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(Farida Hanum & Setya Raharja)

Tahap Kewarganegaraan Alam Sekitar dalam Kalangan Pelajar Sekolah Rendah dan Menengah
(Thamby Subahan Mohd Meerah, Lilia Halim Thiagarajan Nadeson)

Penguasaan Kompetensi Manajerial Kepala Sekolah Dasar (SD) dalam Implementasi Manajemen Berbasis Sekolah
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(Murtiningsih)

Meningkatkan Kualitas Pembelajaran Mata Kuliah 'Antropologi Masyarakat Indonesia' Melalui Pendekatan Pembelajaran Kreatif Kritis
(Widyaningsih)

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**PENGEMBANGAN MODEL PEMBELAJARAN PENDIDIKAN
MULTIKULTURAL MENGGUNAKAN MODUL SEBAGAI SUPLEMEN
PELAJARAN IPS DI SEKOLAH DASAR**

Oleh:

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ABSTRACT

The research is intended to enhance students' positive appreciation of cultural differences in schools as a foundation to improve the quality of learning that provide safe, comfortable and conducive atmosphere for students while studying. The specific objectives of this study are: (1) drafting module multicultural learning materials for elementary school students, and (2) the drafting of school management guidelines that facilitate of learning multicultural in elementary school.

The general approach of this research is the Research and Development (R & D), completed in three stages. This study is the second phase, which uses the approach of "try and revise" to develop models and modules multicultural learning and school management. The research subject was taken by the school unit, namely state elementary school from 5 districts in DIY. Samples taken by purposive sampling with respect to the school that is conducive to learning multicultural, 10 schools with respondent the principal, third and fourth grade teachers, school committees, and student class III and IV, plus elements of the District Education Office, District, and Province. Data collection using questionnaires, observation, interviews, and study the documentation and supported with a logbook and focus group discussion. Data analysis uses descriptive techniques to describe the changes and developments step by step and relationship antarvariabel to obtain a complete conclusion.

The results of this study show the following. (1) Integrated learning model multikultural use module (PMTM) is acceptable and then strengthened by teachers as a multicultural learning model implemented in the school is integrated with social science materials and supported by the module as a supplemental teaching materials relevant material. (2) Model of school-based management of multicultural education (MPMkBS) can be accepted and established by the school principal and school committee as a model of management to manage and create a climate or environment conducive to ongoing learning in a multicultural elementary school. (3) Multicultural learning module in general is good and fit for use for learning in primary schools, especially grade III and IV, in terms of easy to understand, easy language used, colors used, illustrations, easy to read text, the content of the material presented, even very both for aspects of the story is presented and the discussion contained in modules, so students are very happy to use it. (4) Guide school-based management of multicultural education in general is adequate and can be understood by the principals and school committees as a reference for managing or creating conditions conducive to multicultural learning optimally. The contents of the manual is good and easily understood by the principals and school committees to aspects of the structure presented, keruntutan matter, scope or completeness of the material, discussion of consistency, clarity of description, language, and examples presented.

Keywords: *Multicultural, Multicultural learning, Learning Models*