

**PERSPECTIVES AND PRACTICES OF PRIMARY SCHOOL ENGLISH
TEACHERS ON MULTICULTURAL EDUCATION DIMENSIONS
IN EASTERN INDONESIA**

A DISSERTATION

Submitted in partial fulfilment for Doctor's degree
in English Language Education Study Program



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Perspectives and Practices of Primary School English Teachers on Multicultural Education Dimensions in Eastern Indonesia

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PAGE OF APPROVAL

**PERSPECTIVES AND PRACTICES OF PRIMARY SCHOOL ENGLISH TEACHERS
ON MULTICULTURAL EDUCATION DIMENSIONS IN EASTERN INDONESIA**

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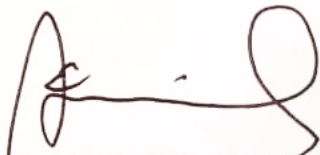
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DECLARATION

I hereby declare that this dissertation, entitled “PERSPECTIVES AND PRACTICES OF PRIMARY SCHOOL ENGLISH TEACHERS ON MULTICULTURAL EDUCATION DIMENSIONS IN EASTERN INDONESIA” is completely my own work. I am fully aware that I have quoted and paraphrased some statements and ideas from a large number of sources, and they are properly acknowledged in the texts.

Bandung, December 2024



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PREFACE

Praise the Lord. All honour, praise, and gratitude only goes to YOU LORD JESUS because with Your permission and approval, the dissertation entitled "Perspectives and Practices of Primary School English Teachers on Multicultural Education Dimensions in Eastern Indonesia" has been completed. This research was conducted to fulfill the requirements of the Doctor of Education program in English Language Education at Universitas Pendidikan Indonesia.

The two main objectives of this study include, firstly, to investigate primary school English teachers' understanding of multicultural education in Eastern Indonesia, and secondly, to explore how they integrate dimensions of multicultural education in teaching English in their classrooms. The results of this investigation are beneficial for primary school English teachers in Indonesia in general, and Eastern Indonesia in particular to be aware of Indonesia's unique diversity and prepare all means and media to teach students who are diverse in terms of culture, religion, ethnicity, language, social background, and etc., as well as preparing an inclusive learning atmosphere by integrating the dimensions of multicultural education.

It is also expected that this research will be significant to other researchers who are interested in the same topic but are exploring at other levels of education considering the basis of RI Law Number 20 of 2003 concerning the national education system that "education is organized by upholding human rights, religious values, cultural values, and national pluralism." Hopefully the results of this study will be a significant consideration for curriculum decision makers, together with curriculum designers to infuse multicultural values in all subjects at every school and university level.

Researchers realize that there are many shortcomings and limitations in analyzing data and presenting it. Therefore, all suggestions, careful considerations, and constructive criticism are highly appreciated.

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ABSTRACT

This qualitative case study examines primary school English teachers' understanding of multicultural education (ME) and how they implement multicultural education dimensions (MED) into their classrooms. This topic is crucial because Maluku, part of Indonesia, is rich in cultural diversity, customs, language, religion, ethnicity, and other differences that make Indonesia unique, and there has been no similar research on MED in English teaching at Maluku primary school. That makes this study novel. Four private and two public school teachers participated. The questionnaire was conducted to investigate teachers' perspectives regarding their knowledge of multicultural education and the importance of a multicultural education approach in teaching English. Banks' five dimensions of multicultural education—content integration, knowledge construction process, prejudice reduction, equality pedagogy, and empowerment of school culture and social structure—were used in focus group discussions and classroom observations to examine how teachers integrate MED into English language instruction. For the teachers, multicultural education is an educational approach using various cultural content into teaching materials. This approach promotes cultural diversity awareness, acceptance, tolerance, and respect while fostering an inclusive learning environment for all students. Teaching English to promote cultural diversity was also strongly supported by teachers. This method boosts contextual and engaging English vocabulary and prepares students to advocate cultural diversity globally. Four of the five dimensions of ME have been successfully implemented by teachers, but empowerment of school culture and social structure, which is tied to all school policies, has not. Teachers struggle to apply multicultural education dimensions due to a lack of understanding, an inability to incorporate multicultural content into English language instruction, and reliance on lesson plans and textbooks.

Keywords: Implementation, multicultural education dimensions, perspectives.

ABSTRAK

Studi kasus kualitatif ini mengkaji pemahaman guru bahasa Inggris sekolah dasar tentang pendidikan multikultural (ME) dan bagaimana mereka menerapkan dimensi pendidikan multikultural (MED) dalam pengajaran mereka. Topik ini sangat penting karena Maluku, bagian dari Indonesia, kaya akan keanekaragaman budaya, adat istiadat, bahasa, agama, suku, dan perbedaan lain yang menjadikan Indonesia unik, dan belum ada penelitian serupa tentang MED dalam pengajaran bahasa Inggris di sekolah dasar Maluku. Itu membuat penelitian ini menjadi baru. Empat guru sekolah swasta dan dua guru sekolah negeri berpartisipasi. Kuesioner dilakukan untuk mengetahui perspektif guru mengenai pengetahuan mereka tentang pendidikan multikultural dan pentingnya pendekatan pendidikan multikultural dalam pengajaran bahasa Inggris. Lima dimensi pendidikan multikultural dari Banks—integrasi konten, proses konstruksi pengetahuan, pengurangan prasangka, pedagogi kesetaraan, dan pemberdayaan budaya sekolah dan struktur sosial—digunakan dalam diskusi kelompok terfokus dan observasi kelas untuk menguji bagaimana guru mengintegrasikan MED ke dalam pengajaran bahasa Inggris. Bagi para guru, pendidikan multikultural merupakan suatu pendekatan pendidikan yang menggunakan berbagai muatan budaya ke dalam bahan ajar. Pendekatan ini mendorong kesadaran, penerimaan, toleransi, dan rasa hormat terhadap keberagaman budaya, sekaligus menumbuhkan lingkungan belajar inklusif bagi semua siswa. Pengajaran bahasa Inggris untuk mempromosikan keragaman budaya juga sangat didukung oleh para guru. Metode ini meningkatkan kosakata bahasa Inggris yang kontekstual dan menarik serta mempersiapkan siswa untuk mendukung keragaman budaya secara global. Empat dari lima dimensi ME telah berhasil diterapkan oleh guru, namun pemberdayaan budaya sekolah dan struktur sosial, yang terkait dengan seluruh kebijakan sekolah, belum berhasil. Para guru kesulitan menerapkan dimensi pendidikan multikultural karena kurangnya pemahaman, ketidakmampuan untuk memasukkan konten multikultural ke dalam pengajaran bahasa Inggris, dan ketergantungan pada rencana pelajaran dan buku teks.

Kata Kunci : Implementasi, dimensi pendidikan multikultural, perspektif.

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