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Analysis of Multicultural Education Textbook Content Feasibility in PGSD, Sarjanawiyata Tamansiswa University

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Abstract

Research on the feasibility of a multicultural education textbook by Dwi Wijayanti has been carried out. This study aims to determine the feasibility of the content of teaching materials, the feasibility of language aspects, and the level of readability of the Multicultural Education books used in lectures at PGSD UST. This research uses qualitative methods with a descriptive approach. The data were collected using direct observation and documentation techniques. The data collection instruments are a book content feasibility sheet and a language feasibility observation sheet. The data analysis steps are analysis of observation data (book content feasibility and language feasibility), analysis of reference book readability based on Fry Graph. The results showed that the book had met the eligibility standards for use in lectures. The results of content feasibility analysis showed that the book includes the learning outcomes set by the campus, but the book needs to write down the learning achievement indicators and concept maps. There are 2 misconceptions in chapter IV and chapter IX, as well as repetition of concepts in chapter V and chapter VII of the book. The results of the language feasibility analysis are several grammatical errors in both the Indonesian text (36 spelling errors) and the English text (10 spelling errors). The results of measuring the readability level of the Indonesian language text using fry chart analysis showed that 4 samples were included in the appropriate criteria (50%) and 4 samples entered the difficult criteria (50%). The appropriate criteria mean the readability level is suitable for students. While the difficult criteria mean the readability level is difficult for students.

Keywords: content analysis, textbooks, multicultural education

Introduction

Indonesia is one of the largest multicultural countries in the world. Indonesia has a diversity of religions and beliefs, ethnicities, many scattered islands, languages, and others. This diversity is a potential asset and uniqueness possessed by the Indonesian people, but it can be a source of unfavorable conflict. Almost every day there are conflicts due to differences such as clashes between tribes, religious clashes, and many others. Currently, conflicts do not only occur in the wider community, even in daily life there are many conflicts. At school, we can find students mocking each other, fighting and beating each other, being picky about making friends, not caring about each other. Therefore, multicultural awareness needs to be formed from an early age to foster a sense of mutual tolerance and mutual respect for differences.

One of the ways to foster individual cultural awareness is through multicultural education. Multicultural education should be given to individuals from an early age, but in reality, multicultural education only exists in colleges. Meanwhile, at the primary and secondary education levels, there are no multicultural education subjects. This is what makes it difficult to cultivate tolerance and respect for individuals. In teacher training colleges where students are future teacher candidates, students are required to have mental characteristics and are used to living in very complex differences (ideological differences, social differences, economic differences, and religious differences) so that when they graduate and teach at school, students are ready to face students with all their differences. Multicultural learning makes graduates able to have an independent attitude in realizing and solving all their problems in life, through various educational methods and strategies and implementing them. Graduates have a vision and mission that always upholds and respects pluralism, democracy, and humanism. The future generations

are expected to become "Multicultural Generations" who respect differences, always uphold the values of democracy, justice, and humanity.

The implementation of multicultural learning at college requires several conditions including adequate classrooms, competent lecturers, and supporting facilities and infrastructure. One of the supporting facilities for multicultural education is the existence of textbooks. Multicultural education textbooks are needed as part of the learning process. Through textbooks, students will learn about concepts, theories, and practical examples in multicultural conflict resolution. Textbooks on multicultural education courses teach skills in cross-cultural communication, interpersonal relationships, perspective taking, contextual analysis, understanding alternative perspectives and thinking frameworks, and analyzing how cultural conditions influence values, attitudes of expectations, and behavior. It aims to train the basic skills of students who are ethnically different. Multicultural education can improve reading mastery, writing about cultural literacy, as well as intellectual processing skills such as problem-solving, critical thinking, and conflict resolution by providing more meaningful materials and techniques.

Textbooks on multicultural education have not been widely found. This is because multicultural education is only taught in the education department and is only taken once while students are studying. Multicultural education courses are considered as less important subjects; students are reluctant to read books. When students do assignments, they prefer to read from internet sources and other sources that are not valid. This causes the importance of validating multicultural textbooks as a source of student learning. In this study, an analysis was conducted to determine the appropriateness of the content of teaching materials, the feasibility of language aspects, and the level of readability of the Multicultural Education book used in UST PGSD lectures. This is done as a measure to improve the quality of the content, the quality of the language, and the readability of the books so that the books are easier for students to understand. Research on book feasibility analysis has been carried out by several other researchers such as Kinanti and Sudirman (2017) which show results in the form of the level of suitability of book material with Core Competencies and Basic Competencies, the accuracy of the material and supporting learning materials. Research from Jatmika (2014) shows the results of the suitability of book material with SK and KD, up-to-date material, suitability with children's lives, material accuracy components, and material presentation.

Method

This research was conducted at the PGSD Campus, FKIP Sarjanawiyata Tamansiswa University Yogyakarta in July - November 2020. This research is qualitative research that uses a qualitative descriptive approach. Qualitative descriptive research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups (Sukmadinata, 2012).

The subject of this research is a multicultural reference book entitled "Multicultural Education (theory, urgency & solutions to education problems in Indonesia), the author Dwi Wijayanti, M.Pd., published by Dramaturgi publisher. First printing in June 2019. ISBN number: 9786025345029, with number of pages XII + 142 pages, Size 14.8 cm x 21 cm. Green cover color. The object of research is the feasibility of the book content, linguistic aspects, and book readability aspects.

The data collection technique used was an observation of multicultural reference books by material and language experts; documentation in the form of photos, and data in the form of other writing materials. The data collection instruments were the observation sheet of the feasibility of the contents of the book which was filled out by material experts and the observation sheet for the feasibility of language which was filled in by the linguist.

Observation data were analyzed using triangulation techniques. The triangulation technique used is investigator triangulation by utilizing other experts or observers for re-checking the degree of confidence of the data or by comparing the results of an analyst's work with other analysts (Moleong, 2007: 330). Observation data from experts will be discussed to get conclusions that describe the appropriateness of the book content and the use of language in multicultural reference books. Readability level analysis is carried out by analyzing paragraphs in the book based on the Fry graph (Subyantoro, 2002) shown in Figure 1.

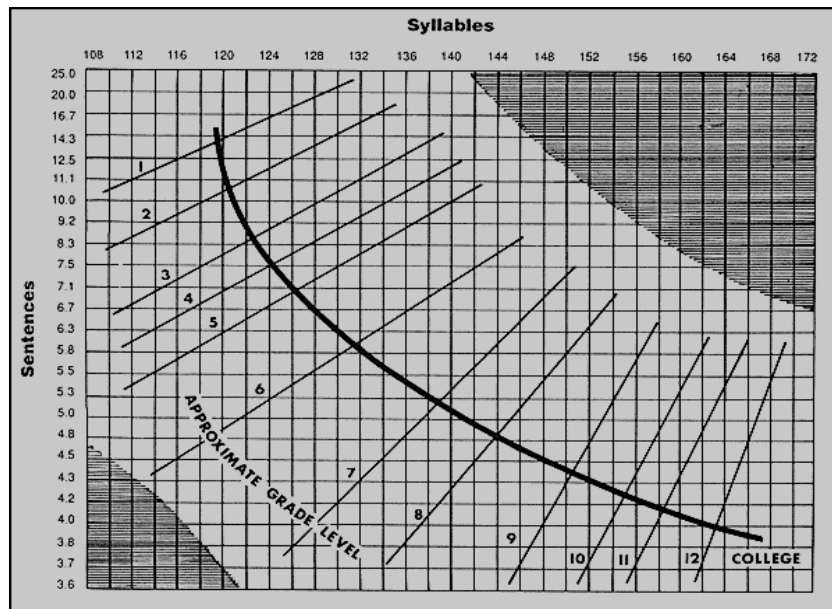


Figure 1. Fry graph

Results and Discussion

Content Feasibility Aspects

Consistency of terms used

The results of the terms consistency analysis showed that in the textbook there are 2 errors in the consistency of terms, i.e. the use of the word "learners", "students", "society or multicultural society". The researcher corrected the wrong concept after being discussed with a linguist, Octavian Muning Sayekti, M.Pd. as an Indonesian Language lecturer in PGSD FIP UNY.

Conformity of concepts

The results of the concept conformity analysis in multicultural education books showed that the book is in the appropriate/suitable category for use. Book material includes learning outcomes set by the college. The teaching material presentation aspect is in the good category for use. However, several things need to be added in the book, such as a concept map that provides the material overview to be studied by students and learning achievement indicators so that students can find out what achievements must be achieved.

There are several misconceptions in the book, including misconceptions about the application of democratic values in chapter IV, and the concept of cultural relations with multicultural societies in chapter IX, as well as a repetition of the concept of multicultural education as an alternative means of conflict resolution in chapter V and chapter VII of the book. The researcher corrected the wrong concept after discussing it with material experts, Wachid Pratomo, M.Pd. as a Multicultural Education lecturer in PGSD UST.

Linguistic aspect

The results of the linguistic aspect analysis found several grammatical errors in both Indonesian and English texts. For the Indonesian text, there were 36 errors found, while for the English text there were 10 errors. A summary of the number of grammar errors is presented in Table 1.

Table 1. Recapitulation of Grammar Error Analysis Results

No	Text Language	Total Error					Total
		A1	A2	A3	A4	A5	
1	English	3	-	-	-	7	10
2	Indonesian	12	3	-	2	19	36

Information:

- A1 : Typing error
- A2 : Incorrect use of capital letters
- A3 : Error writing abbreviations
- A4 : Error writing punctuation
- A5 : Word spelling error

Readability Level

The results of the readability level analysis for Indonesian text which was measured using the fry chart showed that from the 8 analyzed paragraphs, 4 samples were included in the appropriate criteria (50%) and 4 samples entered the difficult criteria (50%). The results of the readability analysis are presented in Table 2.

Table 2. Analysis of the Readability Level of Indonesian Texts

No	Number of sentences/ 100 words	Number of Syllables / 100 words	Number of syllables x 0.6	Meeting point	Level reading class	Criteria
1	5.3	288	173	5.3 ; 173	14	Difficult
2	3.8	287	172.2	3.8 ; 172,2	14	Difficult
3	5.53	289	173.4	5.53 ; 173.4	14	Difficult
4	5.8	270	162	5.8 ; 162	10	Appropriate
5	4.8	274	164.4	4.8 ; 164.4	13	Appropriate
6	5.5	280	168	5.5 ; 168	12	Appropriate
7	5.8	280	168	5.8 ; 168	10	appropriate
8	3.43	287	172.2	3.43 ; 172.2	14	Difficult

In Table 2, the appropriate criteria indicate that the reading is suitable for students. Meanwhile, the difficult criteria indicate that reading is difficult if presented to students. For students who have difficulty understanding words or sentences in the teaching material, students must be explained first, then they can understand the words or sentences in the teaching material.

Conclusion

Based on the discussion of the research results, it can be concluded that:

1. The results of the content feasibility analysis show that the multicultural education book by Dwi Wijayanti is in the proper category for use. Some improvements need to be done, including adding indicators of learning outcomes, concept maps and improving the concept of applying democratic values in chapter IV, the concept of cultural relations with multicultural society contained in chapter IX, and the concept of multicultural education as an alternative means of conflict resolution in chapter V and chapter VII. The results of term consistency errors analysis showed that there are 2 errors in the consistency of terms in textbooks, namely the use of the words "learners", "students", "society or multicultural society".
2. In terms of linguistic aspect, 36 spelling errors were found in Indonesian text and 10 spelling errors in English text.
3. the readability level analysis showed that 4 samples were included in the appropriate criteria (50%) and 4 samples were included in the difficult criteria (50%). The appropriate criteria mean that reading is suitable for students. While the difficult criteria mean that the reading is difficult if presented to students

Recommendations

Suggestions for Lecturers who use this book are expected to be more careful in using this book so that they can make corrections to the mistakes that occur in this book.

Suggestions for the author, are expected to be able to make corrections in this book against errors that occur, so that there are no misperceptions and misunderstanding of concepts for readers, especially for teachers and students. Besides, the authors are also expected to pay more attention to the readability and spelling aspects of the book, especially the Indonesian spelling aspect.

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