The Multicultural Essay Title Analysis of the Second Grade Public Elementary School Students

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Abstract
This study aims to analyze the title of a second-grade public elementary school essay. This research used a qualitative study conducted at second-grade public elementary school of Timuran. The data were obtained through student work documents in the form of a multiculturalism-themed essay. Based on the results of this study, it can be concluded that 73.91% of students' essay titles are following multicultural themes and the remaining 26.09% of students' essay titles are not following the theme.

Keywords: Title, Essay, Multicultural, Elementary School Students

Introduction

The title has an important role in an essay because the title can describe the contents of the essay. The title can be described as the head of the essay. Therefore, when writing the essays, it is necessary to give a title relates to the theme of the essay. The learning of Citizenship Education at second-grade public elementary school of Timuran uses a multicultural theme which has integrated with Indonesian language learning so that it will produce the student activities especially in making essays with a multicultural theme. These essays can be personal experiences or other essays. The multicultural theme was chosen as one of the student characters formations at an early age in purpose they can respect and appreciate the diversity. The pluralistic society condition both in culture, race, religion, and socio-economic status term has potential in SARA (ethnicity, religion, race and intergroup) conflict nuances, including the values that apply in society.

Therefore, it is needed a multicultural education inside of the Indonesian national education System, so that students can have sensitivity in dealing with social symptoms or problems that occur due to diversity and the norm that applied in community (Ambarudin, 2016). Besides, multicultural (Barnsford, 2000) is a challenge that puts forward the plurality value, mechanisms and social structures in the frame of a human being. Then, according to “James A Banks” the multicultural education in schools must be carried out comprehensively, not only the same treatment between students with various religions, races, ethnicities and cultures but also must be supported by both, implicit and explicit curriculum, integrated evaluation and open-minded, productive attitude and productive action teacher in providing multicultural education to their students (Banks, 1997). Multiculturalism in Indonesia has nationalism characteristic (Tilaar, 2014). Based on those statements, the learning is given to students which one producing multicultural themed essays. It can provide easy students' understanding of diversity in the surrounding environment.

With these learning activities, it produces simple essays from students who are supposed has a multicultural theme. This applied method can be seen from the titles given by students to their essays. The title is an essay head that describes the contents of the story. Then, the title must relate to the story theme. Each essay certainly has a title. The title can be a name or a label for their essay. The good title consists of (sabarti, 1993): 1) The title must be in accordance with the topic or the essay, 2) the title should be stated in phrase form, not a sentence, 3) The title should be as short as possible, and 4) The title must be clear means the title doesn't make figuratively and it doesn’t contain multiple meanings. In addition, the title must be relevant means that title must have a relationship with the theme, or there is a relationship between title with some important parts of the theme, provocative, it means that the title must be interesting so that it can trigger the curiosity on their reader, and simple means the title may not take the form along sentences or phrases, but the title must be in the form of words or short words. The title should be five words maximally.
Based on the explanation above, the essay’s title made by students at second-grade public elementary school of Timuran is analyzed. That requirement is conducted to find out whether the title of the essay has relation with multicultural themes or not. Thus, the requirement will assess the essay suitability created by students following the theme or not.

**Method**

This research categorized as a qualitative study. This study conducted at the public elementary school of Timuran in Yogyakarta. Then, the subject of this research was second-grade students. The object of the research was the students’ essay about multiculturalism. The data collection technique used was documented study, especially on student essays. Analysis of the data used was descriptive qualitative, which includes data reduction, data presentation, and concluding.

**Result and Discussion**

Based on the study and analysis in multicultural essay documents for second-grade public elementary school of Timuran, it can be seen that not all essay titles are following the theme. The titles appear as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Initials</th>
<th>Name</th>
<th>Title (Indonesia)</th>
<th>Title (English)</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kz</td>
<td>Tentang di Kebun Binatang</td>
<td>About at the Zoo</td>
<td></td>
<td>Not appropriate</td>
</tr>
<tr>
<td>2</td>
<td>JN</td>
<td>Piket Kelas</td>
<td>Class Cleaning group</td>
<td></td>
<td>Not appropriate</td>
</tr>
<tr>
<td>3</td>
<td>HHA</td>
<td>Pengalamanku di Lapangan</td>
<td>My Experience in the Field</td>
<td></td>
<td>Not appropriate</td>
</tr>
<tr>
<td>4</td>
<td>RSS</td>
<td>Pengalamanku</td>
<td>My Experience</td>
<td></td>
<td>Not appropriate</td>
</tr>
<tr>
<td>5</td>
<td>LM</td>
<td>Berkenalan dengan Teman yang Berbeda Agama</td>
<td>Meet Friends with Different Religions</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>6</td>
<td>AL</td>
<td>Pergi Bersama Keluarga</td>
<td>Going with Family</td>
<td></td>
<td>Not appropriate</td>
</tr>
<tr>
<td>7</td>
<td>RPP</td>
<td>Bekerja Bakti</td>
<td>Society Cleaning Cooperation</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>8</td>
<td>RAP</td>
<td>Bekerja Bakti</td>
<td>Society Cleaning Cooperation</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>9</td>
<td>LBA</td>
<td>Membantu Ibu di Rumah</td>
<td>Helping Mothers at Home</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>10</td>
<td>MYA</td>
<td>Bekerja Bakti di Rumah</td>
<td>Family Cleaning Cooperation at Home</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>11</td>
<td>NXD</td>
<td>Berkerja Bakti di Sekolah</td>
<td>Cleaning Cooperation in Schools</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>12</td>
<td>Krm</td>
<td>Bergotong Royong Bersama Keluarga</td>
<td>Cooperating with Family</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>13</td>
<td>AM</td>
<td>Membantu Teman Piket</td>
<td>Helping Friends to Clean the Class</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>14</td>
<td>NH</td>
<td>Toleransi</td>
<td>Tolerance</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>15</td>
<td>RFR</td>
<td>Mempunyai Teman Beda Agama</td>
<td>Have Friends with Different Religion</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>16</td>
<td>Asy</td>
<td>Menolong Teman</td>
<td>Helping a Friend</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>17</td>
<td>Arj</td>
<td>Membantu Teman</td>
<td>Helping a Friend</td>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>18</td>
<td>KMS</td>
<td>Bekerjasama atau Gotong Royong</td>
<td>Cooperating or Mutual Cooperation</td>
<td></td>
<td>Appropriate</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that 23 students, namely 17 essay titles, are following multicultural themes, while the remaining six essay titles are not following multicultural themes. The percentage can be seen in the following diagram.
Based on the diagram above, it can be seen that there are 73.91% of the titles of students essay is in accordance with the theme, while the remaining 26.09% are not in accordance with the multicultural theme.

The multicultural theme was chosen in the context of multicultural education in schools. The series of educational words and multicultural give terminologically meaning which means that the process of developing all the potentials of humans who respect to their plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity. Zakiyuddin Baidhawi in (Ibrahim, 2013) defines multicultural education as a way to teach diversity. Based on this in terms of elementary school-age Children, the multicultural can be interpreted simply by respect, and tolerance to others. Indeed, most of the students make essays or tell stories about helping their friends.

Some titles that are not in accordance with the multicultural theme such as: About the Zoo (Tentang di Kebun Binatang), Class Cleaning Cooperation (Piket Kelas), My Experiences in the Field (Pengalamanku di Lapangan), My Experiences (Pengalamanku), Going with the Family (Pergi Bersama Keluarga), Environmental Cleanliness (Kebersihan Lingkungan). These titles categorized as too general means that title has not been able to describe multiculturalism. Therefore, this title is not appropriate if it used as a multicultural themed essay title. However, this title is in accordance with the contents of the story which told by students in their essays.

Furthermore, some titles that in accordance with the theme such as: Meet Friends with Different Religions (Berkenalan dengan Teman yang Berbeda Agama), Cleaning Cooperation at School (Berkkerja Bakti di Sekolah) Tolerance (Toleransi), Having Friends with Different Religion (Mempunyai Teman Beda Agama), Helping Friends (Menolong Teman). The titles of these essays have been able to describe the multicultural. Therefore, it can be said that the title is appropriate for the essay.

Overall it can be said that most students have understood related to multiculturalism in accordance with the character of elementary school-age children. Most of the essay titles used are in accordance with the theme of multiculturalism. Some titles that are not appropriate but it only occurs in a small number of essays. The researcher concern about the ability of second-grade public elementary school of Timuran which is able creatively to make a simple essay about multiculturalism

**Conclusion**

The title has an important role in an essay. The title is the head of the essay that can describe the contents of the essay. Based on the results of the titles on the results of students' multicultural essay analysis, it can be seen that 17 titles are in accordance with the theme. However, there are still six titles that do not in accordance with the theme. The theme of the essay is multicultural. Students prefer to make a simple story about the surrounding environment. That behaviour appears because the characteristics of a second-grade public elementary school student who are still in a concrete phase mean they are copying what that they experienced in their environment.
Acknowledgments

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References


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