

Multicultural Education: Designing Instructional English Learning Materials for Indonesian Senior High School

¹Arifin, ²Haryanto, ³Muhammad Basri Jafar, ⁴Anshari

¹English Department, Universitas Borneo Tarakan, Indonesia

²English Department, Universitas Negeri Makassar, Indonesia

³English Department, Universitas Negeri Makassar, Indonesia

⁴Indonesian Language Department, Universitas Negeri Makassar, Indonesia

Abstract: This research was aim to describe the existing multicultural Indonesia in English textbooks, teachers and students' expectation toward learning materials based on Multicultural education for Indonesian Senior High School. This research design employed Research and Development (R&D) was supported by providing qualitative and quantitative with mixed method data analysis. The research results showed that: 1) Teachers and students had some expectations that English learning materials should be designed based on multicultural education, and 2) Indonesian cultural themes were very infrequent in existing English textbooks used. Based on the research results, researcher concluded that the development of English textbooks based on multicultural education for Indonesian Senior High School is urgent to be designed.

Keywords: Multicultural education, expectation, Textbook

Date of Submission: 28-11-2019

Date of Acceptance: 13-12-2019

I. INTRODUCTION

Indonesia is a country with over 300 ethnic groups from *Aceh (Sabang Island)* to *Papua (Merauke Island)*. These ethnicities are generally able to live together in harmony for long periods. The basis of Indonesian multiculturalism is found in the more than 10,000 islands which different cultures call home, with many beautiful and varied cultural heritage areas and Indonesian's population will continue to grow, reaching 300 million in 2033 (Ananta et al,2015). This country is expected to all ethnic groups to join their beautiful cooperation to keep Indonesia always in United in Diversity for good. Indonesia is well known for its cultural diversity with its motto The United in Diversity. As a country, Indonesia is built of various ethnic groups that have one national language, namely *Bahasa Indonesia*, as the official national language.

Unfortunately, the ethnic diversity has not been optimally used as a tool to form new generations, especially those studying in Senior High School, to generate aware of the importance of maintaining their cultural identities in order to contribute to diversity in social life. To bring multicultural education in school life, instructional learning materials as the main key in teaching and learning process at classroom interaction should be identified whether the english textbook contains multicultural education or not, or what should be done to involve students in teaching and learning interaction using multicultural education materials. In the following section was students cultural background from three state senior high schools in North Borneo, researcher identified all students cultural background in order to know what cultural topics should be designed, because students cultural background is a main source to decide the cultural learning sequence from the beginning of teaching and learning process at the school.

II. LITERATURE REVIEW

2.1 Defining Multicultural Education

Multicultural education in Indonesian context consists of ethnic groups from many different cultural and linguistic background, Indonesia has a complicated multiethnic structure with some representative group include Dayak in Borneo, Javanese in Java island, Makassarese in Sulawesi Island, etc. Throughout the Indonesian archipelago, a total of 707 languages are alive, but 272 of them are threatened and 76 are dying (Ethnologue, 2017). In 2017 more than half population (52.53%) were speakers of major indigenous languages such as Javanese, Sundanese, Batak, Minangkabau, and Balinese (Zein, 2018). Every ethnic or language group has a different set of customs, artistic traditions and life principles with some commonalities between some groups. Besides, multicultural education has been influenced by cultural values from other religions. The influences have included major religions such as Islam, Hinduism, Buddhism, and Christianity. To build national unity in such a multi-ethnic society, Indonesia has provided a basic national philosophy entitled

Pancasila which includes five foundations: belief in God, fairness to all humanity, Indonesian national unity, people's democracy, and social justice for all Indonesian people. For the Indonesian people, the basic foundation of multicultural values is very important to bring them together into the great purpose of Indonesian national, social justice for all Indonesian people. The development of multicultural education depends on the advance of traditional ethnic groups' cultures. The development of every local ethnic culture can enhance national culture as it becomes a part of the rich composite identity of the Indonesian nation (Hanurawan & Watenvorth, 1997: 268).

Many definitions of the term multiculturalism exist. However, most social scientists view multiculturalism as consisting primarily the symbolic and intangible aspect of human societies. Multiculturalism is the flow or understanding of many cultures means leads to cultural diversity (Hanum, 2010). Besides, Nurul Zuriah (2011) highlights multiculturalism implies a very complex meaning that is "multi" meaning plural, "culturalism" unbiased understanding of culture, or cultures. Multicultural education can take place in formal or informal education settings, directly or indirectly. One of the key goals of multicultural education is to decrease conflict in society from issues of diversity related to race, ethnicity, and class by helping students attain knowledge, attitudes, and skill that they need in order to become active citizen and active participants in the real multicultural society that exists outside of the classroom (Schmid, 2007).

The essence of culture is how members of a group interpret, use and perceive tangible cultural elements such as artifacts and tools. Values, symbols, interpretations, and perspectives distinguish one person from another in modernized societies (Banks, 2000). Richard (2011) states that culture is the total set belief, attitudes, customs, behavior, social habits, etc. of members of a particular society. While multicultural education can be conceptualized in many different ways, many of the leaders in the field (i.e., Banks, 1997).

Sleeter (2005) defines multicultural education as antiracist basic education for all students that permeates all areas of schooling, characterized by a commitment to social justice and critical approaches to learning. Multicultural education, teaching about these topics can potentially help to develop human beings who value their plurality and heterogeneity as a consequence of cultural diversity such as ethnicity and religion. Therefore, Multicultural education emphasizes the advocacy of the philosophy of cultural pluralism into an educational system based on the principles of equality (equality, mutual respect and acceptance, and understanding and a moral commitment to social justice).

Some experts have defined multiculturalism as an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent among ethnic groups. Also, Wilson (2014) defines multiculturalism as an approach that emphasizes designing instruction to be representative of the many cultures found within an education system. For these reasons, multiculturalism as an approach that is appropriate for the Indonesian educational system. In the Indonesian context, multicultural education focuses on the transformation of the educational process to promote the ideals of a pluralistic society. Students are taught to appreciate cultural diversity and differences as strengths and not as weaknesses. So, Indonesian language teachers must have a basic understanding of multiculturalism intercultural competence, the ability to teach students who are from a different culture. A more traditional goal of education is to get students to accept the dominant ideologies, directives, and applications without questioning (Banks, 2004).

Banks (2002) describes the relationship between diversity and social justice: diversity provides schools, colleges, and universities with an opportunity to educate students in an environment that reflects the reality of the nation and the world and to teach students from diverse group how to get along and how to make decisions and take actions in the public interest.

Zamroni (2011) states that school should play a role in building awareness of life in a multicultural society to appreciate and tolerant attitude to demonstrate the need and ability to work together with all the differences. He adds that three aspects must be developed through multicultural teaching and learning at school, namely 1) development of cultural identities, 2) Interpersonal relationship, and 3) empowering ourselves related to multicultural life.

Hanurawan & Watenvorth (1997) explain how to build national unity in the context of a multicultural society, the Indonesian government needs to not reject or eliminate the development of diverse cultures but instead promote them. The government has a responsibility to encourage the uniqueness of diverse cultures. Since multicultural education is an accumulation of local ethnic cultures such as Batak, Java, Minang, Irian, Madura, Buginese, Makassarese, Banjarese, and Aceh as well as religions, they need to be used to enhance the national culture and to become a part of the identity of the Indonesian nation.

2.2 English as a multicultural language

English as a Foreign Language textbooks used in Indonesian senior high school is expected to introduce multicultural education and how Indonesia's domestic diversity will be constructed in those textbooks. Furthermore, to study representations of Indonesia's domestic diversity, English textbooks should explore Indonesia's cultures. Therefore, the concepts of race and ethnic relations in a global context will be discussed to

understand representations of individuals. Drawing upon the concept of English as a multicultural language, this study suggests that this multicultural perspective will not only promote understanding English language use in classroom interaction between teachers and students in Indonesian contexts but also help educators and students recognize the internal diversity of Indonesia where multilingual and multicultural communication takes place. So, providing representative textbooks based on multicultural education will guide Indonesian students in line with their cultural background and equip students with English proficiency.

In sociology, the concepts of 'race' and 'ethnicity' are understood as social constructions. Kivisto (2002) explains that there are three major positions regarding the discussions of 'race' and 'ethnicity'. The first position is to understand that race and ethnicity are different notions and should be treated as being analytically distinct. The second position is to acknowledge that race and ethnicity overlap in some circumstances although they have distinct features. The third position is that race should be viewed as a subset of ethnicity, while ethnicity should be treated as the overarching term. Although the idea of 'race' and 'ethnicity' is fluid, it is important to use both concepts to fully investigate 'how people define situations and to determine what the implications of those definitions are for social relations' (Kivisto 2002, 18).

In the field of the second or foreign language, the importance of cultural understanding and intercultural communication has been increasingly emphasized (Curtis and Romney 2006). For example, Herman (2007) suggested that sensitivity to racial stereotypes needs to be taught in a more complex and sophisticated way. Given this discussion, teaching about diversity or multicultural, and more specifically, racial and ethnic groups is relevant in English as a foreign language curriculum. If English as an international or foreign language is intended to foster 'a positive attitude towards communication through foreign languages', it is, indeed, essential for EFL learners and teachers to recognize that multiple realities exist and that individual speakers of English bring their own cultures and identities into their interactions.

2.3 Teacher's role in Multicultural Education

English language teachers can become designers of teaching and learning material and propose instructional learning materials based on the students' interests, culture, and background knowledge to meet instructional learning objectives. In the context of cultural mixing found in Indonesian classrooms, language teachers must be able to instill the values of multicultural education. (Hanum, 2009; Suyitno, 2012)

Every culture teaches people to respect one another because an important goal in teaching about life relations is to build positive character in learners (Setiawan, 2013). Therefore, culture must be able to internalize all positive values as the foundation of thinking, being, and acting (Zamroni, 2011) -a view of various aspects of learning to develop a personality. Students, who have a strong awareness of the negative results of social conflict, also have a solid understanding of their cultural uniqueness without it being against the cultural values of other ethnic groups. Wibowo (2012) explains that education should take an active part in preparing culturally aware members of society. (Lickona, 1999) explains that teaching culture produces understanding and leads to good character in individuals.

Ethnic groups' cultural values must be viewed as a mark of their identity and a subjective value that others must honor so that everyone finds a way to understand and respect other cultures without any objections. Koesman (2007) states that the objective of teaching culture should be to transform individual responses to social and cultural surroundings. All cultures, but particularly Indonesia as one of the world's most ethnically diverse countries, must teach students at the appropriate level because the culture is not easy to learn without previous knowledge of diversity. All students need multicultural education to help improve their practice and to encourage them to respect one another in daily life interactions. Education is the best instrument we have to promote cultural understanding and how to face different beliefs in harmony.

Since the country of Indonesia is home to many ethnicities and cultural groups, diversity can be appreciated through learning about multicultural education at senior high school levels. Diversity in Indonesia must be taught in the school curriculum because all students who are from different ethnic groups will interact with others from the starting point of their cultural background. So, teaching and learning multiculturalism in Indonesia promotes and goes beyond mere tolerance by teaching about the need for mutual respect between people belonging to diverse groups. The goal of multicultural education is for all students to reach a point that will allow them to understand, respect, and affirm differences. Agreeing with this position, (Muslich, 2011) promotes the teaching of culture to increase students' characters as a whole, in an integrated and balanced fashion.

Since 2010, social conflict and religious tension in some regions of Indonesia, such as Kalimantan island, Maluku island, Pontianak island, Papua island and other islands have delivered some painful memories and given important lessons related to diversity, namely:

1. *Encourage students to respect cultural, racial, class, religious, and individual identities, and help them to recognize and accept their membership in many different ethnic groups without prejudice (Lie, 2000).*

Enable students to see themselves as part of the larger society and to empathize and relate with individuals from other groups within that society.

2. Culture should be shared since individuals need to add to their cultural knowledge to learn the best behavior when encountering different cultures; learning about cultural appreciation, respect, equality, and elimination of the most serious markers of intolerance (stereotyping, racism, and bigotry) are essential elements. Schools and educators can help shape students' views of the world and promote respect for diversity and a sense of shared humanity (M. Jacobs & Cates, 2004).

3. Learning about multiple cultures present within schools enriches students' knowledge of diversity, allowing them to live together in harmony overcoming negative prejudices and stereotypes. Since language teachers can strongly affect students' opinions, multicultural education has a high potential for overcoming conflict and fostering a multicultural society free from violence (Nakaya, 2018).

These three important lessons point to the best way to adapt to living in a diverse society, helping reduce racial tensions and establish peace among different groups due to the growth in cultural knowledge and understanding on the part of the young generation of Indonesia. The analysis of the existence of English textbooks was intended to obtain a real picture of the material used by language teachers and students in the teaching and learning process. Therefore, researchers can determine the themes of Indonesian multicultural-based learning material.

2.4 Teacher's role in Multicultural Education

English language teachers can become designers of teaching and learning material and propose instructional learning materials based on the students' interests, culture, and background knowledge to meet instructional learning objectives. In the context of cultural mixing found in Indonesian classrooms, language teachers must be able to instill the values of multicultural education.(Hanum, 2009; Suyitno, 2012)

Every culture teaches people to respect one another because an important goal in teaching about life relations is to build positive character in learners (Setiawan, 2013). Therefore, culture must be able to internalize all positive values as the foundation of thinking, being, and acting (Zamroni, 2011) -a view of various aspects of learning to develop a personality.

Students, who have a strong awareness of the negative results of social conflict, also have a solid understanding of their cultural uniqueness without it being against the cultural values of other ethnic groups. Wibowo (2012) explains that education should take an active part in preparing culturally aware members of society. (Lickona, 1999) explains that teaching culture produces understanding and leads to good character in individuals.

Ethnic groups' cultural values must be viewed as a mark of their identity and a subjective value that others must honor so that everyone finds a way to understand and respect other cultures without any objections. Koesman (2007) states that the objective of teaching culture should be to transform individual responses to social and cultural surroundings.

All cultures, but particularly Indonesia as one of the world's most ethnically diverse countries, must teach students at the appropriate level because culture is not easy to learn without previous knowledge of diversity. All students need multicultural education to help improve their practice and to encourage them to respect one another in daily life interactions. Education is the best instrument we have to promote cultural understanding and how to face different beliefs in harmony.

Since the country of Indonesia is home to many ethnicities and cultural groups, diversity can be appreciated through learning about multicultural education at senior high school levels. Diversity in Indonesia must be taught in the school curriculum because all students who are from different ethnic groups will interact with others from the starting point of their cultural background. So, teaching and learning multiculturalism in Indonesia promotes and goes beyond mere tolerance by teaching about the need for mutual respect between people belonging to diverse groups. The goal of multicultural education is for all students to reach a point that will allow them to understand, respect, and affirm differences. Agreeing with this position, (Muslich, 2011) promotes the teaching of culture to increase students' characters as a whole, in an integrated and balanced fashion.

Since 2010, social conflict and religious tension in some regions of Indonesia, such as Kalimantan island, Maluku island, Pontianak island, Papua island and other islands have delivered some painful memories and given important lessons related to diversity, namely: 1) encourage students to respect cultural, racial, class, religious, and individual identities, and help them to recognize and accept their membership in many different ethnic groups without prejudice (Lie, 2000). Enable students to see themselves as part of the larger society and to empathize and relate with individuals from other groups within that society, 2) culture should be shared since individuals need to add to their cultural knowledge in order to learn the best behaviour when encountering different cultures; learning about cultural appreciation, respect, equality, and elimination of the most serious

markers of intolerance (stereotyping, racism, and bigotry) are essential elements. Schools and educators can help shape students' view of the world and promote respect for diversity and a sense of shared humanity (M. Jacobs & Cates, 2004), and 3) learning about multiple cultures present within schools enriches students' knowledge of diversity, allowing them to live together in harmony overcoming negative prejudices and stereotypes. Since language teachers can strongly affect students' opinions, multicultural education has a high potential for overcoming conflict and fostering a multicultural society free from violence (Nakaya, 2018).

These three important lessons point to the best way to adapt to living in a diverse society, helping reduce racial tensions and establish peace among different groups due to the growth in cultural knowledge and understanding on the part of the young generation of Indonesia. The analysis of the existence of English textbooks were intended to obtain a real picture of the material used by language teachers and students in the teaching and learning process. Therefore, researchers can determine the themes of Indonesian multicultural-based learning material.

2.5 Challenges of Teaching Multicultural

In teaching multicultural education, language teachers should understand inequities in society, if teachers want to develop cultural consciousness they need to look beyond individual students. The first step to reaching goals related to multiculturalism is to be aware of the situation and to make a good plan for implementing all needed action. The practice until now has shown that: teaching multicultural is successful when implemented as a school-wide approach with the reconstruction of not only curriculum but also organizational and institutional policy. Unfortunately, sometimes educational institutions are not prepared to implement multicultural in their classrooms. According to Arifin, et al (2018) states that teaching multicultural requires staff that is not only diverse but also culturally competent. Teachers must be aware, responsive and embracing of the diverse believed, perspectives and experiences. They must also be willing and ready to address issues of controversy. These issues include, but are not limited to, racism, sexism, religious intolerance, classism, ageism, etc. All staff should know the basic fact: culture refers to the traditional tradition in all Indonesian areas, rituals, funeral such Rambu solo in Toraja, beliefs, and values that are shared among a group of students at school or classroom interaction. Each student is a part of at least one culture but united. Some students participate in several cultures because their family or parents are not from one culture but married cultures, such as his or her father is from Dayak, but his or her mother from Javanese. Multiculturalism refers to the sharing of many cultures. Every student in the school has his tasks related to multicultural practice, they all make their contribution to this issue. Despite all teachers are in the focus of interest and they are students on which high pressure. Every student expects teachers should do their best in practicing teaching and learning materials in the classroom.

Therefore, teachers should increase their deep understanding of diversity first of all. They need knowledge and skill to create multicultural academics in the classroom and create a multicultural environment to enjoy teaching and learning with the students. deeply understanding of multiculturalism and the way of practice it in the classroom is a process like building a house. First, we need a platform for putting foundation, and then we start to put brick by brick until our idea is finished. This means that our teachers during their initial teaching process should acquire basic knowledge and skill for working in a multicultural school and to teach in the way, so students will develop their skills. It is a question: Does the Indonesian education department offer training for multicultural education for our future teachers?

Villegas and Lucas (2007) write: "Teachers need to know something about their students' cultural background, favorite activities, concerns, and strengths. Teachers should also be aware of their students' perceptions of the value of school knowledge, their experiences with the different subject matters in their everyday settings, and their prior knowledge of and experience with specific topics in the curriculum"

Therefore, teacher educators hold the key. Restructuring teacher education programs to include an infusion of the philosophical tenets of multicultural education must first begin with teacher education faculty willingly participating in cultural therapy. Cultural therapy is a process of bringing one's own culture, i.e. assumptions, goals, values, beliefs, and communicative modes, to a level of awareness that permits one to perceive it as a potential bias in social interaction and in the acquisition or transmission of skills and knowledge (Spindler & Spindler, 1993).

III. METHODOLOGY

3.1 Research Design

The purpose of this research was to describe existing multicultural Indonesia in English textbooks, teachers' and students' expectations toward learning materials in designing an Educational Learning English Materials based on Multicultural education for Indonesian Senior High School. The appropriate research design for this research was Research and Development (R&D).

3.2 Data Collection

The researcher used two sessions in gathering data in developing multicultural education based instruction for Indonesian Senior High School student, the data were collected by using three instruments, namely questionnaires, interview, document analysis.

After doing an interview with English language teachers and selected students, the researcher did coding, as is the case in qualitative research data, the researcher carefully reviewed all interview transcriptions in order to discover learning, and teaching related to multicultural theme, using a three-phase process known as "coding" (Creswell, 2012). To make data collection more meaningful and understandable, they were analyzed in various ways depends on the characteristics of the data and the purposes of its collection. Stufflebeam in Richard (2001:66) suggests that the process of data analysis involves efforts that are thoughtful, investigatory, systematic and carefully recorded so that they can be replicated and reviewed.

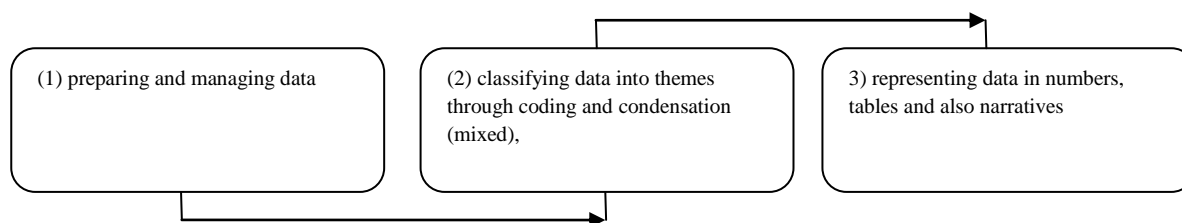
The data collected from questionnaires were classified based on each item and changed into a percentage. The highest percentage of the item shows the respondents' preference. Finally, the table of percentage and frequency for each item in the questionnaires are used as the consideration in developing multicultural education-based learning materials at Indonesian Senior High School.

Meanwhile, the data from interviews are in the form of information, opinion, and suggestion. Kolb (2012) shared, "The process of interviewing during a qualitative study allows the researcher the opportunity to gain the perspectives of other individuals". Those are coded based on each item, then classified, and finally reported descriptively.

3.3. Research Analysis

This research involved the analysis of both quantitative and qualitative data. Analysis of the quantitative data included the use of descriptive and inferential statistics, while analysis of the qualitative data required exploring and coding the data to develop themes (Creswell, 2008). Quantitative from questionnaires result and qualitative data obtained from semi-structured interviews, and document analysis were analyzed in various procedures (Cresswell, 1998).

Figure 1. Flowchart Research analysis adapted from Cresswell (1998)



Researcher collected data and described each qualitative and quantitative in detail, from such detailed descriptions, the data was then interpreted. Meanwhile, the quantitative data were gained from questionnaire sheet delivery to the students to understand their opinion, understanding, learning problems, their learning expectation related to developing learning materials based on multicultural education, etc in learning English. Percentage analysis was the method to represent raw streams of data as a percentage (a part in 100-percent) for a better understanding of collected data. Percentage Analysis was applied to create a contingency table from the frequency distribution and represent the collected data for better understanding

The data collected from questionnaires were classified based on each item and changed into a percentage by using Tally System. The highest percentage of the item shows the respondents' preference. Finally, the infographic of percentage for each item in the questionnaires were used as the consideration to develop multicultural Education-based learning materials.

Meanwhile, the data from interviews were in the form of information, opinion, and suggestion. Those were coded based on each item, then classified, and finally, respondents' preference then reported descriptively. Subsequently, these results were also taken into account in developing multicultural Education-based learning materials.

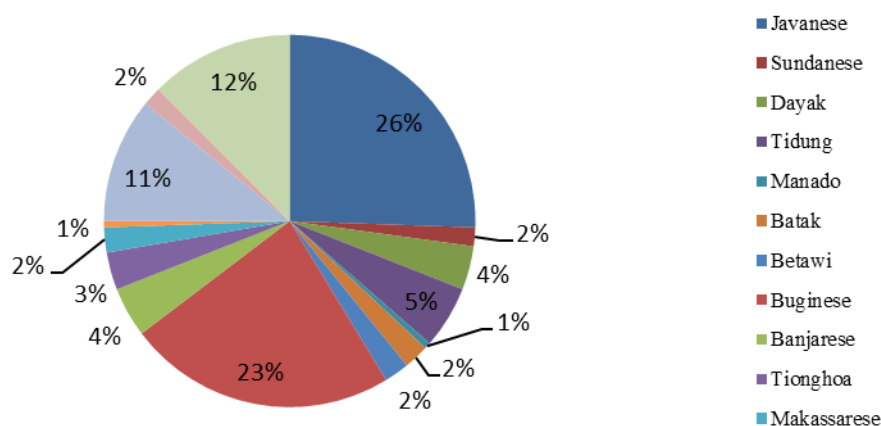
IV. DISCUSSION

4.1 Students Cultural Background

Most of the students are from different cultural backgrounds, school is the best place to learn about multiple cultures and teach cultural awareness. Developing appropriate multicultural learning materials will help them to understand their own culture and the cultures of students who are from different ethnic groups and how to navigate intercultural interactions. Based on data from six classes in three senior high schools in Tarakan

City, North Borneo including a total of 210 students, each class consists of more than 30 students from different cultural backgrounds.

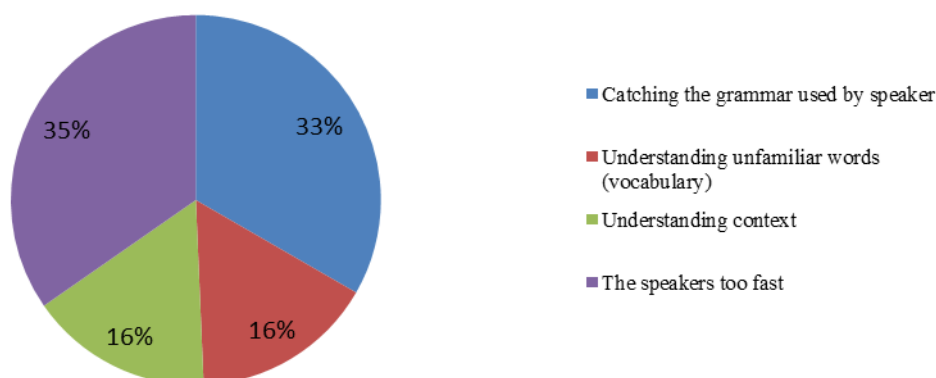
Figure 2. Students' Cultural Background
Students' Cultural Background (210 students)



Concerning the students' native language or cultural backgrounds, most of the students were from Javanese (25.97%), Buginese (23.76%), Torajan (11.05%), Dayak (3.8%), Tidung(5.5%), Manado (0.55%), Batak (2.21%), Betawi (0.55%), Buginese (23.76%), Banjarese(4.42%), Tionghoa (3.31%), Makassarese(2.21%), Ambonese(0.55%), Torajan(11.05%), Balinese (0.55%) and mixed cultural backgrounds 13.81%, meaning that these students' parents are from different cultural backgrounds or one (more) grandparents are different cultural background.

These results recommended that the researcher as the material designer must consider the students' different cultural backgrounds in designing learning and teaching materials. Moreover, in designing learning materials based on multicultural education, the researcher also should build potential opportunities for students' cultural backgrounds by creating multicultural learning tasks, students' activities, learning exercises. Therefore, good cultural learning materials will endorse students using it as a scaffold to create mutual understanding, life in harmony, respect for other students while they are learning together using classroom activities. It also is expected to increase students' cultural knowledge by sharing their cultural understandings

Figure 3 Problems in Listening
Problems in Listening (N=202 F=300)



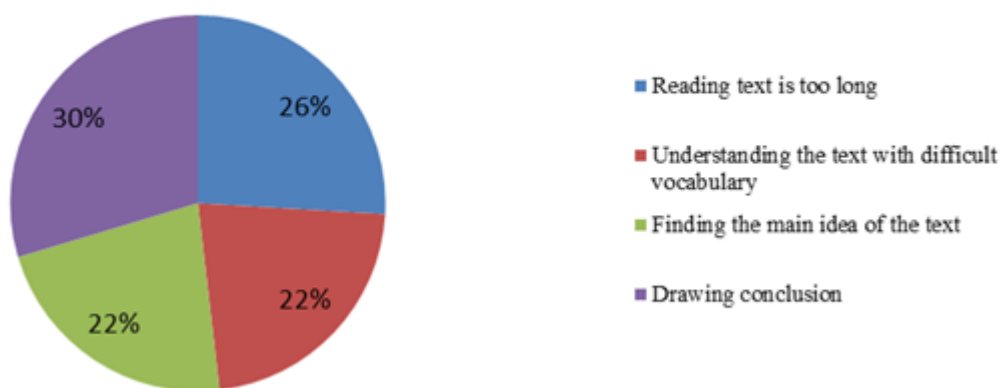
Four problems of listening were two options (48 respondents), namely the students faced problems in understanding unfamiliar words and in understanding the context. It means if the listening materials are provided into audio and visual, the English teachers are able to to reduce problems faced by the students because the students are able to see the setting where the language is spoken takes place and at least, the students can predict what the language used by the speakers after knowing well the setting. Meanwhile, 100 respondents

faced problems in catching the actual sound used by the speaker, and 104 respondents had a problem that the speaker too fast in speaking the language. It can be revealed many of the respondents have lack of vocabulary to understand the speakers who speak too fast in speaking English and it also can be stated that the standard speed of the utterance spoken by the native speakers of English is the most prominent problem should be considered by the material designer. The other word, it can be said that the limited vocabularies will lead the students to the difficulties in understanding context.

There are two distinct processes of listening comprehension involved in listening comprehension: top-down and bottom-up processes. In top-down processing, listeners use their background knowledge to determine to mean concerning prior schemata. Schemata are the directing structures in the comprehension process. Rumelhart (1980: 34) described the schemata as "a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects situations, events, sequences of events, actions and sequences of actions." The principle of schemata leads to two fundamental modes of information: bottom-up and top-down processing. These two processes intersect to develop an interactive process.

Concerning the next question on the questionnaire, most of them faced reading problems in concluding. Figure 4 indicates the respondents' choice of problems in learning reading.

Figure 4. Problems in Reading skill
Problems in Reading Skills (N=202 F=340)



Beside the reading problems faced by students of senior high school above, there are some reading problems have been discussed by the experts or the researchers, such as Weigle (2002) and Wigati (2013) state that the process of reading learners who use English as a foreign tends to be more difficult and less efficient. Therefore, it is no wonder that reading students' performance at senior high school level still needs more effort by English language teachers to improve it and endorse students reading activities to be more interesting. The researcher expects that based on the research finding, it can be formulated reading materials based on students' cultural backgrounds to generate students' reading achievement and performance. Finally, the ability to read in English subject is absolutely necessary for their academic performance to share knowledge, information of tourist destination, interesting place, cultural experience, opinion related to Indonesian multicultural, and the other cultural topic. There are some opportunities by having a reading text based on Multicultural education. First, students are able to have critical thinking skills when reading the source. Second, they are able to have a strong awareness of the important reading content of Multicultural education because they can immerse their cultural background, and the students are able to convey their argument because they have previous knowledge before having reading text.

Concerning the problem faced by the students in reading, figures 4 shows that the respondents faced difficulty in drawing the conclusion of the text. It means that the students need to improve their ability in getting the main idea and the supporting details of the paragraph because the students are able to increase their ability in drawing a conclusion if they understand all paragraphs. In all, the skill in reading comprehension needs to be improved by the English language teacher by providing instructional materials and the English lecturer also employs a good method in generating the students' competence in doing reading activities.

Concerning the next question on the questionnaire, most of them faced speaking problems in choosing the appropriate intended word and arrange a good sentence to be expressed.

Figure 5. Indicating the respondents' choice on the problems in learning to speak.

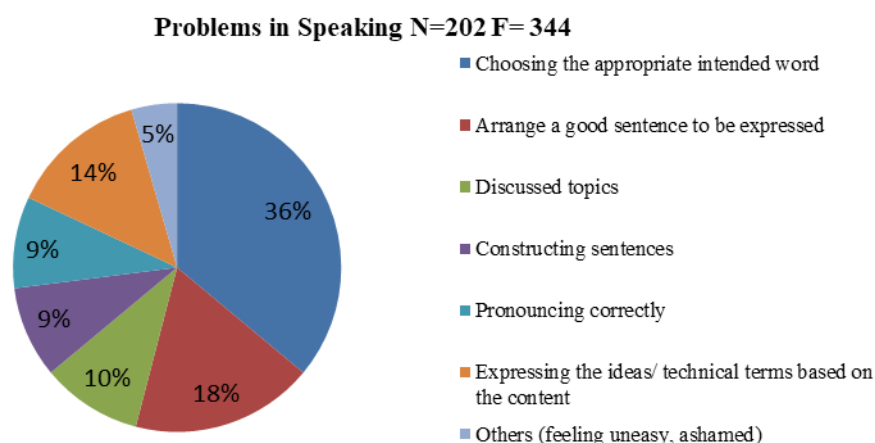


Figure 5 indicates that choosing the appropriate intended word is the most speaking problem faced by students. It can be revealed that students want to convey a message but they cannot express it with the appropriate word, or the other word, expressing an opinion well needs to be arranged with the appropriate learning materials. English language teachers, therefore, need to be aware exactly of things related to speaking and what the students need to know so that the English language teachers can facilitate the students to learn to speak and to the speakers can be aware of what they are learning. The other option is constructing sentences that are also faced by students in learning speaking. It means that students found that constructing good sentences and choosing the intended word is the most difficult competency to cover because their English language teachers did not teach them how to use the general ideas in constructing sentences. It also means that instructional learning material designers should provide speaking materials starting from the easy to difficult in generating students' speaking. While expressing the ideas/ technical terms in English. It means that students do not have good and accurate pronunciation is another problem. It will be worse if they are asked to speak spontaneously without any preparation in advance. They tend to do word-to-word translation ignoring the rules of acceptable and correct sentences because they think that their peers are having the same troubles. The respondents also chose the other option that they have problems not only in the language but also in speaking skills such as feeling uneasy and nervous to stand before the class. This problem does not affect the performance of the students if the English language teachers provide instructional materials or tasks are frequently asked to present their assignments or projects in front of the class or make a role play in making conversation or dialogue.

Therefore, speaking is usually considered as the core skill in foreign language learning and it is what learners generally want to be able to do. To be able to speak English fluently and accurately, however, requires supporting knowledge. It also entails a full understanding of what is involved in speaking skills. Besides the speaking problems faced by students above. In doing try-out this research product to the students, some common speaking problems occur in inviting students speaking performance at senior high school, namely that teachers frequently feel it difficult to involve students in the speaking activities because they do not have enough knowledge related to multicultural education. English teachers should work hard to attract students to speak a lot in class. It also occurs because many students have such personality problems, for instance, they are not confident, reluctant, and afraid of practicing and using their English.

The following Figure 6 indicates the respondents' choice on the problems faces by students of Senior High School in learning writing.

Problems in Writing skills (N= 202 F=360)



The ability to write effectively is considered to be the highest level of the four skills in English that is the most difficult to get it. Therefore, it is quite reasonable that many students, even lecture have low priority at this skill due to the same reasons. For senior high school students, dealing with English grammar competence, organizing the idea of composing writing, and limited vocabulary mastery are the two most important components that disturb them to construct good sentences and build them into a paragraph. However, it is also found out that students faced a problem in dealing with a lack of content knowledge as the main basic problems in exploring the idea. It is not surprising the problem dealing with lack of content knowledge since the content that has studied from the other subject but they still have difficulties how to write it into an effective and a good sentence or paragraph. The other option is writing a short paragraph. It can be stated that respondents faced problems in composing a short paragraph into an effective and meaningful of writing.

Based on the date finding, the researcher concluded that most of the students need learning material based on multicultural education. By having learning material based on multicultural education at least they have previous knowledge about it and they also have prevented the potential learning problems in doing interaction in the classroom with students who have a different cultural background.

4.3 Cultural themes in Existing English Textbooks

English textbooks, used by language teachers at senior high school, are developed based on the curriculum with the goal of students' achievement of standard and/or basic competence. According to Abdul Majid (2012), standard competency is a framework that scaffolds the development of a structured learning program. Once curriculum developers determine standard competence, they then define basic competence-the minimum knowledge, skills, and behavior that students should achieve to show that they have mastered the standard competence.

Therefore, the achievement of basic competence serves as a marker of students' growth in standard competence. Within the curricular structure, achievement indicators give characteristics of expectations for students to indicate and measure their levels of basic competence for the four language modalities: for listening, students are expected to be able to respond to the meaning of simple verbal functional texts (announcements, advertisements, invitations, etc.), both formal and informal, accurately, smoothly, acceptable in various daily life contexts; for speaking, students are able to express the meaning of transactional conversation and formal informal interpersonal conversation using simple spoken language accurately, fluently, and acceptable in daily context and include expressing feelings, showing sympathy, and giving instruction), and for writing skill, students are able to express the meaning of the written text in the daily context and use them to access knowledge in the form of announcement, invitation, an advertisement, the last one is for reading skill, students are expected to respond to the meaning and rhetorical steps in a simple essay accurately, smoothly, and acceptable in daily life contexts and access pieces of knowledge in a narrative, descriptive, and news item texts.

Unfortunately, many English textbooks provided by the National Education Department were lack of quality from a multicultural perspective. Lie (2000) states that textbook writers at the national level should involve local educators as partners and empower them to develop learning materials that address the diverse cultural, racial, personal, and academic needs of their students. (Supriadi, 1999) says that the majority of language teachers use the textbooks heavily and thus the teaching and learning process is very much textbook driven.

Lie (2000) noted that in the last three years there had been a growing concern for the importance of considering multicultural issues in schoolbook provision programs in Indonesia. She adds that schoolbooks must consider Indonesian cultures and need to be sensitive to the students' cultural background affect their achievement in the school. Meanwhile, other experts state that language is a basic tool in delivering multicultural materials. Lutzker (1995) explains that language is central to issues of communication and learning and the most basic tool of teaching. A form of social behavior that reflects cultural beliefs and biases,

language is a potent tool in subconsciously establishing and perpetuating norms. Language can function as a medium to learn culture through learning materials in the classroom. One of the easiest ways to increase sensitivity to diversity in the classroom is to heighten awareness of the subtle biases carried in language.

Learning materials based on multicultural education build good communication skills in teaching and learning processes, and also encourage learners to respect each other. Macedo (2000) explains language teachers need to design work units and tasks through learning material or media with knowledge of their students and their needs in mind, particularly how they learn and that they communicate with other students from a different cultural background. Wilson (2014) states that the aim is for our students to gain skills and knowledge to be culturally sensitive -to be able to confidently communicate with or work within mainstream organizations. He adds that intercultural competencies can be achieved only through the acquisition of knowledge, asking how the suspension of stereotypical perceptions of others might be achieved in a climate of suspicion is critical, particularly when such a climate has been exploited for political ends (p. 860).

Based on the data finding on research was conducted on analyzing some existing English textbooks used by English language teachers at senior high schools showed that most of existing English textbooks did not explore multicultural education.

Table 1. Theme distribution in textbook unit used by English instructors of first grade

N o.	Pub lisher	Ye ar	Title	Community	Weather	Advertisement	Western Cultures	International Issues	Environment and	Entertainment	Geography	Disaster	Correspondent	National Hero	Mass Media	Comm and IT	Famous Person	Personal life Style	Culinary	Culture and art	language and art	Total
1.	MO NEC	2017	<i>Bahasa Inggris</i>	2	1	1		1	1	3		1	1	2			1			2		16
2	MO NE	2008	Developing English Competencies	2	-	1	-	-	-	-	1	-	-	-	2		-	1		3	2	12
3	MO NE	2008	Interlanguage	1			1			3	1				1	1		4	1	2		15
				5	1	2	1	1	1	6	2	1	1	2	3	1	1	5	1	7	2	42

Concerning the textbook for the first student of senior high school, table 4.3 was intended to describe finding from document analysis on learning materials used by English language teachers from three state senior high schools in Tarakan city. In the first book, Bahasa Inggris published by the Indonesian Ministry of Education and Culture (henceforth, MONEC), the representation of multicultural education was very low. Even though there was some theme discussed famous person and culture and art. Meanwhile, the second and third textbooks were published by the Ministry of National Education. Most of the themes still far from exploring multicultural education and some students expect to get the materials of multicultural education to renew their cultural understanding and increase their cultural knowledge on multicultural education.

The following students' expectation related to developing multicultural education-based learning materials for students of Senior High School

"In my opinion, Learning material based on multicultural must be taught to us. Multicultural-based learning is useful learning material because we learn English through Indonesian culture so that we can follow modern culture, and we can learn our culture so that we do not forget own cultures" (KUR, X)

"I think it is good learning because we learn English and do not forget our culture. There are many cultures in our country are forgotten by the young generation because they love western culture. Hopefully, with this kind of learning, we can appreciate our brotherhood as Indonesian people" (JSLD, X)

"In my opinion, learning English based on multiculturalism is very important for the development of our mindset as a young generation, so that we can understand each other's differences and prevent divisions between ethnic groups". (AU, X)

"I think it is very interesting because we learn English while learning Indonesian culture so that we can respect each other's cultures, so I think these learning materials are unique, which is different from the others". (ADP X)

"I think learning English based on multicultural ethnic is very interesting because we can know various kinds of our own culture and we can also learn English easily. Besides, we can also find out the other traditional languages in Indonesia". (ATR, X)

Based on their expectations, developing multicultural education-based learning materials is expected to improve students' cultural awareness and increase their understanding of cultural knowledge. Therefore, the main goal for language teachers in teaching cultures to the students is to develop multicultural awareness, tolerance, and acceptance of differences of ethnic groups among them, and to enhance the attitude, cultural knowledge, and intercultural skills of the students.

Table 2. Theme distribution in textbook unit used by English instructors of Second grade

No.	Publisher	Year	Title	Community	Western culture	Education	Advertisement	Geography	Coresspondent	Enviro&preservation	Entertainment	Disaster	Com and IT	Mass Media	Health	Com and IT	Culture, Lg and art	Personal life style	Total
1.	MONIC	2017	Bahasa Inggris	2		1	1		1	2	1	1							9
2	MON E	2008	Developing English Competencies			1				2	4			1		1	3	4	16
3	MON E	2008	Interlanguage		3	1		1			2		1	1	1		1	3	14
				2	3	3	1	1	1	4	7	1	1	2	1	1	4	7	39

It is expected that all students who have studied the developing multicultural education-based learning materials are capable of promoting and practicing their cultural understanding and awareness with respecting other students' cultural backgrounds.

Since students showed a high sense of attachment and contribution to the nation rather than to their local community and ethnic group, they can prevent conflict and maintain unity as a good nation. In the civic education of the national curriculum, students are taught multiculturalism as a pillar supporting the unity of the country (Nakaya.A, 2018, Arifin, et al, 2018)

The following second-grade students' expectation related to developing multicultural education-based learning materials for students of Senior High School

"Learning English based on multicultural is a good breakthrough, we need to know now that many young generations have a cultural crisis by forgetting about their own culture. What Mr Arifin proposes was very impressive because it packs multicultural-based English learning very well and interestingly" (Satria M.S, XI MIA).

"In my opinion, multicultural-based English lessons are very exciting activities because Indonesia is well known for its cultures and languages. So that we do not only develop the language we use every day, but we need to know other traditional or local languages because we have friends, family, and friends who have their own traditional or local languages" (Suriani, XI IPS)

"I think that learning multicultural-based English is very important because it can increase our knowledge of other people's cultures so that we have broad insight into other cultures and avoid cultural conflicts that occur around us" (Wahyu Prima Wardhana, XI IPS)

"Learning English based on multicultural is very good because we can learn English and get other knowledge about a culture. We can also know many others and lead to tolerance including mutual respect. Learning

multicultural is like a proverb saying: "One row, two-three islands are exceeded" can speak English, get to know our culture" (DC, XI- MIA 1)

"I think learning English based on multicultural ethnic is very interesting because we can know a varied culture and ethnic and we can also learn English easily. Besides, we can also find out the other traditional languages in Indonesia". (ATR, XI- MIA 1)

Table 3. Theme distribution in textbook unit used by English instructors of Third grade

No.	Publis her	Yea r	Title	International	Family life	Western culture	Education	Employment	Geography	National Security	Environ &	Entertainment	Disaster	Social life	Com and IT	Mass Media	Health	Com and IT	Advertisement	Culture, Lg and art	Personal life style	Total
1.	MO NIC	2017	Bahasa Inggris	1	1		1				4	1	1		1	1	1	1		3	2	18
2	MO NE	2008	Developing English Competencies						4				1	1	1				4	3		14
3	MO NE	2008	Interlanguage			1	1	1	1	1	1	2		3	2						3	16
				1	1	1	2	1	5	1	5	3	2	4	4	1	1	1	4	6	5	48

Related to the data finding in Table 4.9 was intended to find out the theme in which the students studied from an English textbook used by English instructors. Based on the data in Table 4 showed that the learning themes are still far from multicultural education. It was only 6 themes from 48 themes that the students received from the existing English textbooks. The researcher recommended in designing instructional materials that can help students to connect with their cultural background or teaching and learning should emphasize multicultural education. The information about the theme should relevant to the field of students' interest was also obtained from the interview with the students and English language teachers.

"I think the English language teacher should understand first about Multicultural education and learn the students' characteristics through the student cultural background. It is an important notion before the teaching and learning process will be started". (Bdr, English language teacher 1)

"I agree if the teacher knows well his or her students' cultural background because teaching in the class not only talks about learning materials but also how the students interact with each other should be identified to English language teachers can conduct the holistic assess or evaluate." (Slm, English Language Teacher 2)

" I think language teachers have a lot of psychological burdens to learn all the students' cultural background because She or He actually should focus on what the teaching materials can be discussed with the students and how they can gain the core standard and basic standard competencies were gained by the students. But learning the students' cultural background generally, I think it is ok for English language language teachers."(Bgw, English Language Teacher 3)

" I think it is a must to be learned by English language teacher because by having it, the language teachers can identify the students' competence based on their cultural background. It will help the language teachers to identify the smart and active students. "(Imm, English language teacher 4)

The cultural content is one of the challenging English teaching for Indonesian language teachers today since many English textbooks were lack of Indonesian cultural understanding. Based on the data findings in Table 1, 2, and 3 was conducted displayed that the author of the English textbooks should provide a portion of many Indonesian multicultural themes rather than foreign cultures and explore Indonesian cultural theme from Sabang to Merauke. As a result, students have a chance to learn their own cultures. However, the teacher should increase their understanding of multicultural education first before going to teach cultural knowledge from other countries. It is a great expectation that students can master their understanding of multicultural education, then

cultural from neighbor countries. Using English as a medium for communication and bringing multicultural education as teaching content is more interesting.

Table 4. Representation of ethnic group and local culture in English textbooks

No.	Publisher	Year	Title	Number of Ethnic Group and Local culture/ page											Total	
				Bali	Javanese	Toraja	Jogya	Madura	Malakassar	Pelmbang	West Jawa	Banjarmasih	Buginese	Acehnese		West Sum
1.	MONIC	2017	Bahasa Inggris 1		2 (63, 123)							1 (53)	1(13 4)	1(14 5)	1(17 2)	6
2.	MONE	2008	Developing English Competencies 1	2(6,123)	3 (20, 106,116)											5
3.	MONE	2008	Interlanguage 1	2(2,73)	3(49,73, 85)	1 (27)	1 (45)	1 (47)	1 (48)	1 (49)	2 (50,73)					12
4.	MONIC	2017	Bahasa Inggris 2		1(50)											1
5.	MONE	2008	Developing English Competencies 2	1(106)												1
6.	MONE	2008	Interlanguage 2		2(99, 161)											2
7.	MONIC	2017	Bahasa Inggris 3							1(147)						1
8.	MONE	2008	Developing English Competencies 3							1(12)						1
9.	MONE	2008	Interlanguage 3													
				5	12	1	1	1	1	1	4	1	1	1	1	29

The data in Table 4 showed that the author of the English textbooks only mentions 29 times the names of the regions discussed in the overall theme of teaching and learning English in grades 1, 2 and 3. The finding also showed that Javanese has the highest number of cultures and ethnicity discussed in an English textbook. Meanwhile, the other culture and ethnicity representation was the small number. It recommends that the future author of English textbooks should understand that the cultural representation in the textbooks not only Javanese culture and ethnicity but also Indonesian culture and ethnicity are potential to be discussed on teaching and learning English for students of Senior High School as the young generation of Indonesia.

Patrick (1998) and Lockheed and Verspoor (1990) as quoted in Lie (2000) state that textbooks are the dominant classroom instructional learning and teaching media. Textbooks are the main learning sources and as the main tools for teaching and learning interaction in the classroom used by language educators and students. Unfortunately, textbooks were analyzed in this study to show that less of cultural or multicultural topics, most of the topics were general. The other expert, Supriadi (1999) noted that in the last 3 years concern has been growing over multiculturalism in textbooks and that "schoolbooks should also be culturally sensitive and recognize varied students' sociocultural backgrounds which affect their learning. Therefore, Educators should recognize that the goals and values of National curriculums, materials, and activities reflect social values. Educators should also ensure that textbooks are culturally sensitive and respect students' varied socio-cultural backgrounds. This study sheds light on the multicultural values of EFL textbooks (Lie 2000).

We always shocked how little students understand their cultural background. do not our educational officers in Education local and national departments know that language teachers have one of the hardest and most important jobs or task in making their students can understand their ethnic group and others.

Based on recommendation research was done by Lie (2000), there are seven research recommendations about textbooks used language educators at Senior High Schools. To develop instructional learning materials based on Multicultural education for peace and development, the following are recommended:

1. *The Department of National Education should ensure that the curriculum respects diversity.*
2. *The department should endorse more than one set of books to provide a larger choice.*
3. *Schools should be free to choose textbooks that are suitable and relevant to local contexts as long as these textbooks comply with the goals, objectives, and principles set in Teaching and Learning Program Guidelines.*
4. *Educators and textbook writers should ensure that textbooks do not contain discriminatory and stereotyping language and content concerning gender, socioeconomic, local cultures, and ethnic diversity.*
5. *Educators-especially from outside Java should be encouraged and helped to develop curricular materials and write textbooks suitable and relevant to local needs.*

6. *Textbook writers at the national level should involve local educators as partners and empower them to develop learning materials that address the diverse cultural, racial, personal, and academic needs of their students.*
7. *Language teachers should be aware of the growing diversity in schools and always attempt to create a learning environment in which differences are recognized and accepted while providing students with a common set of norms and values.*

IV. CONCLUSION

Designing instructional teaching and learning based on the reality of multicultural education is badly needed by English language teachers and students who have a different cultural background. Students come from different cultures and ethnic groups, so, they would like to learn about other cultures and share their own, adding to their understanding of others cultures in schools and social life. By knowing about the cultures of their classmates and their fellow citizens, they can learn about other cultures and respect each other. The cultural value of cultural groups must be viewed as a mark of honor along with the subjectivity of cultural values so that all people find the best way to understand and respect others without any objections. Language teachers can enrich students with cultural competences, attitude and moral values to empower them for practicing the best life in real society. Learning materials based on multicultural education will build good communication in the teaching and learning process, and also provide a positive role model of the respect that the learners' needs to have for other cultures among them. Learning materials based on knowledge of students with their needs in mind, particularly how they learn, help them communicate with other students who have a different cultural background in the daily classroom activities and their social life.

ACKNOWLEDGEMENT

1. *I would like to thanks to Prof. John Evar Strid at Northern Illinois University for supporting on academic proof readers.*
2. *State Makassar University and Borneo University Tarakan for academic supporting.*

REFERENCES

- [1]. Arifin, A., Haryanto, H., Basri, M., & Ansari, A. (2018, November). Multicultural Approach in Developing Instructional Learning Material at Indonesian Senior High School. In *PROCEEDINGS OF THE 65th TEFLIN INTERNATIONAL CONFERENCE* (Vol. 65, No. 02). Banks, J. A. (1997). *Educating Citizens in a Multicultural Society. Multicultural Education Series*. Language teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3631-7; clothbound: ISBN-0-8077-3632-5).
- [2]. Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.
- [3]. Banks, J. A. (2002). *An introduction to multicultural education* (3rd ed.). Boston: Allyn and Bacon.
- [4]. Banks, J. A. (Ed.). (2004). *Diversity and Citizenship Education: Global Perspective*.
- [5]. San Francisco: Jossey-Bass.
- [6]. Banks, J. A., & Banks, M.C. 2005. *Multicultural education; Issues and perspectives* 5nd ed. New York: John Wiley and Sons.
- [7]. Cumming-McCann, A. (2003). Multicultural education-connecting theory to practice. *Focus on Basics*, 6(February), 9–12.
- [8]. Handayani, N., & Indartono, S. (2016). the Implementation of Multicultural Character. In *International Conference on Ethics of Business, Economics, and Social Science* (pp. 508–518).
- [9]. Hanum, F. (2009). Pendidikan Multikultural sebagai sarana membentuk Karakter Bangsa (dalam perspektif sosiologi Pendidikan). In *Seminar Regional DIY-Jateng dan Sekitarnya* (pp. 1–13). Yogyakarta: Universitas Negeri Yogyakarta.
- [10]. Hanurawan, F., & Watenvorth, P. (1997). Multicultural Perspectives in Indonesian Social Studies Education Curriculum. *The Journal of Education*, 4(Special Edition), 265–275.
- [11]. Joshua A. Fishman. (1999). *Handbook of Language and Ethnic Identity*. New York: Oxford University Press.
- [12]. Lickona, T. (1999). Character Education: Seven Crucial Issues. *Action in Teacher Education*, 20(4), 77–84. <https://doi.org/10.1080/01626620.1999.10462937>
- [13]. Lie, A. (2000). Education for Peace and Development *. *Human Rights*, (April), 17–19.
- [14]. M. Jacobs, G., & Cates, K. (2004). Global Education in Second Language Teaching. *K@Ta*, 1(1), 44–56. <https://doi.org/10.9744/kata.1.1.44-56>
- [15]. Macedo, S. (2000). *Diversity and Distrust: CIVIC EDUCATION IN A MULTICULTURAL DEMOCRACY*. The President and Fellows of Harvard College.
- [16]. Marilyn Lutzker. (1995). *Multiculturalism in The College Curriculum*. London: Greenwood Press.

- [17]. Muslich, M. (2011). *Pendidikan karakter: menjawab tantangan krisis multidimensional*. Jakarta: Jakarta: Bumi Aksara.
- [18]. Nuril Huda. (1999). *Menuju Pengajaran Bahasa Berbasis Strategi Belajar - Implikasi Kajian Strategi Belajar Bahasa Kedua*. Malang: Institut Keguruan dan Ilmu Pendidikan Malang.
- [19]. Nurul Zuriah. (2011). Oleh : Nurul Zuriah kesadaran , toleransi , pemahaman , dan pengetahuan mengembangkan civic skill , yakni keterampilan (cognitive goals) adalah untuk memperoleh yang berkaitan dengan pembelajaran (instructional buku teks dan media pembelajaran ; member. *Jurnal Penelitian Pendidikan, Vol 12*(No. 2), 63–72.
- [20]. Richard Race. (2011). *Multiculturalism and Education*. New York: Continuum International Publishing Group.
- [21]. Schmid, M. S. (2007). The role of L1 use for L1 attrition. *Language Attrition. Theoretical Perspectives*, 135–153. <https://doi.org/10.1075/sibil.33.10sch>
- [22]. Setiawan, D. (2013). The role of character education in developing moral intelligence. *Jurnal Pendidikan*, 5(2), 53–63.
- [23]. Sleeter, C. E. (2005). *Multicultural Teaching in the Standards-Based Classroom. Journal of Chemical Information and Modeling* (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>
- [24]. Supriadi, D. (1999). Restructuring the schoolbook provision system in Indonesia: Some recent initiatives. *Education Policy Analysis Archives*, 7(7), 1–13.
- [25]. Suyitno, I. (2012). Pengembangan Pendidikan Karakter dan Budaya Bangsa Berwawasan Kearifan Lokal. *Pendidikan Karakter*, 2(February 2012), 1–13.
- [26]. Tableman, B., & Herron, A. (2004). School climate and learning. *Best practice briefs*, 31, 1-10.
- [27]. Wilson, H. F. (2014). The possibilities of tolerance: Intercultural dialogue in a multicultural Europe. *Environment and Planning D: Society and Space*, 32(5), 852–868. <https://doi.org/10.1068/d13063p>
- [28]. Zein, S. (2018). English, multilingualism and globalisation in Indonesia. *English Today*, (May), 1–6. <https://doi.org/10.1017/S026607841800010X>

Arifin. "Multicultural Education: Designing Instructional English Learning Materials for Indonesian Senior High School." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 12, 2019, pp. 01-16.