

DEVELOPMENT OF CULTURAL COMPETENCE IN MULTICULTURAL EDUCATION IN INDONESIA AND NEW ZEALAND

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ABSTRACT

The aims of the research are 1) How is multicultural education implemented in senior high schools in Indonesia and New Zealand ? 2) How is cultural competence be developed in multicultural education in senior high schools in Indonesia and New Zealand . This research is designed to use the approach of research and development. As explained by Borg dan Gall (1989), there are ten steps of conducting research and development strategy. The research population is senior high schools in Indonesia and senior high schools in New Zealand. The subjects of the research are the elements of senior high school in Indonesia and the elements of senior high school in Zealand. Data collected through questionnaires, active participation, observation, FGD, documentation. The data collected are those related to the practices and problems of multicultural education. The first year research findings reveal two interesting results, i.e 1) regarding the practices of multicultural education in Indonesia and the comparative study between the practices of multicultural education in high schools in Indonesia and New Zealand. Even though structurally and culturally in Indonesia multicultural education is implemented at schools, there is no national education policy; 2) the comparative study on multicultural education are some differences in the cross-cultural competence of students in Indonesian high schools, compared to New Zealand schools. The aspects that mark the differences are cultural awareness, understanding of own and others' cultures, cultural competence, and cultural encounter. Meanwhile, the aspects regarding teachers' competence in both countries are current knowledge and understanding of multicultural education, development of critical thinking, improvement of knowledge and skills through multicultural education. The differences are because of some internal and external factors. The internal factors is individual based, i.e. social background, knowledge, experience, education background, and experience in multiethnic/multicultural situation. The external ones are related to the sociocultural structure of the society, government policies, and cultural diversity.

Kewywords: cultural competence, multicultural education