

# The Effect of Learning Model Based on Character Education Through Multicultural Scientific Approach and Thinking Style on Learning Outcomes of Local History Lessons

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**Abstract.** This research aims to determine learning outcomes of local history lessons taught with learning models based on character education with a multicultural scientific approach higher than learning outcomes of local history lessons taught by the expository learning model, knowing learning outcomes of local history lessons that have a higher abstract sequential thinking style than students who have concrete sequential thinking styles and knowing the interaction between learning models and students' sequential thinking style on learning outcomes of local history lessons. The research method using quasi experiment with 2 x 2 factorial design, data analysis techniques using ANOVA. The results of research obtained showed: (1) the average learning outcomes of local history lessons for students taught with the character-based learning model of the character of the multicultural scientific approach was higher than lessons with an expository learning model; (2) the average results of learning outcomes of local history in students with abstract sequential thinking styles are higher than in concrete sequential thinking styles; and (3) There's an interaction between the character-based learning model of the multicultural scientific approach and the sequential thinking style.

**Keywords:** learning model, characters based, scientific approach, multicultural, thinking style, local history

## 1 Introduction

One of the impacts of the crisis in a scientific manner, almost all scientific disciplines are questioned "the efficacy contribution" to restore the multidimensional crisis, including the role of history learning in maintaining national integration. Some historians and social observers have argued that nationalism which concerns national clemency needs to be "revitalized" in the broadest sense regarding the shifting of historical views to historical, developing towards egalitarianism, justice, clean governance and clean government which accelerates the realization of civil society so as not to lose its actuality (Abdullah, 2001; Kleden, 2001; Simatupang, 2002).

The importance of the change in the paradigm of historical education is not solely because of the recent reform movement, the reform movement itself was only a trigger for the movement in that direction. Robinson (1965) has pioneered changes from Old History to New History, was a reaction to Old History that's too rigid to limit itself to political history. The

expansion of studies on New History includes aspects of the economy, socio-culture, agriculture, education, psychology, technology, and so on inter / multidisciplinary. This new history was thus broader, and only as a trigger factor for the movement in that direction. Robinson (1965) has pioneered changes from Old History to New History, a reaction to Old History that was too rigid to limit itself to political history.

The learning of national history as an element of the development of cultural nationalism was very useful to be a mediation in strengthening relations between plural society elements. Anderson (1983) mentions the role of national history as a national identity and the development of national consciousness. Furthermore, he also saw the importance of national identity as the most powerful and long-lasting influence in collective cultural identity. Through learning national history, it also attempts to form behavioral models that foster cultural nationalism to create patterns of relationships that transcend the temporal and spatial environment and other dimensions.

In order to develop historical learning to be more functional and integrated with various other scientific fields, there are various fields that should receive attention, namely: first, to answer future challenges, innovative creativity and power are needed so that a nation was not just a consumer of science and technology, cultural consumers, as well as passive recipients of external values, but have a competitive advantage in terms of mastery of science and technology. Therefore, attitude, motivation, and creativity need to be developed through the creation of a dynamic teaching and learning situation where the teacher encourages the vitality and creativity of students to develop themselves. Second, students will be able to develop their creativity when the teaching and learning processing carried out in a programmed, systematic and systematic manner, and was supported by the availability of adequate facilities and infrastructure. Third, in the process of developing intellectual maturity, students need to be encouraged to think logically and systematically.

To realize this multicultural-based historical education mission, among the experts emerged 3 typologies of multicultural education programs that were integrated into the curriculum. The three typologies of the program are: content-oriented programs; program oriented to students (student-oriented programs); and socially-oriented programs. Experts who are proponents of this new movement are Banks (1995; 1997; 1999); Banks, Cortes, Gay, Garcia & Ochoa (1992). This academic discourse, became the beginning of the emergence of thinking about multicultural history-based education and educators as intellectuals and multicultural curriculum developers.

In developing character education in universities, educational institutions or schools must be a conducive environment. According to Lewis (1996:8) character education will always develop noble character and good habits for students. Bulach (2002) explains lecturers and parents need to make an agreement about the main values that need to be learned, for example: respect for self, others, and property; honesty; self-control / discipline. In this connection, Lickona (2014) mentions several values of goodness that need to be lived and familiarized in the lives of students so as to create a harmonious life in the family and society. Some of these values include honesty, compassion, self-control, mutual respect or respect, cooperation, responsibility, and perseverance. Character education does not merely have an integrative dimension, in the sense of strengthening the intellectual moral of students on the basis of virtue values so that they become a solid and enduring person, individuals who are scholarship, independent, and conscientious but also curative personally and socially.

Scientific multiculturalism in practicing a strategy of social integration where cultural diversity was truly recognized and respected, so that it can function effectively in identifying every issue of separatism and social disintegration. Experience teaches, not the spirit of

oneness or singleness (singular ika) that has the most potential that can give birth to strong unity, but it was precisely this recognition of the existence of a plurality of national culture that guarantees national unity towards democratic social reform. The experience of sufficient conflict that occurs in several places can be used as a benchmark that the country was still crawling in understanding the substance of multiculturalism.

Multicultural education was an educational strategy that utilizes the diversity of cultural backgrounds of students as one of the forces to shape multicultural attitudes. This strategy was very useful, at least for schools as educational institutions can form a shared understanding of the concepts of culture, cultural differences, balance, and democracy in a broad sense.

Based on the grand design developed by the Ministry of National Education (2010), psychologically and socio-cultural character formation within individuals was a function of all individual human potentials (cognitive, affective, conative, and psychomotor) in the context of social cultural interactions (in families, schools, and communities) and lasts a lifetime. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into: Heart and Spiritual Development, intellectual development, exercise and kinesthetic (physical and kinetic development), and feeling and intention (affective and creativity development) (Ministry of National Education, 2011).

Character-building values that must be developed in each educational institution are basically a form of universal human character. Amid the diversity of nations in the world, Indonesian people must have an Indonesian character. Marking of the Indonesian nation that has a different identity from other nations

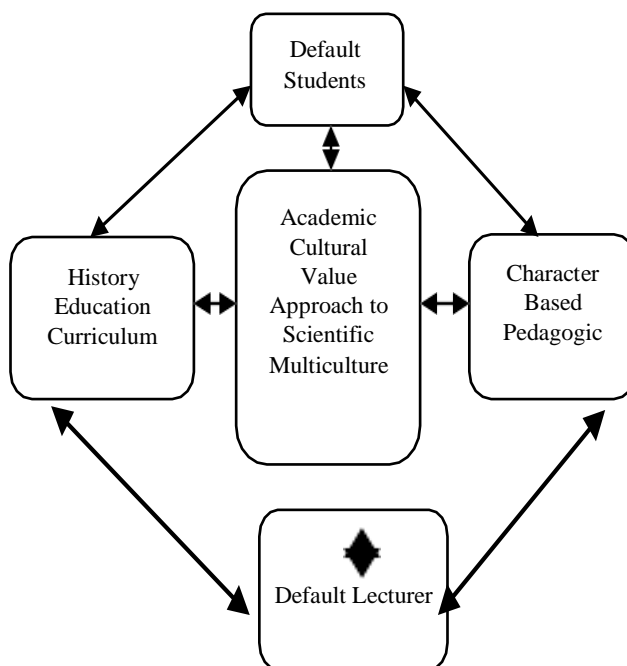


Figure 1. Academic Cultural Values by Scientific Multicultural Approach Through Character Based Education and Pedagogic Learning Processes.

According to De Porter and Hernacki (2011) the style of thinking was a way of remembering and paying attention to details easily and remembering facts, specific information, formulas and various regulations easily. Thinking style was consistent way that individuals do in finding information, ways of remembering and thinking about ways to solve a problem.

Gregore as quoted by Idea distinguishes thinking styles into two types, namely sequential (linear or regular) and random (irregular) based on the hemisphere of the human brain, the right and left hemispheres. The sequential thinking style tends to be dominated by the left brain, while the random thinking style was dominated by the right brain. Teiller in DePorter and Hernacki(2011)states that sequential thinking in the process of thinking logical, orderly, linear, and rational. The way of thinking in accordance with regular tasks, verbal expressions, writing, reading, counting, auditory associations, placing details and facts, phonetics and symbolic. Gunawan (2004) states that sequential thinkers have a special way of learning, namely: (1) likes things sequentially, (2) learns maximally from things that are detailed first and then to things that are global, (3) like a phonetic- based reading system, 4) likes words, symbols and letters, (5) likes something there was structured and predictable, (6) experiences a lot of internal focus, and (7) wants to gather factual information.

The problems that will be examined in this study can be formulated as follows: (1) Are local history learning outcomes taught by the character-based learning model of the character of the multicultural scientific approach higher than those taught with expository learning strategies ?: (2) Are local history

learning outcomes that have an abstract sequential thinking style higher than results that have a concrete sequential thinking style ?: and (3) Are there any interaction effects between the education- based learning model character of the multicultural scientific approach and students' thinking style on local history learning outcomes?

## 2 Methods

The population in this study were all students who took history courses in the history education S1 program at T.A. 2017/2018. The sampling technique in this study was to use a purposive sampling technique where this research was conducted on the entire population, which was directly focused on the target. The design of this study uses an experimental approach which a research that seeks to find and examine the effect of a variable or more on other variables.

The research method using quasi-experimental because the class using a class that has been formed before. In this study there were two treatment groups, namely one group as the treatment class of character education based learning model of the multicultural scientific approach, one group as the treatment class of the expository learning model.

The treatment was carried out in the history of learning by comparing the education-based learning model of the character of the multicultural scientific approach with the expository

learning model and carried out in the predetermined treatment class. Before the treatment was carried out a test of learning outcomes test instrument. Furthermore, in each treatment class a thinking style instrument was given to find out the distribution of concrete abstract and sequential sequential thinking styles for students. In this study tried to see the differences in the learning outcomes of local history students due to the use of different learning models. The research design used in this studying an experimental design with factorial 2 x2.

### 3 Results And Discussions

Table 1: Summary of Data from Descriptive Analysis Calculation Results

Summary Data	Local History			
	Learning Model Based on Character Education			Total
	Coope- rative	Expos- itory		
Sequen- tial Think- ing Style	Abs- tract	N = 25 $\bar{X}$ =32.02 S = 3.23	N = 19 $\bar{X}$ =28.81 S = 2.79	N = 44 $\bar{X}$ =31.45 S = 3.19
	Con- crete	N = 17 $\bar{X}$ =24.8 S =2.27	N = 16 $\bar{X}$ =24.17 S = 2.54	N = 33 $\bar{X}$ =25.47 S = 2.81
Total		N = 42 $\bar{X}$ =29 S = 4.2	N = 35 $\bar{X}$ =25.75 S = 3.62	

Testing the requirements of data analysis was carried out on normality and homogeneity tests. Next for the purpose of testing hypotheses using the 2x2 factorial two-way variance analysis technique, the Scheffe test was needed to calculate the average price of each group presented in Table2.

Table 2: Factorial Anava Summary 2 x 2

Source of Variation	dk	Jk	Rjk	Fhitung	F-tabel (1.72) ( $\alpha=0.05$ )
Learning model	1	114.0	114.0	17.87	3.11
Sequential Thinking Style	1	810.8	810.8	118.93	
Interaction	1	28.18	22.82	5.16	
Error	75	507.6	6.76		
		1			

The results show that multicultural education (multicultural education) is an educational strategy that utilizes the diversity of cultural backgrounds of the students as one of the strengths to shape multicultural attitudes. This strategy is very useful, at least for universities as educational institutions can form a shared understanding of the concepts of culture, cultural differences, balance, and democracy in a broad sense. So that it greatly influences the ability of students in learning local history.

The importance of the findings of this study is that multicultural-based local history learning is built on the concept of education for freedom which aims to: (1) help students or students develop knowledge, attitudes and skills to participate in democracy and freedom of society; (2) promote freedom, skill, skills across ethnic and cultural boundaries to participate in several groups and cultures of others. So that the understanding and problem solving of history learning can be easily interpreted by students.

Through this research shows that multicultural education also helps students to recognize the accuracy of diverse cultural views, helping students to develop pride in their cultural heritage, making students aware that value conflicts are often the cause of conflicts between community groups (Savage & Armstrong, 1996). Multicultural education is organized in an effort to develop students' ability to view life from various cultural perspectives that are different from the culture they have, and to be positive about cultural, racial and ethnic differences. (Farris & Cooper, 1994).

The results of the study on the application of education-based learning models of the character of the multicultural scientific approach illustrate that multicultural-based education

can be identified: (1) to function the role of schools in viewing the existence of diverse students; (2) to assist students in establishing positive treatment of cultural, racial, ethnic, religious groups; (3) providing student resilience by teaching them to take decisions and social skills; (4) to help students build cross-cultural dependencies and give them a positive picture of group differences (Skeel,1995).

The high learning outcomes of student history with the application of an education-based learning model of the character of the multicultural scientific approach has an impact on the nation's education program so that the multicultural community can participate in realizing an ideal democratic life for its nation, this is in accordance with the opinion of the Bank (1997). In a broad context, this shows that multicultural education tries to help unite the nation democratically, by emphasizing on the perspective of plurality of people in various nations, ethnic groups, and different cultural groups. Thus higher education institutions are conditioned to reflect the practices of democratic values. The curriculum shows a variety of different cultural groups in society, language, and dialects; where students better talk about respect between them and uphold the values of collaboration, rather than discuss competition and prejudice among a number of students who differ in race, ethnicity, culture and social status groups.

Students in the learning process with the application of an education-based learning model of the character of the multicultural scientific approach aims to shape and build the mindset, attitudes, and behavior of students so that they become positive, moral, noble, and responsible individuals. In the context of education, character education is a conscious effort made to shape students into positive personalities and have a moral character according to graduate competency standards so that they can be implemented in daily life (Fitri, 2012).

So that in the research on the application of character education based learning models the multicultural scientific approach should apply the principles of integrative, compact, and consistent. Such model development has the following characteristics. First, integrative namely integrating multicultural-based character education into all activities in schools, both curricular, extracurricular and self-development activities. In addition, integrating multicultural-based character education also into program planning, implementation and evaluation.

The results of the study on the application of learning models show that the components of responsive teaching in the application of character-based learning models of the multicultural scientific approach are summarized as follows; (1) Creating a positive classroom environment where all students are valued and respected; (2) Communicate positive expectations for the learning of all students; (3) Recognizing cultural diversity within students and integrating this diversity into the curriculum; (4) Using teaching strategies that empower students' backgrounds and strengths. Effective multicultural lecturers actively introduce cultural diversity and respond to it in the classroom through learning models that involve all students from various backgrounds and experiences.

The implementation of learning in history courses, especially in local history the application of character-based learning models with a multicultural scientific approach can; (1) training students' critical power to understand historical facts correctly based on scientific approaches and scientific methodologies developed is important for education; (2) building student awareness about the importance of time and place which is a process from the past, present, and future in history. Has the possibility to be developed; (3) train students' critical power to understand historical facts correctly based on scientific approaches and scientific methodologies; (4) fostering appreciation and appreciation of students for historical heritage as evidence of Indonesian civilization in the past; (5) fostering students' understanding of the

process of forming the Indonesian nation through a long history and still proceeding to the present and the future; and (6) fostering awareness in students as part of the Indonesian nation that has a sense of pride and love for the country that can be implemented in various fields of life both nationally and internationally.

The increase of the use of character-based multicultural history learning models in this study is due to, using a variety of approaches, that is broadly using a learning system approach that is oriented to the needs of the community by making students as subjects of learning, using multicultural learning processes, making students as learning citizens and invites students to solve various problems that occur in their environment by using local history and cultural learning materials that are familiar to students. The results of Rondli's research (2014) also show that multicultural-based learning strategies implemented in the learning process can improve student learning outcomes and also have to have the same understanding of multicultural to achieve learning objectives in Pkn subjects.

The expository strategy in this study was carried out as a form of teacher-oriented learning approach. In expository learning the delivery of material is final, so that in practice the teacher only lectures and gives notes to students as a result the students are less empowered and involved to express experiences they have experienced in learning. Learning strategies based on expository do not encourage the growing sense of curiosity and sense of responsibility of students in planning and organizing ways of learning. As a result, knowledge and skills possessed by students are only on short-term memory, and will tend to be incapable of improving students' retention in their subject matter. In learning, the communication that takes place in a one-way learning process tends to cause students to misunderstand certain concepts and terms.

From the results of research on thinking styles, it shows that students who have abstract sequential thinking are better able to utilize existing learning resources to the maximum in order to accelerate the process of solving learning problems, which in turn students' thinking style will also have a significant influence on improving student learning tasks. Therefore, if the student has an abstract sequential thinking style, the student is expected to have a better performance in learning history. Whereas students who have a concrete sequential thinking style are less able to utilize existing learning resources and are unable to work more effectively and efficiently to solve problems, so that students' concrete sequential thinking style will also affect student achievement improvement relatively lower. Therefore, if the student has a concrete sequential thinking style, then the student is expected to have low achievement.

The application of an education-based learning model of the character of a multicultural scientific approach that has abstract sequential thinking in this study will give each other strengths in studying local history. So that students who have abstract sequential thinking have thinkers in a logical sequence in analyzing ideas in ways to achieve goals in learning history. So as to be able to use existing facts such as those obtained in the mass media, television, the internet and the real conditions of the environment related to history, from these facts students can analyze it and make decisions to act well.

Based on the results of the study it can be stated that the model of education-based learning character of the multicultural scientific approach must be adapted to the characteristics of students namely the style of thinking. Selection of the right learning strategies needed must be adapted to the characteristics of students so that it can help in determining learning strategies, learning theories and learning media that are suitable for use. This is done so that the lessons presented by the teacher can attract attention and make students feel bored.



## 4 Conclusions

Based on the results of the research and the discussion presented earlier, then it can be concluded:

First, the average student's local history learning outcomes taught by the education-based learning model of the character of the multicultural scientific approaching higher than the average student's local history learning outcomes taught with the expository learning model. Thus the education-based learning model of the character of the multicultural scientific approaching more effectively applied in the learning of local history in order to improve student learning outcomes.

Second, the average learning outcomes of local history students with abstract sequential thinking style was higher than the average results of local history learning with concrete sequential thinking styles.

Third, there was interaction between the character of the education-based learning model of the multicultural scientific approach with sequential thinking style where students with abstract sequential thinking style are more appropriately taught to use the character-based learning model of the multicultural scientific approach, while students with concrete sequential thinking style are more appropriately taught with the learning model expository.

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