanistic theory argues that any learning theory can be utilized, as long as the goal is to humanize humans, namely achieving self-actualization, self-understanding, and self-realization of people who learn as human beings who are trans primordial optimally.

The idealized understanding of learning makes humanistic theory able to take advantage of any learning theory as long as its purpose is to humanize humans trans primordially. This makes humanistic theory very eclectic. It cannot be denied that any particular learning stance or approach will have both advantages and disadvantages. In this sense, eclecticism is not a system by leaving the elements in their original state. Humanistic theory will take advantage of any theories, as long as the goal is achieved, namely to make humans trans primordial.

Humans are complex creatures. Many experts in constructing their theories are only amazed at the particular aspect that is the center of their attention. With certain considerations each expert conducts his research from his own perspective and considers that his information about how humans learn is the most adequate information. Then there will be various theories about learning according to their respective views.

From the above reasoning, it turns out that the differences between one view and another often arise only because of differences in viewpoints alone, or sometimes only differences in accentuation. So the different information or views are only information about the one and the same thing seen from different angles. Thus, humanistic theory with its eclectic view, namely by utilizing or summarizing various learning theories with the aim of humanizing transprimordial humans is not only possible, but must be done.

While important Humanistic principles include the following:

1. Humans have the ability to learn naturally.
2. Significant learning occurs when the learning material is felt by the student to have relevance for his own purposes
3. Learning that includes changes in perceptions of oneself is perceived as threatening and tends to be rejected.
4. Self-threatening learning tasks are easier to feel and assimilate when the threat from outside is getting smaller.
5. If the threat to students is low, experiences can be obtained in a number of different ways and there is a learning process.
6. Students gain meaningful learning by doing it.
7. Learning is smoothed when students are involved in the learning process and take responsibility for the learning process.
8. Self-initiated learning that involves the student's whole person, both the feeling of intellect and the intellect is a way that can provide profound and lasting results.

9. Self-confidence, independence and creativity are easier to achieve, especially if students are accustomed to introspection and criticizing themselves and the judgments of others is an important second way.
10. Learning that is most useful socially in this modern world is learning about the learning process, a continuous openness to experience and integration into oneself regarding the change process (Muhammad Thobroni, 2011: 168-169).

## **E. Characteristics of Learning Humanistic Education**

The main characteristics of this learning include:

1. Teachers should not distance themselves too sharply with students as senior students who are always ready to be the speaking resource or consultant.
2. The final tarap of the teaching and learning process according to this view is self actualization as optimal as possible from each student.
3. Technical learning is learning how to interact with the natural environment correctly.
4. Practical learning is how a person can interact with their social environment.
5. Emancipatory learning (emancipatory learning) is learning that emphasizes efforts so that someone reaches a high understanding and awareness of cultural changes or transformation in their social environment (Yatim Riyanto, 2009: 141).

According to Yatim Riyanto, several opinions about humanistic theory include: in this case Bloom and Rathwoh show what students might master (learn) which is covered in three areas, namely:

1. Cognitive Domain, consisting of 6 levels, namely:
  - a. Reminder knowledge (remember, memorize)
  - b. Comprehension (interpret)
  - c. Application (using concepts to solve problems)
  - d. Analysis (defines a concept)
  - e. Synthesis (combining parts of a concept into a complete concept)
  - f. Evaluation (comparing values, ideas, methods, etc.)
2. Psychomotor Domain, consisting of 5 levels, namely:
  - a. Imitation (imitate motion)
  - b. Usage (using concepts to perform motion)
  - c. Accuracy (doing the motion correctly)
  - d. Chaining ( correctly performing several movements at once )
  - e. Naturalization (moving naturally)
3. The affective domain consists of 5 levels, namely:
  - a. Recognition (want to accept, be aware of something)
  - b. Respond (actively participating)
  - c. Appreciation (accepting values, being loyal to certain values )
  - d. Organizing (connecting the values he believes in)
  - e. Experience (making values part of his life pattern (Asri Budiningsih, 2005: 75).

According to Asri Budiningsih also explained that the understanding of learning according to humanistic theory is that the learning process must be started and for the benefit of humanizing humans themselves. Therefore, humanistic learning theory is more abstract in nature and is closer to the field of philosophical studies, personality. In practice, this humanistic theory among others apparent in approaches to learning that are found by a usubel. His view of meaningful learning, which is also included in this cognitive stream, says that learning is a meaningful assimilation. (Asri Budiningsih, 2005: 68)

Respect for the values of life and human values is an important aspect of humanistic teaching. Nuance learn wing humanistic learning in school will result in giving an impulse (impulse) to students so that they can touch and cultivate develop life values and the values of their humanity.

In the concept of humanistic learning, learning is the development of cognitive, affective and psychomotor qualities (Baharuddin and Wahyuni, 2008: 142- 143). The humanistic school views that learning is not just a development of cognitive qualities. The humanistic approach to learning emphasizes the importance of emotions or feelings, open communication, and the values that each student has. Humanistic education views the learning process not only as a means of transforming knowledge, but more than that, the learning process is part of developing human values.

The goal of humanistic education will be achieved if learning attempts to relate topics to contexts in the real life of students everyday. The humanistic flow will greatly assist educators in understanding the direction of learning in a broad dimension, so that the achievement of learning objectives will be directed and carried out by contextual learning (Asri Budingsih, 2005: 76).

Humanistic applications or applications refer to the spirit during the learning process that colors the methods applied. The teacher's role in humanistic learning is to become a facilitator for students, while the teacher provides motivation, awareness of the meaning of learning in student life. Teachers facilitate learning experiences for students and assist students to achieve learning

objectives. Students act as the main actors (student center) who interpret the process of their own learning experience. When students understand their own potential, it is hoped that students can develop their potential positively and minimize their negative self-potential. Learning objectives are more about the learning process than learning outcomes. Meanwhile, the process that is generally passed is as follows:

1. Formulate clear learning objectives
2. Seeking active student participation through learning contracts that are honest, clear, and positive.
3. Encourage students to develop the ability to learn on their own initiative
4. Encourage students to be sensitive to critical thinking, interpret the learning process independently.
5. Students are encouraged to learn to express opinions, choose their options, do what they want, and take the risk of the behavior that is shown.
6. The teacher accepts students as they are, tries to understand the students' thinking, does not judge normatively, but encourages students to take responsibility for all the risks of the learning process.
7. Give students the opportunity to progress at their speed.
8. Evaluation is given individually based on student achievement (M. Tabrani and Arif Mustofa, 2011: 177-178). Learning with this humanistic theory is suitable to be applied to learning materials that are personality formation, conscience, attitude change, and analysis of social phenomena.

Indicators of success in this application are students who feel excited, take the initiative in learning, and there are changes in thought patterns, behavior and attitudes of their own accord. Students are expected to be human beings who are free, brave, not bound by the opinions of others, and manage their own personality responsibly without reducing the rights of others or violating applicable rules, norms, discipline or ethics . (M. Tabrani and Arif Mustofa, 2011: 178).

## **F. Impact of Learning Using Humanistic Education.**

Student responses to learning using Humanistic Education Learning are very positive.

Gagne and Berliner argue the following:

1. Students will learn well what they want and need to know. Once they have developed the ability to analyze what and why something is important to them in accordance with the ability to direct behavior to achieve what is needed and wanted, they will learn more easily and quickly. Most teachers and learning theorists will agree with this statement, although they will probably disagree about exactly what motivates students.
2. Knowing how to study is more important than requiring a lot of knowledge. In our social group today where knowledge changes very rapidly, this view is widely shared among teachers, especially those who adhere to it from a cognitive point of view.
3. Based on humanistic theory. Self-evaluation is the only meaningful evaluation of student work. the emphasis is on internal development and self-regulation. While many teachers will agree that this is important, they will also address a need to develop students' abilities to deal with external expectations.
4. Feelings are as important as reality. Many assignments from a humanistic viewpoint seem to validate this point and in one area, humanistic-oriented teachers make significant contributions to our knowledge base.
5. Students learn better in a non- threatening environment. This is one area where humanistic teaching has had an impact on educational practice. The orientation that supports this time is that the environment must not threaten both psychologically, emotionally and physically. However, there is research that suggests a neutral, even mildly cool environment is best for older, highly motivated students.

## **G.Implementation of Multicultural Concepts in the Education Curriculum**

Indonesia as a pluralistic country in terms of religion, ethnicity, group and local culture needs to formulate a multicultural education concept so that it becomes a guide for strengthening national identity, Citizenship and Religion Subjects that have been taught in elementary schools to tertiary institutions, are perfected by including multicultural education, such as local culture between regions, so that the younger generation is proud of being the Indonesian nation which in turn can increase a sense of nationalism. Thus, multicultural education is a value education that must be instilled in students as prospective citizens, so that they have multiculturalistic perceptions and attitudes, can coexist in a diversity of cultural, religious and linguistic characteristics, respect the rights of every citizen without distinguishing between the majority or

minority ethnicity, and can jointly build national strength so that it is taken into account in the global arena and a strong nation dignity.

According to Hamid Hasan (2000), the Indonesian people and nation have diversity of social, cultural, political aspirations and economic capabilities. This diversity has a direct effect on the ability of teachers to implement the curriculum, the ability of schools to provide learning experiences and the ability of students to process, learn and process information into something that can be translated as learning outcomes. This diversity becomes an independent variable that has a very significant contribution to the success of the curriculum, both as a process and as a result.

Therefore, curriculum development using a multicultural development approach must be based on four principles. **First**, cultural diversity is the basis for determining philosophy. **Second**, cultural diversity is used as the basis for developing various curriculum components, such as objectives, content, processes, and evaluation. **Third**, the culture within the education unit starting from elementary level education to tertiary institutions so that learning resources and objects of study must be made part of student learning activities. **Fourth**, the curriculum plays a role as a medium in developing regional and national culture.

The implementation of multicultural education at the elementary and secondary education levels, can be carried out **comprehensively through Citizenship education and through Religious Education**, can be done through empowering curriculum slots or adding or expanding learning outcomes competencies in the context of character building and character, has the intensity to foster and develop harmony of life between religious communities, by emphasizing various basic competencies as described above. Then, it must also be carried out in a deductive approach with relevant studies, then developed into religious norms, legal norms, ethics, and social norms.

Multicultural education through Citizenship education and Religious education must be carried out **comprehensively**, starting from :

1. Planning design,
2. The curriculum goes through the insertion process,
3. Enrichment and or strengthening of various existing competencies,
4. Designing a learning process that can develop students' attitudes to be able to respect the rights of others, regardless of racial, religious, linguistic and cultural backgrounds.
5. Educational outcomes and attainment of multicultural education should be measurable through relevant evaluations, whether through test, non-test instruments or through a process of longitudinal observations using student portfolios.

In accordance with these standard competencies, several basic competencies can be developed as follows:

1. Become a citizen who accepts and respects the differences in ethnicity, religion, language and culture in the structure of society.
2. To become state citizens who can carry out multi-ethnic, multi-cultural, and multi-religious cooperation in the context of economic development and national strength.
3. Become citizens who are able to respect the rights of individual citizens regardless of ethnic, religious, linguistic and cultural backgrounds in all social, educational, economic, political and other sectors, even to maintain their language and develop their culture.
4. Becoming a citizen that gives all citizens the opportunity to be represented by their ideas and aspirations in government institutions, both legislative and executive.
2. To become citizens who are able to develop a fair attitude and develop a sense of justice for all citizens regardless of their ethnic, religious, language and cultural backgrounds.

With these basic competencies, multicultural learning is expected to produce citizens who have multicultural attitudes and habits with tolerant attitudes and behavior between all the nation's children, solidarity and can work together for the benefit of the nation, be egalitarian, have empathy among fellow citizens, and being fair by not discriminating against religious background, race, language and skin color.

In line with this conception, John Dewey (1964) recommended three things that should be considered in developing a curriculum. **First**, the nature and needs of students. **Second**, the nature and needs of society. And **third**, the main problems that students struggle to develop themselves as mature individuals who are able to establish relationships with other individuals in society.

So that this multicultural education can produce outputs or graduates who are not only competent in accordance with the existing disciplines at each educational institution or they are engaged in, but that output is also able to apply the values of diversity in understanding and appreciating the existence of differences, so the planting of values This is not only done in Citizenship and Religion subjects but can also be integrated with other subjects. Where the cultivation of multicultural values can be done by a teacher or educator both in classroom learning or in daily activities. Examples of cultivating multicultural values include not

discriminating against students, forming heterogeneous discussion groups, democratic decision-making, giving freedom for students to express their opinions or ask questions, respect culture and language and so on.

Thus multicultural education must be planned in a curriculum development design that is integrated, sequenced and supported by an environment and structure and culture that can make a positive contribution to fostering multicultural attitudes and behavior. Multicultural education, substantively must be able to become an integral part of both Citizenship Education and Religious Education subjects or other subjects as value education. Multicultural themes must be presented in a comprehensive scope as an effort to achieve various agreed and defined competencies.

## H. Implementation of Multicultural Education in the Student Sector

Multicultural education in educational institutions other than in the curriculum field is also needed in the student sector. Education is not only academic in nature, but some are non-academic. In educational institutions, non-academic education is usually included in extracurricular activities or OSIS / BEM.

Student activities are a forum or positive activities so that students can channel their talents, interests or creativity in non-academic activities. Extracurricular activities include sports, arts, science or religion. Student activities include intracurricular and extracurricular activities.

Intracurricular and extracurricular activities can foster the values of togetherness, harmony in life and appreciate the existence of differences. Every student has the same right to choose extracurricular activities of interest regardless of origin and background. In every intracurricular and extracurricular activity, activities that lead to multicultural habits are inserted with tolerant attitudes and behaviors between friends, togetherness, solidarity and can work together well.

Examples of intra curricular student activities, such as nationalism or religious competitions, can foster a spirit of nationality, love the country and also train cooperation among students from various different backgrounds. Outbound activities that are packed with various games can foster the value of cooperation and togetherness regardless of race, ethnicity, language, religion and others. Islamic boarding school or other religious activities that can foster religious values, tolerance can also train social care for others regardless of differences, and there are many more intra curricular or extracurricular activities that can be inserted into the cultivation of multicultural values by prioritizing respect for differences in both ethnic races , as well as religion among community members.

## I. Implementation of Multicultural Education in the Learning Process

From the aspect of strategic methods and learning management are important aspects in the application of multicultural education. Harry K. Wong, author of *How to be an Active Teacher the First Days of School*, as quoted by Linda Starr (2004: 2) defines learning management as "practices and procedures that enable teachers to teach and students learn." Related to these practices and procedures, Ricardo L. Garcia (1982: 146) mentions **3 (three) factors in learning management, namely: (a) the physical environment, (b) the human environment, and (c) the teacher's teaching style.** In learning, students need a physical and social environment that is safe and comfortable. To create a safe and comfortable physical environment, teachers can consider aspects of lighting, color, table and chair arrangement, plants, and music. Teachers who have an understanding of the cultural background of their students will create a physical environment that is conducive to learning. Meanwhile, a safe and comfortable social environment can be created by the teacher through the selected language, sympathetic relationships between students, and fair treatment of students of diverse cultures. In the learning process the teacher does not differentiate between gender, ethnicity, race, ethnicity and others.

Apart from the physical and social environment, students also need a teacher's teaching style that is joyful. According to Garcia (1982: 146), the teacher's teaching style is a leadership style or monitoring technique used by teachers in the learning process (the kind of leadership or governance techniques a teacher uses ). In the learning process, the teacher's leadership style is very influential for whether there are opportunities for students to share opinions and make decisions. Teacher leadership styles revolve around authoritarian, democratic, and free (*laizzes faire*). Authoritarian leadership style does not provide opportunities for students to share opinions. What the teacher teaches the student is determined by the teacher himself. Conversely, a democratic teacher leadership style provides opportunities for students to determine the material students need to learn. Furthermore, teachers who use a free leadership style (*laizzes faire*) leave it entirely up to students to determine learning material in class. For classes with

diverse cultural backgrounds, students seem to be more compatible with a democratic teacher leadership style (Donna Styles, 2004: 3).

Through this democratic approach, teachers can use a variety of learning strategies, such as dialogue, simulation, role playing, observation, and case handling (Abdullah Aly, 2003: 70-1). Through dialogue the teachers, for example, discuss the contribution of various cultures and people from other tribes to living together as a nation. In addition, through dialogue the teachers can also discuss that everyone from any culture can collaborate with each other in being creative and innovating. Meanwhile, through simulation and role-playing, students are facilitated to portray themselves as people who have a certain religion, culture, and ethnicity in their daily interactions. At certain moments, joint projects and committees are held, involving a wide variety of students from various religions, ethnicities, cultures and languages. Meanwhile, through observation and case handling, students and teachers are facilitated to stay several days in a multicultural society. They are asked to observe the social processes that occur between existing individuals and groups, as well as to mediate if there is a conflict between them.

With this learning strategy, students are assumed to have a deep insight and understanding of the diversity in social life. In fact, they will have real experience to involve themselves in practicing the values of multicultural education in everyday life. Attitudes and behavior that are tolerant, sympathetic, and empathic will in turn grow in each student. Thus, the learning process facilitated by the teacher is not only oriented towards the cognitive domains, but also in the affective and psychomotor domains.

Furthermore, a democratic approach in the learning process with various learning strategies places teachers and students having equal status, because each of them is an equal member of the class community as well. Each member has absolute rights and obligations. The behavior of teachers and students must be directed by individual and group interests in a balanced manner. Classroom rules should be divided to protect the rights of teachers and students. The rights of teachers in the learning process include: (a) the teacher has the right to judge students as human beings and their rights as human beings, (b) the teacher has the right to know when to apply a different authoritarian, democratic, and free teaching style to improve student rights, (c) teachers have the right to know when and how to enforce civil disobedience, and (d) teachers have the right to understand the complexities of rules for the majority and protect minority rights. On the other hand, students have the following rights: (a) students have the right to know civil rights and obligations, and (b) students have the right to know how to exercise their rights and obligations (Garcia, 1982: 160).

Furthermore, this democratic approach to learning requires teachers to have multicultural competence. Farid Elashmawi and Philip P. Harris (1994: 6-7) offer 6 (six) multicultural competences for teachers, namely:

1. Have value and extensive social ties
2. Be open and flexible in managing student diversity
3. Sach accept differences of disciplines, backgrounds, race, and gender
4. Facilitating newcomers and minority students
5. Want collaborate and coalition with any party, and
6. Oriented on the program and the future.

In addition, James A. Bank (1989: 104-5) added other multicultural competencies that teachers must possess, namely: (a) sensitive to the ethnic behavior of students, (b) sensitive to the possibility of controversy about teaching material, and (c) use group learning techniques to promote ethnic integration in learning.

The implementation of multicultural education in educational institutions also requires the inculcation of cultural values and national character, where the inculcation of these values should be included in the curriculum and also carried out in the learning process in the classroom in each subject.

## J. Conclusion

Learning using the Humanistic Education Learning model approach as an alternative to multicultural-based learning is very enjoyable for students and can improve learning outcomes when applied optimally because students learn according to their world and capacity as a learner. Education with a humanistic education as one of the alternatives based learning in elementary school as something new in Indonesia, but the urgency of its implementation has been very high in view of the phenomenon and the fact that is already so complex that its implementation is not only through formal education but also non-formal education academic and non-academics that can be implemented in community life and in the family. In formal education, multicultural education can be integrated into the education system through curricula starting from Early Childhood Education, Kindergarten, Elementary, Middle School, and Higher Education. The implementation of this multicultural education can be through the curriculum for each level of education, student programs

and in habituation in the daily learning process both in the school and family environment. The insertion of this multicultural education can be carried out in the planting of these multicultural values into the curriculum or multicultural responsive learning activities by prioritizing respect for differences in both ethnic races and religions between members of the community.

No less important, this multicultural education can be implemented in the family sphere. Where the family as the smallest social institution in society is the most effective learning media in the process of internalization and value transformation, as well as outreach to family members. The role of parents in instilling more responsive multicultural values by prioritizing respect and recognition of the differences around their environment (religion, race, class) towards children or other family members is the most effective and elegant way to support the creation of a social harmony system. which is more just.

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