Literary Strategy to promote inclusiveness and multiculturalism for kids (A case study at Sekolah Tumbuh Yogyakarta)

By
Marwiyah, MLIS
(Lecturer at Library And Information Studies, Faculty of Adab and Ilmu Budaya UIN Sunan Kalijaga Yogyakarta)
Labibah Zain, MLIS
(Lecturer at Library And Information Studies, Faculty of Adab and Ilmu Budaya UIN Sunan Kalijaga Yogyakarta)

Indonesia is a multicultural country that has a lot of cultural diversity formed by various ethnicities, languages, customs and beliefs. Without a good understanding, this diversity may lead to conflict as often happened lately. Actually this can be prevented from the smallest unit of community group namely schools. Therefore multicultural education is important. Multicultural education is efforts to develop character of students to learn about various diversity in social, race, ethnic, and religious so that students are ready to deal with problems related to multicultural issues. Yogyakarta as a multicultural city has multicultural schools and one of those schools is Sekolah Tumbuh. This school is an inclusive and multicultural school that teaches its students to accept and appreciate various differences on religious, ethnic, culture and ability among students. As stated by Bernice Cullinan that literature enables children to understand and learn about people and places on the other side of the world as well as down the street, it makes sense that the school uses literature as teaching media to promote tolerance among students. This paper will discuss Sekolah Tumbuh’s teaching method in applying children literatures to promote inclusive and multicultural values, the role of library to support this teaching method and how students benefit from this teaching method. Descriptive qualitative method will be employed. Finally, the data will be analyzed using Bank descriptively.

A. Introduction

Children Literature has significant roles in helping the kids implementing the values of lives. In Lynch Brown’s perspective, children literature has both personal and academic values which are very essential for the children to develop their personalities. Books also help the children to understand and learn about people and places around the world and even people around them. History has noted that some libraries were built to avoid the children

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from the negatively impact interaction. One of the libraries is Notre Dame de Gras Library for Boys and Girls of Montreal Canada (built in 1943).  

Indonesia is a multicultural country that has a lot of cultural diversity formed by various ethnic, languages, customs and beliefs. One of the challenges that Indonesia should face is to build understanding toward the diversity in the society. Without good understanding, this diversity may lead to conflict as often happened lately. Actually this can be prevented from the smallest unit of community group namely schools. Therefore multicultural education is important. Multicultural education is efforts to develop character of students to learn about various diversity in social, race, ethnic, and religious so that students are ready to deal with problems related to multicultural issues. In this case, the roles of teachers are very important. A teacher along with parents are responsible for educating the students in understanding diversity in their lives.

Yogyakarta is one of the cities in Indonesia which has diversity on religions, ethnics, cultures among the society. Therefore Multicultural education needs to be provided in that city. Currently, Yogyakarta has several multicultural and inclusive schools. One of them is Sekolah Tumbuh. This school is an inclusive and multicultural school that teaches its students to accept and appreciate various differences on religious, ethnic, culture and ability among students. Sekolah Tumbuh also uses Inquiry based learning methods which make the students able to explore the current issues learning resources including books. Books can teach the students about the society around the world. Books teach the students the values of tolerance to the students. On Cullinan’s words, thinking, discussing and developing understanding about diversity is a natural characteristic of reading activities. The use of literatures for teaching learning process in the class has been done in the United States of America since

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2 Lyons, Christ. “Children who read good books usually behave better and have good manners: The founding of the Notre Dame de Grace Library for Boys and Girls Montreal 1943”. Library Trends vol 5 no 3 Winter 2007, p. 597.

3 Akbar Pitopang, Pentingnya Pendidikan Multikultural di Indonesia, Kompasiana, 1 Nov 2012


2004. This research, therefore want to know how Sekolah Tumbuh use the children literature to teach multiculturalism and inclusiveness to their students and the role of the library in providing the materials and the facilities needed.

B. Literature Review

1. Researches on Children Literatures and Multiculturalism

There are some researches on Children Literatures and Multiculturalism. First, a research done by Jennifer Arellano entitled The Use of multicultural literature in elementary classroom: teaching acceptance and understanding races, ethnicities and cultures. This research aimed to see how the literatures help the children become more sensitive toward the multicultural issues, cultural awareness, being empathy and building their identities at the elementary schools in the United States. The result of the research shows that the Elementary Schools using the multicultural literatures on their curricula have significant impacts on building the students identities and self-concepts. From the literatures, the students from the majority cultures are able to understand the diversities around them. Therefore, the teachers must provide the stories relating to multicultural issues to support teaching learning processes.

Second, a research done by Robert Vaagan and Gry Enger. The research is about developing the multicultural school library: Vahl School Library Oslo. This research shows that Oslo has been a multicultural city so that it needed the education system which supports understanding the diversity in the society. Vahl Primary School and its library have succeeded employing the education system that support understanding toward the diversity. Some lessons learned for the librarians were listed, namely pedagogy and communication skills to respond the developing multicultural issues. The concept of teacher librarian at Vahl Primary School was quite innovative by providing activities such as storytelling, multi

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7 Arellano, Jennifer. The Use of multicultural literature in elementary classroom: teaching acceptance and understanding races, ethnicities and cultures. Menomonie, WI: The Graduate School University of Wisconsin-Stout, 2011. (research paper for master degree theses)

languages- book acquisition (Norway, Urdu, Arabic, and Turkish), drama, book certificates and book polices.

2. Theoretical Framework

**Children Literatures**

*Definition*

Formerly, the children literature was frequently associated with the story books for children. But later, the definition of it became broader than just story books for children. It covers both story and informative books. The Children Literatures have characteristics such as: entertaining and giving adequate information.\(^9\) Literatures also have subjective terms since it should have plus values to differentiate between the “good” books and the ordinary books. \(^10\) The plus value in this contact means that the literatures should have literary standards, the type of writings, deep ideas, strong plots and characters. The definition of “children literatures” consists of two parts; namely, the contents of the books and the physical quality of the books.

*The types of children literatures*

Generally, the children literature is divided into two kinds; fiction and non-fiction. But Cullinan made classification scheme on children literature as follows:\(^11\) Pictorial books, poetry and lyrics, Folklore, Fantasy, Scientific fiction, Realistic fiction, historical fiction and Non Fiction.

While Lynch Brown divides non-fiction literature in more detail classification, namely: Biographies, Informative Books, Multicultural Book Collections, and International Literatures.

**Literatures on Multiculturalism and Inclusiveness**

In teaching students about sensitivity to others, we cannot simply teach them verbally since it deals with sincerity and Behaviour. Changing behaviour is not easy thing but it can

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\(^9\) Cullinan, p. 5.


\(^11\) Cullinan, p 7.
be taught by providing the supporting literatures. The literatures can help influencing the children in changing the behaviour. The literature gives nutrition for the brain and feeling so that the concepts will be easily introduced and behaviour will be changed gradually.\textsuperscript{12} As we can see from the previous discussion, some types of literatures can be used to promote multiculturalism, such as Folklores, Legends and biographies. Folklore and legends help students in understanding the cultures from around the world whereas Biographies help them to understand people ‘ideas and thoughts. This will help students understand other people’s thought that might be different from their perspectives, thoughts and believes.

In teaching multiculturalism, Banks\textsuperscript{13} explained the four levels of integrating materials on ethnic into curriculum. The First level which is the lowest is contribution approach by which the students read and discuss various issues on ethnics, tradition, heroes/heroines and Religious holly days. The students are asked to read books from different authors so that the can compare the different perspectives among the authors. The Second level is Ethnic Additive Level Approach. Using this approach, literatures or information such as contents, concepts and themes which reflect the various cultures are included into curriculum without changing the structures, goals and curriculum characteristics. In this level, Folklore is suitable to literatures resources. The next level is Transformation Approach in which the structure of the curriculum is changed to enable students to see the problems, themes and attention from different perspectives. The goal is to broaden the students’ understanding toward the societies and cultures that might be appear from various cultural interaction. This approach helps the students in understanding the concepts – the society builds their knowledge based on their respected experiences, perspectives and values. Finally the level four which is the highest one -- social action approach. In this level, the students are asked to identify the social problems, then decide the proper action and finally take an action to solve the problems.

\begin{notes}
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Multicultural literatures can be used to promote cultural literacy skills. This can be done in various ways and ages – from babies till elementary ages. Other than that, Multicultural literatures can be used to teach the history of various cultures.\(^{14}\)

C. Methodology

This paper is qualitative descriptive research describing the use of children literature in teaching learning processes to promote multicultural and inclusiveness values at Sekolah Tumbuh and the roles of the libraries in supporting inquiry-based learning system.

The data collected using interviews, observation and documentary methods. To get the ideas about history, vision, mission, multicultural and inclusiveness on curriculum, the strategy, the administrators are interviewed. Teachers are asked to tell about the method and strategy applied in the class whereas to get ideas about the library programs, the school librarian was interviewed. The Class of Living values and activities in the library were observed to see how the multicultural and inclusiveness taught in the practical level. The brochures, library collection, students reports, course discription were collected to support and verify the data from interviews and observation and all the data were analyzed descriptively using Bank’s theory.

D. Discussion

1. About SD Tumbuh

SD Tumbuh stresses on learning which respects on diversity and local wisdoms as it is stated on the vision “children grow as learners who has positive characters, appreciate the diversity and local wisdom, love the country and show awareness as citizen of the world”. The vision, then is described into the following goals:

1. Building a good communication among school, parents and society.
2. Providing learning based-inquiry which supports the students to be active, independent, creative, explorative, dicipline and responsible learners.

\(^{14}\) Arellano, Jennifer. p 16.
3. Providing learning activities which explore the local wisdom and the world’s cultures.
4. Providing the students opportunities to learn and develop themselves based on their abilities and needs.
5. Building empathy and tolerances toward the diversities on ethnics, religion, belief, cultures, economy and special needs.
6. Providing knowledge and learning experiences which care for the green environments.
7. Providing facilities toward teaching learning processes that will build love toward the country.
8. Being resource center on inclusive education for the society.
9. Building learning environments to all school citizen.

**History of SD Tumbuh**

SD Tumbuh was founded by Yayasan Edukasi Nusantara on March 23, 2004. Elga Andriana, the owner of PAUD ELCI coined the idea of SD Tumbuh.\(^{15}\) The teaching learning process at SD Tumbuh uses student center approach by which the education is the student centered activities not teacher centered ones as it happens in the ordinary schools. In 2004, SD Tumbuh prepared all physical aspects for teaching learning purposes. From the beginning, SD Tumbuh has declared itself as an inclusive and multicultural school. This is reflected by SD Tumbuh’s tagline “SD Tumbuh believes that every kid is unique. Every kid has right to develop his/her potentiality regardless his/her gender, physical condition, cultural and religious background ...”. SD Tumbuh respects all values brought by every students, languages used and the special food the students bring.\(^{16}\) Other than that, SD tumbuh also has tagline *Jogja Educational Spirit* which means that SD Tumbuh invites the students to preserve Yogyakarta’s traditions and cultures. Stressing on the values of multiculturalism, SD Tumbuh has conducted partnership with The Kingdom Palace of Yogyakarta (Kraton) to involve in founding this school. The *Kraton* of Yogyakarta is very supportive by providing places to conduct teaching learning processes in Sultan Ground. SD Tumbuh has started to accept 40 students and begun to do the activities in 2005. It had 2 classes and each class was

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\(^{15}\) Setyawati, Ariska. “Menghargai pebedaan individual murid: studi kasus di SD Tumbuh. Jurnal Penelitian vol 5 p. 8

\(^{16}\) Ibid
taught by 2 teachers. But then more parents wanted to send their children to study at SD Tumbuh and unfortunately SD Tumbuh, with limited resources cannot accept the children. Therefore in 2010, SD Tumbuh 2 was founded. This new school uses the Museum Yogyakarta’s area owned by the Kraton of Yogyakarta. At the time, SD Tumbuh has opened the door for the grade 1, 2, 3, 4 and 5.

**The Students of SD Tumbuh 2**

As a school which relies on multiculturalism as the basic of learning, SD Tumbuh 2 has students with various condition and background. Mrs Admila Rosada as the head master said that the multiculturalism in SD Stumbuh 2 covers 5 diversities, namely:

1. Gender
2. Religion
3. Social and Economy
4. Children with Special needs
5. Cultures and Ethnicity

In recruiting the students, the 5 diversities will be take into consideration. In the context of gender, for instance, SD Tumbuh has been trying to apply the gender equity in accepting the students. For ethnic consideration, SD Tumbuh has accepted the students from various ethnics such as Holland, Arab, Swiss, Japan France, China and Indonesia. But in the case of the students with the special needs, SD Tumbuh has accepted maximum 2 students in each class since these students need special teachers. The table below shows the condition of SD Tumbuh 2, Academic Year 2012/2013.

Table 1. The number of students based on their genders, Religions and Ethnicities.

<table>
<thead>
<tr>
<th>Grades</th>
<th>No of Students</th>
<th>Males</th>
<th>Females</th>
<th>Relion</th>
<th>Ethnic/Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Islam</td>
<td>Christian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Catholic</td>
<td>Hindu</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Buddhism</td>
<td></td>
</tr>
</tbody>
</table>

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17 Interview with Admila Rosada as the head master of SD Tumbuh 2, Februari, 22 2013 at SD Tumbuh 2
18 Interview in February, 22 2013 di Head master room at Sekolah SD Tumbuh
19 Setyawati, Ariska. “Menghargai perbedaan individual murid: Studi kasus SD Tumbuh. Jurnal Pemelitian vol 5. p.9
Whereas the number of students with special needs can be seen from the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Class</th>
<th>Gender</th>
<th>Religion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>male</td>
<td>Islam</td>
<td>ADHD</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>male</td>
<td>Catholic</td>
<td>ADHD</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>male</td>
<td>Islam</td>
<td>Autism</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>male</td>
<td>Islam</td>
<td>Deaf</td>
</tr>
<tr>
<td>5</td>
<td>Prep</td>
<td>male</td>
<td>Islam</td>
<td>GPP</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Female</td>
<td>Islam</td>
<td>Mentally Retarded</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>male</td>
<td>Islam</td>
<td>GPP</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>male</td>
<td>Catholic</td>
<td>GPP and Autism</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>male</td>
<td>Islam</td>
<td>Kejang, KRN, HSN and CMV</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>Female</td>
<td>Catholic</td>
<td>Mitral Aresia</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>male</td>
<td>Catholic</td>
<td>Minor ADHD</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>male</td>
<td>Catholic</td>
<td>ADHD</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>male</td>
<td>Islam</td>
<td>GPP</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>male</td>
<td>Catholic</td>
<td>Borderline</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>male</td>
<td>Islam</td>
<td>GPP, Hypirateve, Dyslexia, Autism</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>female</td>
<td>Islam</td>
<td>Deaf</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>female</td>
<td>Islam</td>
<td>Deaf</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td>female</td>
<td>Islam</td>
<td>Autism</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
<td>male</td>
<td>Islam</td>
<td>GPP</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>male</td>
<td>Islam</td>
<td>GPP</td>
</tr>
<tr>
<td>21</td>
<td>6</td>
<td>female</td>
<td>Catholic</td>
<td>Hydrocephalus</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>female</td>
<td>Islam</td>
<td>HIV/ AIDS but homeschooling</td>
</tr>
</tbody>
</table>

Curikulum
SD Tumbuh has developed Curriculum with enrichment on learning materials which is suitable with the students’s need and the school, family, culture and the world contextual issues. The enrichment materials also has been applied on Math, Natural Sciences and English referring to Cambridge Primary Program.

Some local contents has been employed to support the basic classes:

1. Javanese Language
2. English
3. Information technology and communication(ICT)
4. Multicultural Education & living values
5. Arts & Cultures ( traditional dances, batik, karawitan or javanese Musics and Crafts)

In the teaching learning processes, SD Tumbuh has been using inquiry-based learning in which all teaching learning processes are based on the students’s curiousities / the students’s questions to lead them find the processes and concepts. The methods used in the inquiry model are exploring, questioning, doing experiment, reseraching, collecting and reporting the data, building understanding through application, making and testing the theories, elaborating problem solving and decision making. In 1 year, there are 6 required global topics in the inquiry-based learning, namely : who we are, diversity, Indonesia, Our earth, technology and entrepreneurship. These 6 global topics are taught at all level; from grade 1 to grade 6 with the various level of understanding.

The teaching learning process at SD Tumbuh provides the difable students the opportuniy to learn the same topics with non difables. For those who experiences the low level of understanding in the teaching learning process, the teacher will give special treatments. In this case, all the teachers at SD Tumbuh have to prepared Individual learning planning. It is like a lesson plan but it is prepared for the individual student.

2. The implementation of multicultural in the teaching learning processes.

Local Content

As stated before, at SD Tumbuh, there are some subjects integrated with the local contents, namely Javanese language, English, Information technology and communication,
Multicultural education and Living values, and Cultures and Arts (dances, batik, Javanese Music – karawitan, crafts).

Javanese language is one of the subjects which is integrated with the local content. But it is implemented more flexibly compared to the one which is implemented in public schools considering some students coming from various nationalities and ethnics. Javanese language subject at SD Tumbuh is provided at the medium level so that every student can learn it without any difficulties. Other than Javanese language Subject, the local contents which has Javanese cultural wisdom is Cultures and Arts Subject. Culture and Arts Subject covers Javanese traditional dances, Batik, Javanese Music (karawitan) and Crafts. This subject is the implementation of the tag line of Yogyakarta “Educational Spirit” which asks the students to preserve Yogyakarta Cultures and traditions. The Students are asked to choose one of the three courses; Batik making, karawitan and Yogyakarta traditional dances.

The local contents and multiculturalism are also reflected at the ‘Living Values” Course. SD Tumbuh lets the students and parents choose the religions lessons they want to take. Some parents let their children choose the religions they want to take. Therefore “Living Values” at grade 1 and preparatory class is offered to give the children’s ideas. Living Values Course gives the universal values which is very essential to guide their lives as citizens of the world. In this course, the students are taught values on honesty, loves, devotion and others but the values are not from a certain religion.

One of the methods in teaching multicultural values is introducing the various religions the students by celebrating the holydays together such as potluck parties on Aid el Fitri and Christmas. In the celebration, the teachers will give explanation about the spirits of holy days. The aims of this learning is to see “that diversity is beautiful”.

Unit Inquiry Learning

As stated before that there are three units that are relating. Multicultural education among six unit of global inquiry, namely Who We Are, Diversity and Indonesia. These units usually are included in certain courses such as Bahasa Indonesia (Indonesian Language),

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20 Interview with head of curriculum, Wresti Wrediningh, S.Psi on 7 Maret 2013

21 Wawancara dengan Admila Rosada tgl 22 Feb 2013
Social Science and Civic Education. The depth of discussion is depended on the level of the grade. For example for Grade 1, unit *Who We Are* and *Diversity* that embedded in *Civic Education* learning focuses on the basic understanding of self identity, self-characteristic like who we are, my religion or belief what makes us different from other students. From this, students can identify differences that may exist among students in the class. The Related topics are also given in grade Multiage class (preparatory and grade 1) for example *Live Harmony in Diversity* that teach students to receive diversity among them, namely: different nationality (British and Germany for expatriate students), different religion, different ages, different needs (students with disability: deaf and Autism), different hobby, different physical performance.

For grade 3 and up, the topic is delivered in deeper and broader discussion. For example students are encouraged to explore Indonesian culture and custom including traditional dances, music and food. Using inquiry approach, students in group are required to find as many information as possible from any source of information primarily books. And for students in grade 6, the student will explore the topics in broader way such as finding information about cultural issues (music, dances, food, etc.) from other countries. Students then will share information they find with other students and discuss it.22

**Availability children literature to support learning process**

Learning using inquiry approach enables the use of adequate and appropriate resources since this approach requires students to explore, question, experiment, research, gather and report data, deepen their understanding of concept. Therefore, the teachers and school librarian try to meet their information needs. The school library has important role in providing information sources to support learning process. Library of SD Tumbuh has various library materials on various subjects both in Bahasa Indonesia and English. The number of books has 1851 titles and 2577 copies both in printed and electronic formats. The composition of total book collection is shown in table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>TYPE OF COLLECTIONS</th>
<th>NUMBER OF</th>
</tr>
</thead>
</table>

22 Interview with Wresti Wrediningsih, S.Psi, head of curriculum and teacher grade 5, 7 March 2013
<table>
<thead>
<tr>
<th>NO</th>
<th>FORMAT</th>
<th>JUMLAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General textbook</td>
<td>322</td>
</tr>
<tr>
<td>2</td>
<td>Indonesian fiction</td>
<td>269</td>
</tr>
<tr>
<td>3</td>
<td>Science Textbook (IPA)</td>
<td>194</td>
</tr>
<tr>
<td>4</td>
<td>Family to family</td>
<td>175</td>
</tr>
<tr>
<td>5</td>
<td>Audio visual</td>
<td>163</td>
</tr>
<tr>
<td>6</td>
<td>Maths</td>
<td>151</td>
</tr>
<tr>
<td>7</td>
<td>Magazines</td>
<td>150</td>
</tr>
<tr>
<td>8</td>
<td>Reference</td>
<td>108</td>
</tr>
<tr>
<td>9</td>
<td>Social science</td>
<td>105</td>
</tr>
<tr>
<td>10</td>
<td>English</td>
<td>92</td>
</tr>
<tr>
<td>11</td>
<td>English fiction</td>
<td>92</td>
</tr>
<tr>
<td>12</td>
<td>Practice book</td>
<td>78</td>
</tr>
<tr>
<td>13</td>
<td>Indonesian book</td>
<td>86</td>
</tr>
<tr>
<td>14</td>
<td>Alat peraga</td>
<td>81</td>
</tr>
<tr>
<td>15</td>
<td>Citizenship</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>Religion</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>Science and technology</td>
<td>61</td>
</tr>
<tr>
<td>18</td>
<td>Fiction</td>
<td>49</td>
</tr>
<tr>
<td>19</td>
<td>Academic Documentation</td>
<td>33</td>
</tr>
<tr>
<td>20</td>
<td>Coloring</td>
<td>29</td>
</tr>
<tr>
<td>21</td>
<td>Javanese</td>
<td>27</td>
</tr>
<tr>
<td>22</td>
<td>Arts, Cultures and Crafts</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>Gym</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>Clipping</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>ICT</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>Research</td>
<td>11</td>
</tr>
<tr>
<td>27</td>
<td>Myth and folks</td>
<td>11</td>
</tr>
<tr>
<td>28</td>
<td>Living values</td>
<td>6</td>
</tr>
<tr>
<td>29</td>
<td>Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>

Tabel 4 Number of collections based on media or format
Among those books, some of them are books that can be used to teach multiculturalism although the percentage is not documented yet. For examples are books about arts in Germany, Egypt and Luxemburg, and books about arts of batik. The Fiction books that promotes multicultural values are also available for students such as *My Neighbour Totoro* written by Hayao Mizayaki that introduces Japanese culture through clothes the characters wear and Japanese names, The m&m’s Haloween: treat books written by Barbara Barbiery McGrath and Peggy Tagel that indirectly tells about Haloween tradition to readers. The library also provides books on religion in Indonesia.

**The use of Children books for learning**

1) The use of book in class

Inquiry approach requires adequate resources. Therefore, SD Tumbuh provided diverse source of information in various formats such as books, video, information from internet and other electronic resources, even living sources and in this case some people that are relevant to the topic being taught. One of example is on the topic of human right, students in the grade 1 are asked to interview cleaning services, security personnel, teachers and librarian to explore what their rights. However, books are still the main sources for learning. Each class uses books for learning in different methods, depending on their reading skills. For grade 1 whose reading skill is quite low, teachers (and sometimes librarian) will use books to teach through storytelling or reading aloud. For the higher level grade, for example grade 5, teachers focus more on how to attract students to read books by doing booktalk. As the teacher said\(^{23}\) that she usually comes to the class with interesting book or article and read small interesting part of books in front of class. The teacher then leave the book in the class for few days and usually students will read it.

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\(^{23}\) Interview with Wresti Wrediningsh, S.Psi, head of curriculum and teacher in grade 5, 7 March 2013
Exploring books also is used for teach Living Value class where the teacher use *Living Values: an educational program*, *Living Values activities* karya Dianne Tillman and Diane Hsu. In this book, the authors suggest the teachers to use local story and books interated with local content. The library also provides books that can be used as supporting sources, for example Pendidikan Pilar Karakter (Pilar character education) published by Indonesian Heritage Foundation. This picture book can also be read by students in the library. In its series *Tolerance, peaceful and unity* students are invited to appreciate and understand diversity because through its content that offer moral values such as: I don’t laugh at others, I don’t disturb my neighbours, I don’t fight with friends, I don’t bully my friends, Indonesian religious leaders, sacred places for worship, diverse tribes in Indonesia.

2) Literacy Program

One of activities to encourage the reading habits or interests at SD Tumbuh is Literacy Program that is delivered by the librarian. This activity also equips students with literacy skill. To teach the Literacy Program, the librarian uses books as main source of information. Literacy program is implemented through several activities:

i. Reading comprehension. Teachers assign students to read a book (weekly or monthly). Students are then asked to review the books as a week end homework. And each month the librarian will choose the best review and provide award for the winner. For grade 1 students the assignment is simple where students are asked to borrow books from library and then identify the writer, the characters on the book and what character they like the most.

ii. Monthly Literacy Program in the class for all grades that includes activities like: how to make a book, how to treat book and preserve it, how to make review and how to do citation.

iii. Storytelling Program for students in grade preparatory to grade 2. Teachers usually give story telling in morning carpet, an opening activitiy before teaching learning process begun.

The Role of Library

Learning activity plans are designed by the school that involving principal, teachers and librarian. The librarian has important role, not only managing library but also teaching in
To implement the inquiry based learning, teachers realize that various information resources (both in printed and electronic formats) are essential to support learning process. Therefore, the librarian has an important role in providing this information resources for students and teachers. The librarian also helps teachers in class in several activities such as:

i. Assisting students in evaluating literacy skill when students do literature research and report the result to the teachers. Therefore, collaboration between librarian and teachers is underlined in SD Tumbuh.

ii. Providing information resources for the teachers. Teachers usually request some books related to topic they are teaching in class.

iii. Documenting students’ learning activities (for example in picture or video)

Librarian also provide supporting activities such as:

i. Thematic Bulletin Board on Inquiry. Librarian compiles activity result of literacy skill program and then this compilation become one of inquiry resources used by teachers to teach in class. The theme was chosen based on important event of years such Chinese new year (Imlek). The librarian not only provide information in bulletin board but also supporting resources (mainly books) relating to the theme the teachers chose.

ii. Offer spaces for religious class and provide books for teaching all religious values (Islam, Catholic, Protestant, Hinduism and Budhism).

iii. Offer program and facilities for all students, included students with disability. Several students with autism usually spend break times to read books in library because these students do not like to play outside building. Alternatively, library also provide corner that enable students to create something like craft or drawing.

3. How Students Benefit From Learning Multicultural and Inclusive

Teaching multiculturalism and inclusiveness at SD Tumbuh gives positive impact on students attitude. Generally students have more tolerance values and they are able to see differences among others. As the principal said that students will be happy to help their friends with disability in learning process. The impact can be also seen in evaluation report. One of elements that be evaluated is “Learning Attitude” in which teachers see students’ attitude during learning process like how they behave, how they socialize with friends and

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24 Minute of educators meeting, Thursday January 3rd 2013
teachers, how they help other students primarily students with disability. Teachers have key role in promoting tolerance and teaching multicultural and inclusive values. They stimulate students to help disabled students for example help students to read books. The teacher then provide reward for the student. As a result, students become more familiar with difference in religious, culture, need and ability.

However, the principal also explained that it was not easy to promote tolerance (both multiculturalism and inclusiveness) at school primarily in the first year of school establishment where students grade 2 to grade 5 are students from other schools that moved to SD Tumbuh. Teachers had to deal with challenging problems such as:

1) Different culture from previous school that might not teach tolerance for example how to appreciate other students when they speak.
2) Using impolite and sensitive words in daily conversation
3) students were not familiar with inclusive environment that made them feel strange live with students with disability.

Therefore, the school starts with student recruitment process where philosophy and the reason of parents to send their children to SD Tumbuh should be in line with mission and vision of SD Tumbuh. This is very important because the school need to make sure that the values the school teach is supported by parents.

Using Banks’ theory on four-level model for integrating ethnic content into curriculum, we can compare between Banks’ theory and implementation of multicultural education in SD Tumbuh as can be seen from the table below:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACTIVITIES</th>
<th>IMPLEMENTATION IN SD TUMBUH 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution approach</td>
<td>Students read about and discuss book about heroes, custom and holidays written by different authors so that students can compare different point of views.</td>
<td>Availability of various books enables teachers to use books as important resources in learning process. And inquiry global unit primarily unit about Diversity enables SD Tumbuh to promote the use of books to teach multiculturalism. For multicultural education implemented in SD Tumbuh teachers ask student seek information about various culture in</td>
</tr>
<tr>
<td>Approach</td>
<td>Description</td>
<td>Example</td>
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<tr>
<td>--------------------------</td>
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<td>---------</td>
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<tr>
<td>Ethnic Additive Approach</td>
<td>Literature and information about other culture are added into curriculum but not integrated into it. Content, concept and theme that reflect other culture are added into existing curriculum without changing its structure, purposes and characteristics. Events and issues continue to be studied from mainstream pint of view. The use of folklore is appropriate for this level.</td>
<td>SD Tumbuh has partly implemented this model through inquiry global unit <em>Diversity and Indonesia</em> using children books selected by the teachers. Certain literature has not been added into curriculum. Teachers only give description of topic and course content. The use of books that clearly stated in curriculum depends on the teachers’ policy. One of courses that offer universal multicultural values is <em>Living Values</em>. Library also provide books that promote living values, for example <em>9 Pilar Karakter: Kemandirian dan Tanggung Jawab</em> (9 Pilar of Character: Independence and Responsibility)</td>
</tr>
<tr>
<td>Transformation Approach</td>
<td>Structure curriculum is changed to enable students to view problems, theme, concerns and concepts from the perspective of different ethnic and cultural groups. The purpose is to extend understanding of how common society and culture emerge from the interaction of diverse group.</td>
<td>The teachers use moral value to teach Living Value. From the book used by the teacher it is shown how differences among people is not the barrier to make friends since they can still live together in peace. However the use of children books for this model is still limited.</td>
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</tbody>
</table>
### Social Action Approach

| | Students identify social problems and concerns and then make decision and take action to resolve them. | Not implemented yet, this level is too high for Elementary school students |

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E. Conclusion

SD Tumbuh hasn’t fully implemented Banks’ theory of multiculturalism education using children’s book. At level 1 through level 3, Banks’ theory has been implemented but at the level four, it is still too high for elementary school. However, SD Tumbuh promotes multiculturalism and inclusiveness values in daily activities. The school teaches students to understand differences among them supported by the curriculum used in class for example inquiry unit “Who we Are.” The school also promotes multicultural and inclusive values environment by posting symbol, signpost and wisdom words around the school. One of examples is quoted from Rainer Martin: ”To be understood you must first seek to understand” and quote from Buckminster Fuller “Understanding one’s own magical mystery is one of teacher’s most important assets if he is to understand that everyone is thus differently equipped.” Other efforts are also made for example by using children literature through literacy skill program. This is in line with what Arrelano said that multicultural books can be employed as a source to support curriculum through teaching literacy children from infancy to elementary students. In SD Tumbuh, literacy skill is one of courses offered by the school that involved librarian and teachers where students are assigned to choose books and then reviewed them. The topic varies, depends on the theme that is discussing in the class. It is possible to review multicultural issue on certain courses like Civic Education, Diversity and Living Value.
REFERENCES


10. Lyons, Christ. “Children who read good books usually behave better and have good manners: The founding of the Notre Dame de Grace Library for Boys and Girls Montreal 1943”. Library Trends vol 5 no 3 Winter 2007

