

Educational Management At Harapan Mandiri Private Elementary School in Medan

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Abstract

School should be run with good management in order to reach goal related to the management of the educational process to achieve the goals set, both short term, medium term and long term goals. The purpose of this study was to describe a method of instilling multicultural values in students aged 8-9 years or more precisely, sitting in grade 2 of elementary school at Harapan Mandiri Private Elementary School in Medan. This research method uses qualitative research methods with the type of field research (field research), data collection using observation (observation) and interviews. The results showed that the implementation of Planning, Organizing, Implementation and Supervision of Multicultural Education at Harapan Mandiri Private Elementary School in Medan City went well. The learning that is applied by the teacher in its implementation by providing understanding and then being practiced, indirectly helps the formation of good morals for students in everyday life which is exemplified in the school environment. Obstacles in the field such as the lack of storytelling media/techniques used by teachers, the inconsistency of student behavior at school, at home and in the neighborhood. Efforts are being made to overcome this by holding regular meetings with parents/guardians for a certain period of time continuously in order to the learning more sustainable.

Keywords: *education management; multicultural; elementary school*

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Introduction

Indonesia is one of the largest multicultural countries in the world, the truth of this statement can be seen from the socio-cultural and geographical conditions which are so diverse and broad (Tambunan, 2019). Indonesia is also a country with diverse realities, both ethnicity, ethnicity, culture and beliefs. The diversity of religions, ethnicities and cultures that exist is a treasure to be proud of, not for dispute (Aragona-Young & Sawyer, 2018). Lack of comprehensive multicultural understanding can lead to moral degradation of the younger generation. Attitudes such as togetherness, respect for others, mutual cooperation will fade because of an understanding that is not comprehensive (Karousiou et al., 2019). Education is the relationship between teachers and students in providing continuous guidance in achieving maturity and the goal of being able to live independently (Fatih et al., 2019). This understanding is in line with the development of Indonesia's national education since the enactment of Law no . 23 of 2003 concerning the National Education System (Barrett, 2018). In

line with the Law on the National Education System, the vision for national education development is "The realization of Indonesian people who are intelligent, productive and have noble character."

School is an institution that manages and organizes education and teaching to students in an effort to achieve the expected goals and is a powerful place to build students' intelligence, attitudes and skills (Aldiab et al., 2019). Students or students in a school environment consist of a variety of different backgrounds such as: ethnicity, culture, socioeconomic level, customs, gender, religion (Cahyati et al., 2022); Rahminawati, 2021). This diversity has implications for the multicultural treatment and policies faced by schools for students and other school members. The concept of multiculturalism refers to the plurality of cultures, attitudes and understandings to respond to them (Sukadari et al., 2021; Sholihah & Chrysoekamto, 2021). The definition of multicultural is the difference in culture which is concluded as the power of educational staff who pay attention to cultural diversity regardless of the differences that exist (Purwanto et al., 2021). Therefore the importance of education staff in instilling multicultural values in everyday life is supported by the school environment (Onuigbo et al., 2018; Sudianto & Kisno, 2021).

So far, starting from basic education to the highest level of education, schools in Indonesia have indeed implemented multicultural education in the school environment (Hermanto et al., 2022). The important role of multicultural education in schools is to create togetherness in educational activities for all students who have social, ethnic and cultural differences (Munawarah et al., 2020). This is one of the goals in educational management (Hasnidar & Elihami, 2019). But in reality the application of multiculturalism is not as effective as described in the educational curriculum (Sawitri et al., 2021; Yunita et al., 2019). This ineffective implementation can be caused by the inability of institutions or schools to implement multicultural education, such as the school's strategy in implementing multicultural education and the efforts of the school management function in implementing multicultural education effectively and efficiently with four stages namely planning, organizing, implementing and supervising (Palumbo & Manna, 2019; Maisaro et al., 2018). Therefore the importance of a multicultural education-oriented school management that applies multicultural values, namely the value of equality, the value of justice, the value of democracy/freedom and the value of tolerance in every educational activity (Marmoah et al., 2019). Other studies that support Maisaro's research (2018), namely Sulaiman (2020) and Bukhori (2018) support the inculcation of multicultural values in students by parties within the school.

Multiculturalism education usually has the following characteristics: (1) the goal is to form cultured (civilized) human beings, (2) the material teaches noble human values, national values, and ethnic (cultural) group values, (3) the method democratic that respects aspects of the differences and diversity of national culture and ethnic groups (multiculturalist), (4) the evaluation is determined on the assessment of the behavior of students which includes: perceptions, appreciation, and actions towards other cultures (Firman, 2020; Musdalifah et al., 2021).

SDS Harapan Mandiri Medan is one of the schools that carries multicultural education in the city of Medan. This school is one of the schools that has students who come from diverse cultures, such as differences in religion, social strata, habits and the origin of students' births. Through mature education management, prioritizing the values of cultural differences and through intracurricular and extracurricular learning it is hoped that there will be no disputes between minorities and the majority and create a sense of tolerance and equality between cultural differences and habits of each student. Based on the explanation above, the purpose of this research was formed, namely to describe planning, organizing, implementing and implementing multicultural education at Harapan Mandiri Private Elementary School in Medan.

Methodology

The research conducted was a descriptive study using a qualitative approach. Qualitative research is a research process by investigating social problems. The researcher creates a complex picture that is holistic, analyzes words, reports the views of informants in detail, and conducts research in natural situations. Qualitative research is a form of research that requires finding a meaning as a result of exploring data, then the data collected is analyzed in a comprehensive and in-depth manner by involving informants or participants as sources of information (Reddy et al., 2021).

The location of this research was conducted in elementary school Private Harapan Mandiri, which is located at Jl. Brigadier General Zein Hamid No. 40 Medan, Titi Kuning, Medan, Johor sub -district Medan City, North Sumatra SD Private Harapan Mandiri has students of approximately 270 students (12 study groups) with 15 supporting teachers and school principals. The research was conducted in May 2022. The data obtained was then analyzed, according to Qualitative data analysis is inductive in nature, namely analysis based on the data obtained, then developed into a hypothesis. Analysis according to Miles and Huberman is divided into three streams of activities that occur simultaneously. The three flows are (1) data reduction; (2) data presentation (data display); and (3) drawing conclusions (Figure 1).

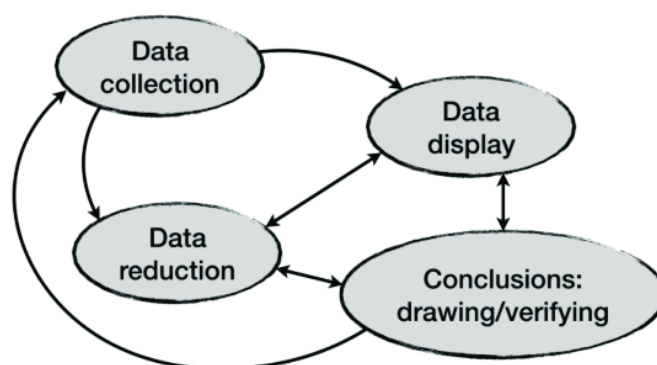


Figure 1. Miles and Huberman's qualitative data analysis

Data was collected through observation, interviews and documentation. The researcher made observations through direct observation when the teacher's teaching and learning activities were in accordance with the theory or not. Interviews were used to collect data or information related to the method of instilling multicultural values, the influence on the success of instilling multicultural values, and the obstacles encountered.

For data that can be accounted for scientifically, it is necessary to check the validity of the data. The technique used in data checking is the triangulation technique. The triangulation technique is defined as a data collection technique that combines various data collection techniques and existing data sources (Fatmaningtyas, 2020). The triangulation technique used in this study is a triangulation technique by utilizing sources and methods, namely data validation and inspection techniques that compare observed data with interviews and documentation as well as by checking the findings of results with data collection techniques.

Result and Discussion

Management of multicultural education at SD S Harapan Mandiri Medan is formulated through the management function namely: planning, organizing, actuating and controlling. Implementation (actuating) and supervision (controlling) associated with the orientation of multicultural values, namely: equality, freedom, democracy or freedom and tolerance. Then the research data obtained was analyzed by showing that the Implementation of Planning, Organizing, Implementation and Supervision of Multicultural Education at SD S

Harapan Mandiri Medan was practiced well. The learning that is applied by the teacher in implementing it by giving understanding is then practiced, it indirectly helps the formation of good morals for students in everyday life which is exemplified in the school environment. Theoretical analysis, the authors use in order to discuss the findings of research results associated with scientific theories that have relevance and underlying them. The results of this study were obtained from interviews conducted by researchers with school principals, class teachers :

Planning with Multicultural Education Management

This study shows that there are learning plans, namely the Learning Implementation Plan (RPP), Syllabus, Semester Program (Promes) and Annual Program (Prota). It is based on the currently applicable 2013 curriculum and has been simplified accordingly. Each subject is in accordance with multicultural values and is practiced as outlined in the learning plan as its implementation so that the learning objectives are achieved effectively and efficiently. Planning at SD S Harapan Mandiri Medan is carried out in three stages, namely establishing the vision, tasks and goals of the school through holding work meetings (evaluation), planning work plans, and various activities in the form of extracurricular activities through the curriculum and learning system. Benefits of multicultural of education show on figure 2.

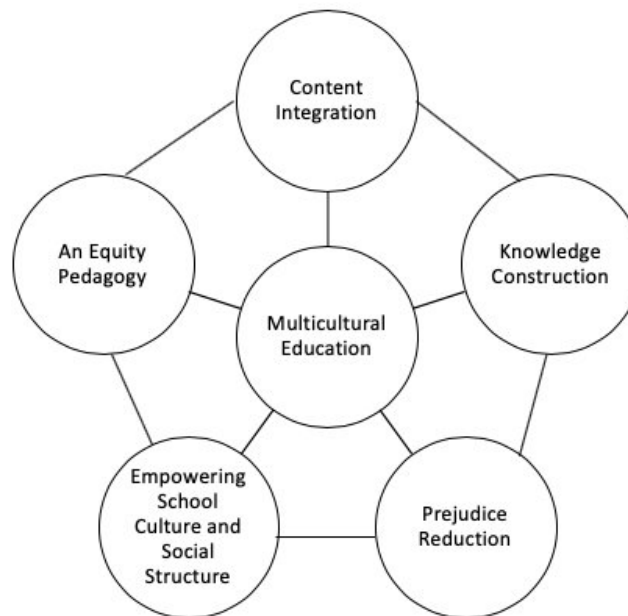


Figure 2. Benefits of multicultural of education

Value Oriented Tolerance Planning

This study shows that Multicultural Oriented Educational Management Planning on the value of tolerance which is always instilled by teachers and is an important thing to shape the character or behavior of virtuous students. The attitude of tolerance that is conveyed and practiced by the teacher to students in order to shape student behavior regarding culture is even better. In practice, the attitude of tolerance takes the example of teachers who teach students to say holidays even though they have different religions. Planning at Harapan Mandiri Private Elementary School Medan which is carried out in three stages, namely the determination of the vision, tasks and goals in order to achieve the goals set by the school effectively and efficiently through holding work meetings (evaluation), planning, and various activities in the form of extracurricular activities through the curriculum and learning system (Qibtiah et al., 2018). Value oriented show on figure 3.

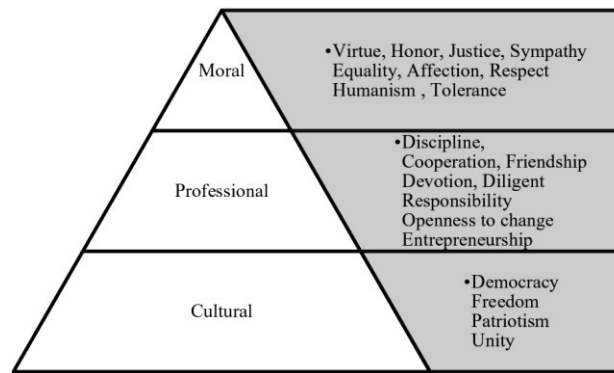


Figure 3. Value Oriented

Organizing in Multicultural Education Management

Organizing is the next step of the planning function. Multicultural education management is carried out so that the goals of schools or educational institutions are achieved effectively, efficiently and productively. There is a need for cooperation through a clear division of tasks between the Principal and the Teacher. Organizing there are groups in it according to the responsibilities given by the school. The class teacher said that the school organization had been running effectively, efficiently and productively so that the expected school goals were achieved. In organizing group activities it is not seen from the background and does not discriminate between teachers or students or school members in the grouping. Groupings are made heterogeneously without discriminating status in any way. Organizing in multicultural education management show on figure 4.

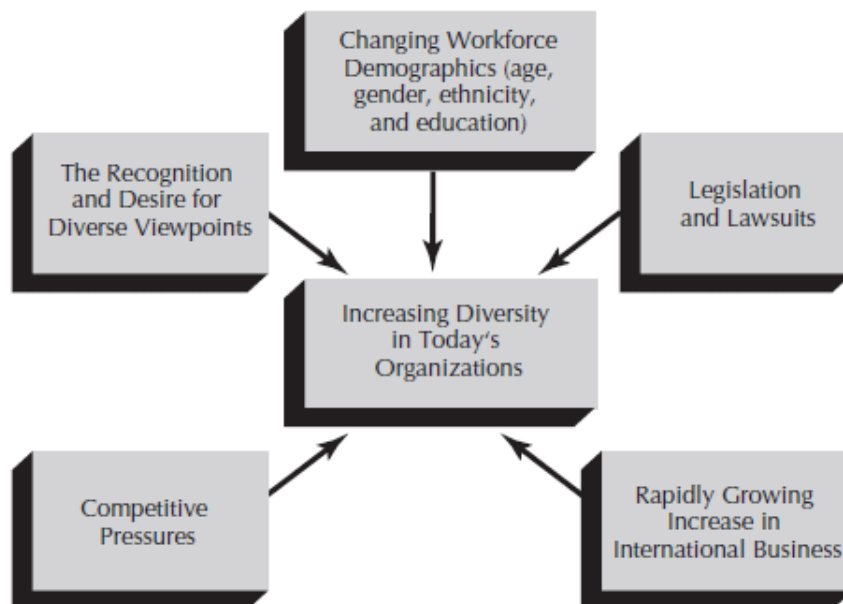


Figure 4. Organizing in Multicultural Education Management

Organizing (organizing) Oriented Values of Democracy or Freedom

This research shows that the values that can be realized in organizing are being able to respect each other's values in terms of ethnicity, race, religion, ethnicity, culture, gender, position and point of view for school members that have been designed effectively and efficiently according to the formulation school's goals. Various kinds of multicultural values

in realizing school organization, namely mutual respect, respect and justice. In addition, there are also ethnic diversity values, cultural diversity values and religious differences values.

Actuating in Multicultural Education Management

This research shows that implementation has a very important position in instilling multicultural values education. Multicultural education provided by Harapan Mandiri Medan Private Elementary School is like providing an understanding that our country is a pluralistic country, with various cultural elements that are very diverse, therefore mutual respect is needed so that life goes on. In working together in solving a problem, and respecting each other even though there are differences in race, ethnicity, religion, ethnicity, culture, gender and perspective. In every lesson containing Multicultural Education, the teacher always instills an attitude of equality, justice, democracy / freedom and tolerance in accordance with Multicultural Values. The implementation carried out in education management is in the form of activating activities carried out by the principal and selected teachers and implementation carried out by staff, students and school residents through school activity programs.

Actuating Value-Oriented Justice

Implementation of multicultural education provided by teachers in teaching a sense of justice, because it is very important to instill an attitude of justice in students later when working directly in the community. In learning by teaching something about honesty and fairness with the teacher giving it directly in every learning activity so that it can be emulated. Giving assignments according to students' abilities in implementation must be carried out in earnest in order to achieve goals effectively, efficiently and productively in each implementation.

Controlling in Multicultural Education Management

Supervision is carried out to find out to what extent the level of achievement that has been achieved is in accordance with the expected goals. Supervision is carried out by the principal or selected teacher. In the management of multicultural education, there are two forms of supervision, namely internal supervision and external supervision. Supervision carried out by the teacher includes internal supervision while outside the school environment is external supervision. Supervision basically compares existing conditions with what should have happened.

Equality Oriented Controlling

This study shows that in terms of learning activities, that the teacher does not discriminate between students in grouping learning activities. The grouping of learning activities is made heterogeneously regardless of any status. Freedom of belief in the sense that there is no compulsion in matters of religion, freedom of thought or opinion, freedom of association, and so on which makes researchers strongly agree that tolerance is very important to be applied in every environment.

Discussion

In Indonesia, the age range for elementary school students is between 6 and 12 years. The development of the intelligence of low grade students is shown by their ability to serialize, group objects, interest in numbers and writing, increase vocabulary, enjoy talking, understand cause and effect and develop an understanding of space and time. Low class students still need a lot of attention because their concentration is still lacking, attention to speed and learning activities are also lacking. This requires the teacher's persistence in creating a more interesting and effective learning process.

Education for low grade students aims to guide and develop the potential of each child so that they can develop optimally according to their type of intelligence. Therefore educators

or teachers must understand the special needs or individual needs of children. However, it should also be realized that there are factors that are difficult or cannot be changed in children, namely genetic factors. That's why education for low-grade students is directed at facilitating every child with the right environment and tutoring so that children can develop according to their genetic capacities. In guiding and developing the potential of low class students need to choose the right method. The selection of methods carried out by educators or teachers should be based on strong reasons and supporting factors such as the characteristics of the objectives of the activity and the characteristics of the children being taught. To develop children's values and attitudes, methods can be used that allow the formation of habits based on multicultural values so that children can live life according to the norms prevailing in society (Nasrudin & Maryadi, 2019).

Methods for instilling multicultural values in low grade students vary greatly, including storytelling, singing, playing, rhyming and field trips. Each method has strengths and weaknesses. A more detailed explanation of each of these methods is as follows:

The storytelling method.

Storytelling can be used as a method to convey the values prevailing in society (Wajdi, 2021). In stories or fairy tales, various kinds of moral values, religious values, social values, cultural values, and so on can be instilled. When telling a story a teacher can also use visual aids to overcome the limitations of children who are not yet able to think abstractly. The props used include dolls, plants, artificial objects, and others. In addition, the teacher can also use his vocal processing skills to make the story livelier, so that it attracts students' attention more.

Singing method.

The singing method is a real learning approach that can make children happy and happy (Budiani, 2019) Children are directed to psychological situations and conditions to build a happy soul, enjoy enjoying beauty, develop a sense of expression through words and tones. Children are not suitable only to be introduced to values and morals through lectures or question and answer only.

Method of rhyme or poetry.

The learning approach through reading poetry is one of the activities that will cause children to feel happy, excited and happy (Onuigbo et al., 2018). Through the rhyme method the teacher can instil multicultural values in children. Through nursery rhymes, children can be brought into a beautiful, refined atmosphere, and appreciate the meaning of art. In value, through rhymes children will have the ability to appreciate feelings, works and the courage to express something through simple rhymes.

Field trip method.

The field trip method aims to develop aspects of child development according to their needs (Aldiab et al., 2019). For example the development of cognitive aspects, language, creativity, emotions, social life, and respect for the work or services of others. The purpose of making this tour needs to be connected with themes that are in accordance with the development aspects of child development. Appropriate themes are themes: animals, work, city or country life, coasts, and mountains.

Habituation method in behaving.

The curriculum that applies to low grade students is mostly done through habituation of behaviour in the learning process. This can be seen, for example, in praying before and after studying, praying before eating and drinking, greeting teachers and friends, lining up before entering class and so on. This habit should be done consistently. If a child violates immediately given a warning.

Playing method.

In playing, it turns out that there are lots of multicultural values, including willing to give in, cooperation, helping, queuing culture, respecting friend. The multicultural value of helping occurs when students help other friends who are more in need of one type of toy. Understanding and understanding of the multicultural values of helping each other is one of the things that must be instilled from an early age.

The outbound method.

Outbound is an activity that allows children to unite with nature. Through outbound activities students will freely enjoy all forms of plants, animals and other creatures created by God. This method is done so that children do not only understand what is told or spoken by the teacher or educator in the classroom. Rather, they are invited to immediately see or pay attention to something that has previously been told in class, so that what happens in class will be synchronized with what is seen in the field or the open.

Role play.

Role playing is one of the methods used in instilling multicultural values in low grade students. By playing a role, the child will have the awareness to feel if he is someone he plays in the role play activity. For example, the role-playing theme is about affection in the family. The child will feel how a father must love family members, how a mother must love the family, as well as what about her children.

Discussion method.

The discussion referred to here is discussing an event (Karousiou et al., 2019). Usually this is done by asking students to pay attention to a CD show, then after finishing the students are invited to discuss with the teacher about the contents of the CD show. The contents of the discussion included why this was done, why the child was said to be good, why he should be loved and so on.

Exemplary method.

The ideal teachers are those who can position themselves as facilitators, leaders, parents and even places of reliance on trust, and help others in reflecting (Aragona-Young & Sawyer, 2018). The teacher should be a figure that can be emulated in the behaviour of his students. By nature, humans are imitating creatures or like to do the same thing to something they see.

Instilling these multicultural values in lower grade students (I, II and III) are: storytelling, singing, field trips, poetry, playing, outbound, role playing, discussion, behaviour habituation, and modelling. Of the various methods of instilling multicultural values, the most frequently used methods are storytelling and behaviour habituation. For high grade students (IV, V, and VI) the values of working together in solving a problem, equality, justice, democracy / freedom, tolerance and mutual respect are instilled despite differences in race, ethnicity, religion, ethnicity, culture, gender and perspective.

The method of instilling multicultural values has many positive influences on children's development in accepting diversity. The methods used by each class are not the same, meaning that there is prominence or prioritization of the use of certain methods in class according to the needs and abilities of the teacher in implementing these methods.

According to the principal of the elementary school, Shalline Virginia, in conveying moral values through stories, a teacher besides having to understand the moral values to be conveyed, he must also master the technique of telling stories well. Thus gradually with the

passage of time the child will change his behaviour which was not in accordance with the existing values to be better in accordance with the characters played in the story . Likewise with other methods. However, according to teachers from several low and high grades at SDS Harapan Mandiri Medan, the storytelling method was the most effective of the methods of instilling multicultural values. Because children are more interested in this method compared to other methods of instilling multicultural values. Even though by using this method a teacher must first understand the multicultural values to be instilled and master the storytelling technique.

The method that has been used by teachers from the six classes (12 study groups) in instilling multicultural values in their students has certainly not gone smoothly. In a process will not be separated from an obstacle. The obstacles faced by SDS Harapan Mandiri teachers in the field when applying the method of instilling multicultural values were very diverse. According to Marisa Pakpahan (Teacher of Class III-A) there are obstacles that come or come from the teacher itself (internal factors) and there are also obstacles that come from outside (external factors). Included in these external factors are, for example, the facilities and infrastructure owned by the school, the disconnection or communication with parents about the moral values to be developed, and also the surrounding environmental factors. Teachers must be able to bring interesting stories to their students. Meanwhile, not all teachers are able to convey stories well. These constraints are included in the constraints or internal factors. This is what then makes stories sometimes only monopolized by classes whose teachers are good at telling stories.

In addition to the obstacles that come from the teacher himself (internal), according to Jessisca (Class II -B Teacher) there are also other factors, namely the lack of facilities or media to tell stories. Through the use of media in telling stories, multicultural values that are intended to be instilled in students will be easy to explain and understand. Due to the unavailability of existing storytelling media, sometimes the stories conveyed by the teacher are not understood by students.

To overcome various obstacles in applying the storytelling method in instilling multicultural values in low grade students, teachers have made various efforts. For example, according to Tionar Melisa Malau (Class IA teacher), teachers who are less able or have not mastered storytelling techniques do not hesitate to always learn, either from teachers who are considered more capable or from institutions outside the school.

According to Tjong Kioe Moilily (Class VB teacher) there are other obstacles, for example, the lack of consistency between parents' attitudes and what is taught at school. Likewise with the behavior that occurs in the child's home environment. Good habits have been taught at school, but this is interrupted when the child is at home. Sometimes at home the parents don't support what the teacher has done at school. Even though between the time the children were at home and at school there were far more children at home. Likewise when at school and at home there is consistency in behaviour habits, but the environment where the child lives is less supportive or does not have consistency in behaviour. Efforts are being made to overcome this by holding regular meetings with the guardian parents within a certain period of time continuously.

Based on the results of all data acquisition that has been taken from informants at Harapan Mandiri Private Elementary School in Medan , it can be concluded that the education system does not only require solid education management concepts, but also requires educators who are experts in their fields, have extensive knowledge and experience. as well as being able to systematically develop and apply various socio-economic situations and conditions in various countries which are supported by research by Wahid et al (2020), Suhelayanti et al (2020) and (2017).

Conclusion

The method of instilling multicultural values that is applied has many positive influences on the development of students in accepting diversity obstacles faced by teachers in the field. To overcome various obstacles in applying the storytelling method, teachers have made various efforts such as learning from teachers who are considered more capable or from institutions outside the school. Another obstacle faced was the inconsistency of parents' attitudes with what was taught at school. Likewise when at school and at home there is consistency in behavior habits, but the environment where the child lives is less supportive in behaving.

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