ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATETHESIS

Presented to
State Islamic University of Jember Kiai Haji Achmad Siddiq
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

DAHLIA INDAHSARI
NIM. T20176024

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
NOVEMBER 2021**

APPROVAL

ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATETHESIS

Presented to
State Islamic University of Jember Kiai Haji Achmad Siddiq
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

By:

Dahlia Indahsari
NIM. T20176024

Approved by Supervisor

Ahmad RidhoRojabi, M.Pd
NIP. 198105242014111002

ii

APPROVAL OF BOARD EXAMINERS

ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATE THESIS

Had Been Examined and Approved
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

Day   : Monday
Date   : 22nd November 2021

The Board Examiners

The Chairperson   The Secretary

As'ari, M.Pd.I   Moh. Rofid Fikroni, M.Pd.
NIP. 197609152005011004   NIDN. 2003069303

Member :

1. Sofkhatin Humaida, M.Pd, M.Ed., Ph.D   (   )

2. Ahmad Ridho Rojabi, M.Pd.   (   )

Approved by
Dean of Faculty of Tarbiyah and Teaching Training
of Universitas Islam Negeri Kiai Haji Achmad SiddiqJember

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 001

iii

MOTTO

يَـٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَـٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَـٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓاْ ۚ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَنكُمْ ۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ۝

Meaning: "O man! Indeed, We created you male and female, and made you nations and tribes so that you might know one another. Indeed, the most honorable person in the sight of Allah is the one with the best character. Verily Allah is Knowing."[1] (Q.s Al Hujurat Ayat:13)

---

[1] Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an* (Medina: Dar-us Salam Publications, 1996), 700.

DEDICATION

In the Name of Allah, the Most Gracious and the Merciful.

All praise be to Allah, who has the world and bestowed upon the researcher in completing this undergraduate thesis. Peace and Blessing be upon Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this graduate thesis, I got a lot of guidance and motivation from people around me. It is a great honor for me to take dedication to convey my sincere gratitude to people who support me from the beginning until finishing this undergraduate thesis. In this occasion, Ipresent great honor to :

1. The most special person, my beloved parents (Agus Salim and Suryana), who have given their support and prays during my study and my process in writing this research. I thank them for their kindness, support, and patience.

2. My sister, Ida Lailatul Husna who has always given judgment to make me strong in good times and bad times

3. All teachers who have given me knowledge and guided with patience and sincerity

4. Friends who always listened to me patiently and sincerely give me the spirit to go ahead

5. Last but not least, I wanna thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, and for always being gratefull.

ACKNOWLEDGMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

In the name of Allah, the Most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon me in completing this undergraduate thesis. Peace and blessing from Allah be upon Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is a great honor for me to make acknowledge indebtedness to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by myself only, there are many "hands" which help me. In this occasion, I present great honor to:

1. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of UIN KH.Achmad Siddiq Jember, thank you for guidance and advice during the years of my study.

2. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember, thank you for guidance and advice during the years of my study.

3. Mr. As'ari, M.Pd.I., as Head of English Education Department of IAIN Jember, thank you for his kindness to make this thesis possible.

4. Mr. Ahmad RidhoRojabi, M.Pd., as the Supervisor who has patiently given valuable advice and guidance to finalize this research.

5. Drs. Bambang Sunardi, M.Pd and Mrs. Putri Firda Nurul Istiqomah, S.Pd., thank you for their willingness to be validator of the instrument.

6. All lecturers who have taught in English Education Department UIN KH. Achmad Siddiq Jember, thank you for giving a lot of knowledge, advice, and the experiences during teaching and learning process.

Finally, I realize that this research still has some weakness and mistakes. Thus, I would be grateful to accept any suggestions and corrections from anyone for better writing.

Jember, June 22, 2021

Dahlia Indahsari
NIM. T20176024

vii

ABSTRACT

Dahlia Indahsari, 2021 : English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember.

Keywords : Teacher Strategy, Multicultural Values, English Learning, Online Learning.

SMAN 4 Jember is a school that has multicultural characteristics. The students are diverse consisting of various ethnic, background, cultural, social, and religious. This school has one of the school's goals, namely embedding awareness in all school members intensively to always behave honestly, be disciplined, responsible, environmentally friendly, and love the homeland. In this online learning, the multicultural educational values still needs to be embedded to realize the school's goals. So the teacher's strategy is an important thing in online learning that teachers and students cannot meet face-to-face. The research question in this research are: 1) how is the expository strategy carried out to embed multicultural education values in online learning at SMAN 4 Jember?, and 2) how is the heuristic strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember?. This study aims (1) to describe the expository strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember, and (2) to describe the heuristic strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember.

This research is aqualitative research with a case study type. This type is a method for collecting and analyzing data about a case study. The type is used to analyze the strategy of English teachers in embedding multicultural education values in online learning at SMAN 4 Jember. Data collection in this study was carried out by observation, interviews, and review documents.

The results of this research showed that (1) the expository strategy carried out in embedding multicultural education values through several learning activities, namely the english teachers convey learning objectives, prepare students by praying together according to their religion, deliver the material, guide student training and provide feedback on student understanding regardless student's background (2) the heuristic strategy carried out through several learning activities, namely the english teachers prepare material, forms an independent study group with a fair, use asking question to widen student's knowledge and develop problem solving, ask students to observe, identify, and analyze the material to improve students thinking skills. So that from the use of these two strategies teachers embed multicultural educational values easily in online learning and students open and acknowledge the differences in their class.

TABLE OF CONTENTS

LIST OF APPENDICES

1. Statement of Work's Originality

2. Matrix of the Research

3. Instrument of the Research

4. Instrument Validation

5. Lesson Plan of X and XI Grade

6. Documentation Pictures

7. Biodata

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter presents an overview of the background of the research, the focus of the research, the objectives of the research, the significance of the research, and the definition of key terms.

A. Background of Research

In general, multicultural education is the process of developing all human potential that appreciates plurality and heterogeneity as a cause of cultures, ethnicities, ethnic groups, and streams (religion). According to James Banks, multicultural education is defined as a series of beliefs (set of beliefs) and is an explanation that recognizes and assesses the importance of cultural, ethnic diversity, in the form of lifestyle, social environment, groups, and countries.[1] In brief, multicultural education is an idea and a movement in educational reform to recognize equal rights.

Farida Hanum added that multicultural education is expected to able to accept differences, criticism, and have a sense of empathy and tolerance for humans regardless of class, status, gender, and academic ability of a person.[2] In addition, Multicultural Education also provides hope for overcoming many problems that occur in society lately because multicultural education is education that upholds the values of belief, heterogeneity, plurality, and diversity in aspects of society. For this reason, embedding multicultural values

---

[1]Nurdiansyah, Edwin. Improving Social Sensitivity in Society with Internalization Value of Multicultural Education *Department of Civic and Pancasila Education Sriwijaya University. Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9th, 2016.* 273
[2]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196-197

1

must be implanted at every level and involve various social structures in shaping the character of students in understanding and about each other in differences, so that all elements can give to maintaining the integrity of the State.[3]

KamantoSunarto argues that "multicultural education is defined as the education of cultural diversity in society and sometimes it also means education to build students' attitudes to respect the cultural diversity of society.[4] While CalarrySada's explanation citing Steeler and Grant's writings says that multicultural education has four models, namely, (1) teaching about cultural diversity an approach to cultural assimilation, (2) teaching various approaches in social relations governance, (3) teaching to propose pluralism. Regardless of social strata in society and (4) teaching diversity reflection to increase equality.[5] In brief education has a very important role in student attitudes and education becomes a medium to form a complete social life without any discriminating attitude.

Multicultural education is important for students, so that they understand and accept cultural differences as a necessity.[6] Cultural heterogeneity affects the behavior, patterns of thought, and attitudes of various people. As for the importance of multicultural education in Indonesia,[7] the

---

[3]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196-197
[4]Kamanto sunarto, *Multicultural Education in School, Challenges in Its Implementation*, dalam Jurnal Es. Edisi 1 tahun 2004. 47
[5]Clarry sada, *Multicultural Education in Kalimantan Barat*. Jurnal Mess. Edisi 1 tahun 2004. 85
[6]Ibrahim, Rustam. *Pendidikan Multikultural: Pengertian, Prinsip dan Relevansinya dengan Tujuan Pendidikan Islam.* Universitas Nahdatul Ulama (UNU) Surakarta, Jawa Tengah.ADDIN, Vol. 7, No. 1, Februari 2013
[7]Puspita, Yenny. *Pentingnya Pendidikan Multikultural*. Prosiding Seminar Nasional 21 Universitas PGRI Palembang 05 Mei 2018 ISBN 978-602-52451-0-7

first as an alternative means of conflict resolution, such as, there have been many conflicts or problems that have occurred in Indonesia, either religiously nuanced or distinguishing the skin color of certain ethnic groups. Such as the incident reported by CNN Indonesia on March 5, 2020, which stated that some residents of Sandosi Village, Witihama District, on Adonara Island, East Flores Regency, East Nusa Tenggara (NTT), said to have died in a clash between two ethnic groups as a result of fighting over land.[8]This shows that the tolerance of Indonesian society is slowly fading.

An English textbook in Indonesia entitled English for Academic Purposes where a story presents about the struggle of a Martin Luther King to get rid of acts that differentiate a person's skin color in Alabama, America. In 1963, Martin gave speeches and aroused the hearts of many to recognize equal rights. He said, "I have a dream that my four children will one day live in a nation where they will not judge by the color of their skin but by the content of their character".[9] This phenomenon is also happening in Indonesia, where many young people who will become the nation's next generation hate differences in skin color. On social media, there are many different treatments, from body shaming to conflicts between religions. Even a week ago there were clashes between two camps in Madiun, East Java. From this, we can realize that the lost values of tolerance need to nurture by the Indonesian people, including its youth.

---

[8]https://www.cnnindonesia.com/nasional/20200305175927-20-480869/bentrok-antar-suku-pecah-di-ntt-warga-sebut-lima-tewas
[9]Dedi Irwansyah, *Pendidikan Multikultural dan Pengajaran Bahasa Asing, Stain Jurai Siwo Metro Lampung, Indonesia,* ADDIN, Vol. 7, No. 1, Februari 2013

The second is that students expected not to leave their cultural roots, in the 1945 Constitution it is explained in article 25 A, "NKRI is an archipelago country characterized by an archipelago with a territory whose boundaries and rights are assigned by law". It shows that Indonesia is a country with a diverse society consisting of various ethnicities, races, customs, different groups, religions, and social levels. This situation is normal as far as this difference is realized and lived out. But if these differences create problems, then it will be a threat to harmony in life that needs to resolve.[10] So that with multicultural education, it ishoped that it will be able to build Indonesia by the current conditions of Indonesian society. Because diversity of cultures and races that exist in Indonesia is a wealth that we must protect and keep.

And the last is to get to a multicultural Indonesian society. The pattern of Indonesian society which is Unity in Diversity is not only diversity of ethnic groups but also concerns the cultural diversity that exists in Indonesian society as a whole. The existence of this diversity can be seen from the realization of mutual respect, respect, and tolerance between cultures.

In this era of increasing globalization, efforts to respond to the diversity of cultures in Indonesia need to be done through education. Because to have individuals who are tolerant and responsible for themselves. Education is very important both the first education from parents or from teachers in schools. This education aims to provide children with the knowledge that

---

[10]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 1

understanding differences are important for humans. Such as surah al hujurat verse 13 which reads :

$$يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ۝$$

Meaning: O man! Indeed,Wecreated you male and female and made you nations and tribes so that you might know one another. Indeed, the most honorable person in the sight of Allah is the one with the best character. Verily Allah is Knowing.

Multicultural education is an alternative that offers the application of educational concepts based onthe diversity of cultures that exist in society. In multicultural education, educators are also required not only to master and be able to convey teaching material to students, but also to able to embed the basic of multicultural education values such as democracy, humanism, and pluralism to students. Soimplementation of multicultural education can overcome the tolerance that has begun to decrease.[11]

In multicultural education, the strategies and roles of teachers will not be separated in its implementation. For this reason, teachers also have an important role in multicultural education because teachers are also one of the targets of implementing multicultural education. As for multicultural educationvalues that are very important, namely democracy, humanism, and pluralism. To achieve goals intheimportance multicultural education. Teachers need to include multicultural educationvalues in every learning process. So

---

[11]Faiqoh, Nur. 2015. *Implementasi Pendidikan Berbasis Multikultural Sebagai Upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai Pada Anak Usia Dini di Kiddy Care, Kota Tegal.* Early Childhood Education Papers (BELIA) : http://journal.unnes.ac.id/sju/index.php/belia

that the role of teachers cannot be separated from the way they insert the values of multicultural education through the strategies they use. Moreover, English is a foreign language subject which is very important for students in facing a life of globalization that is getting higher in the future.

As reported by Rohani (2014) in the context of learning strategy, it is a general pattern of teacher and student actions in the realization of learning activities.[12]So learning strategies can be understood as planning in carrying out teaching and learning activities then learning objectives are achieved effectively and efficiently because strategy is an important element in the implementation of teaching and learning activities. This statement is further strengthened by Lawton's opinion, which defines that, "teaching strategy is a generalized plan for a lesson (s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to carry out the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.[13]

Thus, a good strategy is needed in embedding multicultural educationvalues. Especially in teaching foreign languages, English. English can never be separated from a culture because as a language of interaction in nations, English is a part that introduces one's own culture to other cultures. So based on the opinion of Seeberg and Minick, who say that foreign language

---

[12]Hasbullah, Juhji, Ali Maksum. 2019. *Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam.* Edureligia.Vol 3, No. 1. 19
[13] D. Sarode, Ravindra. 2018. *Teaching Strategies, Styles, And Qualities of A Teacher : A Review for Valuable Higher Education.* International Journal of Current Engineering And Scientific Research. Vol. 5.Issue. 5. 58

educators must have the knowledge, willingness, and skills to introduce and engage students in a global context through the embedding of multicultural educational values.[14] The choice of strategies that teachers can take in incorporating the multicultural educationvalues, including strategies for learning activities together (Cooperative Learning), which is combined with the concept attainment strategy and value analysis strategies, social analysis strategies (Social Investigation). Several choices of these strategies are implemented simultaneouslyand must be reflected in the steps of a multicultural-based learning model.[15] But meanwhile, during a pandemic, teachers are expected to creative in using teaching strategies in online learning. Because learning is carried out over a distance is more complex to give material, teachers are also required to be able to embed tolerant attitudes that support the achievement of educational goals.

SMAN 4 Jember is the research place. According to Dina Wasilatur Rofiqoh as anintern teacher at SMAN 4 Jember, if the school carried out online learning activities and there were non-Muslim students. From the diversity, in embedding multicultural educational values is very important in online learning, so the strategy of English teachers in the learning process needs to be explored further.Based on the explanation of the background above, the researcher was interested in conducting research entitle *"English Teacher Strategies in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember"*.

---

[14]Irwansyah, Dedi. 2013.*PendidikanMultikulturaldanPengajaranBahasaAsing*.ADDIN.Vol. 7, No.1.11

[15]Parmila, Rini. Pembelajaran Berbasis Multikultural Pada Mata Pelajaran Sosiologi. Jurnal Basicedu Volume 2 Nomor 2 Tahun 2018 Halaman 70- 74

B. Research Questions

Based on the background described above,focus of the research are as follows :

1. How is the expository strategycarried out toembed multicultural education values in an online learning at SMAN 4 Jember?

2. How is the heuristic strategycarried out toembed multicultural education values in an online learning at SMAN 4 Jember?

C. Objectives of The Research

The research goal is a descriptionof the direction to be taken in conducting research. Based on the research focus formulated above, the research objectives can beformulated as follows :

1. To describe the expository strategy carried out toembed multicultural education values in an online learning at SMAN 4 Jember.

2. To describe the heuristic strategy carried out toembed multicultural education values in an online learning at SMAN 4 Jember.

D. Significance of Research

The significant research contains what contributions will be given after completing the research. The research results expected to have the following benefits :

1. Theoretical Significance

The results of this study are expected to widen knowledge, experience, and insight, as well as materials in the application of scientific

research methods, especially regarding the embedding of multicultural educational values in learning English online.

2. Practical Significance

The practical significance includes the following :

a. For Researchers

To know the English teacher strategies in embedding multicultural education values in learning English online and can give benefits for researcher to apply the multicultural education values in school life.

b. For Teachers

In this research, the English teachers areexpected to be able to use the results of this study as consideration of teacher's strategy in embedding of multicultural education values in online learning that carried out.

c. For the Community

This research is expected to give real information to the public and to give awareness to the public of the importance of embedding multicultural education values, especially in learning English online.

E. Definition of Key Terms

The following definitions are given to make readers process the same understanding or perception for some terms used in this research. They are as follows:

1. **Teacher Strategy**

   Teacher strategy is a series of actions adapted from selected commands to apply learning methods.

2. **Multicultural Values**

   Multicultural values are values that contain in a diversity of cultures that exist in society and serve as a series of beliefs to acknowledge the differences in cultural diversity in the world. These values include the value of respect, tolerance, unity, cooperation, and inter-ethnic solidarity.

3. **English Learning**

   EnglishLearning is the process of developing English language skills contextually and practically by the context and conditions and daily situations of students.

4. **Online Class**

   An online class is a class in which online learning is carried out through electronic media in the form of handphones or laptops and using learning applications or websites.

CHAPTER II

REVIEWS OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some previous research related to this research and some theories that support this research. The theories are related to teacher strategies explanation, kinds of teacher strategies, multicultural education values, the definition of English learning, and kinds of online learning.

A. Previous Research

In this section, the researcher lists the various results of previous research related to the research to be carried out, then makes a summary, both published and unpublished research (theses, dissertations, articles published in scientific journals, and so on).

Based on the reviews that were carried out, several previous studies are considered relevant to the research carried out, namely as follows.

1. The previous research by Ihsan (2014) entitled "The Strategy of Islamic Religious Education Teachers in Embedding Multicultural Values in State Junior High School 1 Bima" Postgraduate Thesis of Maulana Malik Ibrahim State Islamic University Malang.

   In his research, the research revealed that the strategy of Islamic religious education teachers in embedding multicultural values using the PAKEM strategy which has active, creative, effective, and fun aspects, but the strategy has not been determined and still uses student psychology in embedding multicultural values. This research used qualitative research

11

with phenomenology type. Collecting the data in his research used observation, indepth interview and document review. In addition, this research has 5 participants including a principal, 3 Islamic religious education teachers, and a student at the school.

2. Another previous research by Ahmad Hariandi, Fazria, Fatma Cahyana, Rozi, and Siti Patimah (2019) entitled "Teacher Strategies in Embedding Tolerance in Students in Responding to Differences in Belief" Jambi University research.

In his research, the participants are the students of fifth grades B SD Negeri 64 / I Muara Bulian, the researcher revealed that the teacher's strategy in embedding a tolerance attitude used learning orientation by paying more attention to the affective domain, being a good figure in-class behavior, providing an understanding of differences to students, and forming heterogeneous learning groups.

In this study, researchers used a qualitative phenomenological type. Collecting data in this study using observation and interviews where a class teacher and students as participants.

3. Another previous research by Tiara Nurmadani (2019) entitled "Teacher Strategies in Embedding Multicultural Values in Ethnic Chinese Students at Karangturi National High School in History Subject for 2018/2019 Academic Year" Thesis State University of Semarang.

In her research, this study used qualitative research with data collection through observation, in-depth interviews, and document

studies. In addition, this study involved several participants including the principal, history teacher, and 8 students Karangturi.The researcher revealed that the strategy of the teacher in embedding multicultural values in students in history subjects at Karangturi High School carried out by way of management during the learning process, namely, the teacher had three stages, namely learning planning, learning process, and learning evaluation, in which specific strategies carried out teachers in well-known multicultural values are the emergence figures Chinese and explain the historical origins of the national identity, Chinese in Indonesia, then explained the material from various perspectives.

4. The journal article by Tri Wulaningrum (2017) entitled "The Strategi of Multicultural Education at The Sang Timur Catholic Kindergarten Yogyakarta" Journal of Kebijakan Pendidikan 3rd Vol. VI 2017

In this research, researcher used qualitative research with the type of case study in which data was collected through observation, interviews and documentation. The subjects of this researchwere the principal, teachers, and staff of the Sang Timur Catholic Kindergarten in Yogyakarta.The researcher revealed that the multicultural education policy at Sang Timur Catholic Kindergarten Yogyakarta implemented using several strategies integrated into five aspects, namely: (1) the social structure built by the school by utilizing the diverse cultural potentials of students as a characteristic of local school structures, (2) implementation of the learning process; (3) curriculum development carried out by

schools; (4) the culture built by the school; 5) and evaluation of education run by the school.

5. The journal article by Abdul Mukti and Moch Nasir (2019) entitled "Islamic Teacher Strategies in Implementation Multicultural Values at SMA Darut Taqwa Sengonagung Purwosari Pasuruan" Journal of Multicultural of Islamic Education state of Yudharta University vol. 2 number 2, April 2019

In their research, participants in this research were students of class, the principal, and islamic education teachers of XI SMA Darut Taqwathe. Collecting the data in this research by observation partisipant, in-depth interview, and documentation. The research revealed that the strategy for implementing multicultural values in SMA Darut Taqwa is as follows: 1) Traditional strategy by giving advice and indoctrination good and which is bad, 2) Free strategy by notifying students of good and bad values, but students are given the freedom to choose and judge for themselves. 3) Reflective strategy, by analyzing empirical cases so that rational awareness and value insight emerges. 4) Internal trans strategy by transforming values through modeling and communication.

The similarities as well as the differences between the previous research and this researchare presented as follows:

Table2.1
The Differences and Similarities between Previous Research and
This Research

No	Researcher Name, Year, and Research Title	Differences	Similarities
1	2	3	4
1	Ihsan (2014) entitled "The Strategy of Islamic Religious Education Teachers in Embedding Multicultural Values in State Junior High School 1 Bima" Postgraduate Thesis of Maulana Malik Ibrahim State Islamic University Malang.	The previous research focused on learning Islamic religion, while this research focused on learning English. In the previous research, learning was carried out face-to-face, whereas in this research learning was carried out online.	Both discussed teacher strategies and the embedding of multicultural values.
2	Ahmad Hariandi, Fazria, Fatma Cahyana, Rozi, and Siti Patimah (2019) entitled "Teacher Strategies in Embedding Tolerance in Students in Responding to Differences in Belief" Jambi University research.	The previous research focused on embedding tolerant attitudes only, while this research focused on multicultural values. In the previous research, learning was carried out face-to-face, whereas in this research learning was carried out online.	Both discussed teachers' strategies and embedding tolerance which is part of multicultural values.
3	Tiara Nurmadani (2019) entitled "Teacher Strategies in Embedding Multicultural Values in Ethnic Chinese Students at Karangturi National High School in History Subject for 2018/2019 Academic Year" Thesis State University of Semarang.	The previous research focused on history subjects and was only carried out on Chinese ethnic students, while this research focused on English subjects by involving all students regardless of religious differences. In previous studies, learning was carried out face-to-face, whereas in this study learning was carried out online.	Both discussed teacher's strategies and the embedding of multicultural values.

4	The journal article by Tri Wulaningrum (2017) entitled "The Strategi of Multicultural Education at The Sang Timur Catholic Kindergarten Yogyakarta" Journal of Kebijakan Pendidikan 3rd Vol. VI 2017	The previous research focused on multicultural education strategy only and was only carried out on kindergarten students, while this research focused on English subjects by involving all students regardless of religious differences. In the previous research, learning was carried out face-to-face, whereas in this research, learning was carried out online.	Both discussed strategies and multicultural values which are the subject of research
5	The journal article by Abdul Mukti and Moch Nasir (2019) entitled "Islamic Teacher Strategies in Implementation Multicultural Values at SMA Darut Taqwa Sengonagung Purwosari Pasuruan" Journal of Multicultural of Islamic Education state of Yudharta University vol. 2 number 2, April 2019	The previous research focused on implementing multicultural values, while this research focused on English subjects by involving all students regardless of religious differences. In the previous studies, learning was carried out face-to-face, whereas in this research, learning was carried out online.	Both discussed teacher's strategies and multicultural values. In this study, they both conduct research at high schools

From some previous research, it can be concluded that Tiara and Tri Wulan research only focused on one race, while in this research the researcher focused on many races such as Java and Madura. In addition, all of the above research was carried out in face-to-face learning whilethe researchers researched in online learning. It is unique in this research, so the researcher wants to know how the strategies carried out by the English teacher to embedding multicultural education values in online learning.

B. **Theoretical Framework**

1. **Strategy in Teaching and Learning**

    a. **Definition of Strategy in Teaching and Learning**

    According to Syaiful Bahri Djamarah, "strategy is a method or away, wherein general, strategy has the meaning of an outline of direction to act to do predetermined goals.[15] Strategy is almost the same as the word tactic, strategy, or politics, is an arrangement of potential and resources to efficiently get the results of a design. Strategy is the ideal use of situations and conditions to reach the target. In the military strategy used to win a war, while tactics used to win the battle".[16]

    "The term strategy (strategy) comes from" noun "and" verb "in Greek. As a noun, strategy is a combination of the words Stratos (military) and ago (to lead). As a verb, strategy means to plan (to Plan actions). Mintzberg and Waters, suggest that strategy is a pattern of decisions or actions (strategies are realized as patterns in a stream of decisions or actions). Hardy, Langlay, and Rose in Sudjana, argued that the strategy perceived as a plan or a set of explicit intention preceding and controlling actions (a strategy understood as a plan or will that precedes and controls activities), teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary

---

[15]SyaifulBahriDjamaroh, Aswan Zain. *StrategiBelajarMengajar*(Jakarta: Rinekacipta. 2002), 5
[16]NoengMuhajir, *IlmuPendidikandanPerubahanSosial: TeoriPendidikanPelakuSosialKreatif*(Yogyakarta: Rake Sarasin, 2000), 138-139

education ".[17]" The teacher is one of the education staff who professionally-pedagogically is a big responsibility in the learning process towards the success of education, especially the success of students for the future".[18]

However, if connected with teaching and learning, strategy can be interpreted as a pattern of student-teacher activities in the embodiment of teaching and learning to do the goals outlined.[19]

The use of strategies in learning usedto facilitate the learning process can doideal results. Learning strategies are very useful for teachers even more so for students.For teachers, strategies can use as guidance and references for systematic action in implementing learning. For students, users of learning strategies can simplify the learning process (make it easier and faster to understand learning content), because each learning strategy is designed to ease the learning process for students. Therefore, the definiton of learning strategies proposed by Zaini and Bahri (2003) is general patterns of teacher and student activities in carrying out learning activities to achieve learning objectives.[20]

---

[17]Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Jakarta: PT Raja Grafindo Persada, 2009), 54

[18]Anissatul Mufarokah, *Strategi dan model-model pembelajaran*, (Tulungagung: STAIN Tulungagung Pres,2013) 1

[19] Abu AhmadidanJoko Tri Prasetyo, *StrategibelajarMengajar*(Bandung: PustakaSetia, 1997),11

[20] Iskandarwassid dan Dadang , *Strategi Pembelajaran Bahasa,* (Bandung: PT Remaja Rosda Karya, 2018), 8

b. The kinds of Strategies in Teaching and Learning

In humanistic theory, Carl Rogers assumes that the forces regulate human behavior are within humans themselves and if social conditions do not change these forces, it will direct humans towards positive development. Rogers suggests learning strategies that allow students to get a source of knowledge and experience that guides them. So, in general, there are several approaches to learning that can be used to embed multicultural education values in online learning, including:

1) Expository Learning Strategies

According to Roy Killen quoted by Sanjaya, the understanding of expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.[21] Meanwhile, according to AnissatulMufarokah, expository learning is the teacher presenting in a form that has been prepared neatly, systematically and completely, so that students just need to listen and digest it in an orderly and regular manner.[22] Expository learning strategy as a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

---

[21]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : Kencana, 2006), 177
[22]AnnisatulMufarokah, *StrategiBelajarMengajar,* (Yogyakarta: Teras, 2009), 60.

The expository learning strategy is a teaching strategy that helps students learn basic skills and obtain information that can be taught step by step. This expository learning strategy is specifically designed to support student learning processes related to well-structured procedural knowledge and declarative knowledge, which can be taught gradually, step by step.[23]

This expository learning strategy is a form of teacher-oriented learning approach (teacher centered approach). It is said so, because in this strategy the teacher plays a very dominant role. Through this strategy the teacher delivers structured learning material with the hope that the subject matter delivered can be mastered by students well.

Expository learning strategies can take the form of lectures, demonstrations, training or practical group work. In using expository learning strategies, a teacher can also relate to cooperative learning class discussions, as argued by Arends, quoted by Kardi that:

A teacher can use expository learning strategies to teach the material or teacher skills, then class discussions to train students to think about the topic, then divide students into cooperative learning

---

[23]Kardi S. danNur M., *PengajaranLangsung*, (Surabaya : Unipres IKIP Surabaya, 1999), 3

groups to apply the newly acquired skills and build their own understanding of the learning material. "[24]

The steps for implementing the expository learning strategy are as follows[25]:

1. Teacher conveys the objectives and prepares the students

2. Teacher demonstrates the material and practice

3. Teacher guides the training

4. Teacher checks understanding and provides feedback

5. Teacher provides opportunities for students to do advanced exercises

Thus, this expository approach has the following advantages:

a. With expository learning strategies the teacher can control the sequence and breadth of the learning material, thus he can find out the extent to which students master the subject matter presented.

b. Expository learning strategies are considered very effective if the subject matter that must be mastered by students is quite broad, while the time they have for learning is limited.

c. Through expository learning strategies, besides students can hear through narratives about a subject matter, students can

---

[24] Ibid, 8

[25] Abdullah Sani, Ridwan, *Strategi Belajar Mengajar,* (Depok: Raja Grafindo , 2019), 175

also see or observe (through the implementation of demonstrations).

d. Another advantage is that this learning strategy can be used for large numbers of students and class sizes.[26]

2) Heuristic Learning Strategies

Heuristic comes from Greek, namely heuriskein, which means "I Found". In its development, this strategy has developed into a learning strategy that emphasizes student activity in understanding learning material by using "heuriskein (I found)" as a reference. This learning strategy is based on message processing / information processing carried out by students so that they acquire knowledge, skills and values.

This strategy assumes that learning activities must be able to stimulate students to be active in the learning process, such as understanding subject matter, being able to formulate problems, establish hypotheses, look for data / facts, solve problems and present them.[27] So it can be concluded that a heuristic strategy is a learning strategy that emphasizes more on student activities in the learning process in developing students' intellectual thinking processes. In another definition, it is stated that the heuristic learning strategy is a series of learning activities that emphasize

---

[26] Haudi, *Strategi Pembelajaran, (Sumatera Barat: CV Insan Cendikia Mandiri, 2021), 89-90*

[27] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta, BumiAksara, 2001), 219

critical and analytical thinking processes to seek and find answers to a question in question.

This strategy departs from the assumption that since humans were born into the world, humans have the urge to discover their own knowledge. Curiosity about the state of nature around him is human nature from birth. Humans have a desire to know anything through the various senses that exist in humans. Human knowledge will be more meaningful if it is based on that curiosity.

The main stresses of learning in this strategy are, (1) developing thinking skills, (2) increasing the ability to practice research methods and techniques, (3) training specific skills, and (4) finding things out.[28]

The purpose of the heuristic strategy is to develop intellectual skills, critical thinking and be able to solve problems scientifically. In the next process, students will be able to understand the material from a lesson maximally by processing and dealing with subject matter problems as well as in learning problems.

The purpose of the heuristic learning strategy is to teach students to be reflective of meaningful social problems. This strategy is based on the assumption that:[29]

---

[28]Dimyati dan Mudjiono, *Belajar*…, 173
[29]Oemar Hamalik, Proses..., 224.

a) The main objective of education must be a reflective test of the values and important issues of today.

b) Social science must be studied in the study of efforts to develop solutions, meaningful problems.

c) Allows students to develop awareness and facilitate problems about the role and function of groups and decision-making techniques.

The steps for implementing the heuristic learning strategy are:

a. Plan a learning in accordance with the reasonableness of mental development (*developmentally appropriate*) students.

b. Form an independent learning group (*independent learning group*).

c. Provide an environment that supports self-regulated learning.

d. Considering the diversity of students (*diversity of students*).

e. Pay attention to students' multiple intelligences.

f. Using questioning techniques to improve student learning, problem solving development, and higher order thinking skills.

g. Applying an authentic assessment.[30]

---

[30] Nurhadi and Agus Gerrad, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: State University of Malang, 2003), 20-21

The advantages of Heuristic Strategy are :

a. Requires teachers to skillfully stimulate students to express and activate students towards learning materials that are mastered and owned.

b. Students will gradually form positive attitudes towards themselves, including: creative, critical, innovative, confident, open and independent.[31]

2. Multicultural Education Values

a. The definition of Multicultural Education

According to Andersen and Cusher (1994: 320), multicultural education can be interpreted as education about cultural diversity.[32]This definition contains broader elements. However, the position of culture is still the same, which includes cultural diversity. In other words, cultural diversity is a subject matter that must be considered, especially for curriculum development. Something that is studied as an object of study.

James Banks (1993: 3) defines multicultural education as a series of beliefs (cells of beliefs) and explanations that recognize and assess the importance of cultural and ethnic diversity in the form of lifestyle, social experiences, personal identity, educational

---

[31] Erawati, *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2012), 12

[32]Andersen dan Cusher, "Multicultural and Intercultural Studies" in C. Marsh (ed), *Teaching Studies of Society and Environment* (Sydney: Prentice-Hall, 1994), hlm. 320.

opportunities from individuals, groups or countries.[33]He defines multicultural education as ideas, movements, educational reforms, and educational processes whose main purpose is to change the structure of educational institutions so that male and female students, students with special needs, and students who are members of different racial, ethnic and cultural groups various have the same opportunity to achieve academic achievement in school.So, With the existence of multicultural education students are able to accept differences, criticism, and have a sense of empathy and tolerance for others regardless of class, status, gender, and other things.

The Multicultural Education is response to the development of the diversity of the school population, as demanded equal rights for each group. This may imply that the multicultural education is education that includes all students regardless of their groups, such as gender, ethnicity, race, culture, social stratum, and religion.[34]

b. **The main objectives of Multicultural education**

The main objective of multicultural education is to change the learning and learning approach towards providing opportunities. the same in every child. So, nothing is sacrificed for the sake of unity. For that, the groups must be peaceful, understand each other, end differences, but still emphasize the general goal of achieving unity. Students are embedded in lateral thinking, diversity, and uniqueness

---

[33]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196

[34]Hasan Basri, *The Implementation of Multicultural Education In Islamic School (A Study in MTs Ar-Rahmah jabung Malang). (Malang : Universitas Islam Negeri Maulana Malik Ibrahim). 2017, 18-19*

are valued. This means that there must be changes in attitudes, behavior, and values, especially the school academic community. When students are among others with different backgrounds, they must learn from each other, interact and communicate so that they can accept the differences between them as something that enriches them. Differences in students that must be recognized in multicultural education include, among others, ethnic and racial minorities, groups of religious adherents, religions, sex, economic conditions, region / origin, physical and mental disabilities, age groups, and others. (Baker, 1994: 11).[35]

The purpose of multicultural education is to help students understand, among other things, the background of themselves and groups in society such as:

1) Develop an identity that is meaningful to everyone.

2) Enhance the ability to critically analyze routine problems and issues through a democratic process through a vision of a better, just, and free society;

3) Resolve overly ethnocentric and prejudiced attitudes;

4) Respect and appreciate the diversity of cultures and ethnic socio-historical;

5) Understand the social, economic, psychological, and historical factors that cause ethnic polarization, inequality and ethnic alienation.[36]

---

[35]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 199
[36]Ibid, 199

In conclusion, through this multicultural education students are given the opportunity and choice to support and pay attention to one or several cultures, for example value systems, lifestyle, or language.

c. **Multicultural Education Values**

Multicultural education has values that should be followed in the preparation of teachingand learning process, the values are: (1) acceptance and appreciation of cultural diversity, (2)respect for human dignity and universal human rights, (3) responsibility to the worldcommunity, and (4) respect for the earth. (Bennet,2 011).[37]

According to Farida Hanum in (Setya Raharja, 2011: 115), the core values of multicultural education are democracy, humanism, and pluralism.[38]

1) Value of Democratization

The value of democratization or justice is a comprehensive term in all forms, be it cultural, political, or social justice. Justice is a form that every human being gets something that is needed, not what is desired.

2) Value of Humanism

The value of humanism or human humanity is basically an acknowledgment of plurality, heterogeneity and diversity of humans. This diversity can be in the form of ideology, religion, paradigm, ethnicity, mindset, needs, economic level, and so on.

---

[37]LiliWahdini, *Integrating Multicultural Values in Teaching Speaking,* (SELT: Padang, 2014) 308
[38]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 200-201

3) The value of pluralism

The value of national pluralism is a view that recognizes the diversity of a nation, such as in Indonesia. The term plural contains various meanings, but pluralism does not mean simply recognition of these things, but has political, social and economic implications. Therefore, pluralism is related to democratic principles. Many countries claim to be democratic countries, but they do not admit to pluralism in their lives, resulting in various types of segregation. Puralism refers to the right to life of community groups that exist in a community

3. **English Learning in EFL Setting**

Oxford defines English as first, English and second, British people. Webster explained that a teacher is a person or thing that teaches something. Meanwhile, Murray described a teacher as a symbol of learning; learner leaders and wonders for education. In fact, the Big Indonesian Dictionary says the teacher is the person in charge of teaching. In accordance with Law Number 14 Phase 1 2015 at Uno, teachers are professionalism that aims to educate, teach, lead, direct, train, assess, and evaluate students ranging from young students to senior levels.

Furthermore, Gill explained that English teachers are currently working in subject-specific classrooms in middle and high schools, colleges and universities, and they may specialize in certain areas such as English competition. In English Language Teaching, EFL lecturers provide the learners integrated skills, namely; listening, speaking, reading,

and writing by implementing various methods or strategies to increase the students' motivation and involvement in the teaching and learning process. At university, the English language teaching aim is to improve the student's language skills both oral and written.[39]Therefore, the researchers concluded that English teachers are people who teach English material in class.[40]

4. **Online Learning**

   a. **Definition of Online Learning**

   Learning is the interaction that occurs between educators and students, in which there are knowledge exchange activities.Accordingto Molinda, cited by Zainal et al., Online learning is a learning activity that occurs between long-distance or face-to-face educators and students that utilize telecommunications and information technology , for example the internet, and the CD-ROOM (directly and indirectly).[41] Online learning connects students with educators and other learning resources that are physically separated by distance. However, with online learning, the learning can still interact, communicate or collaborate directly and indirectly.

   Online learning is a model of the learning process in which educators provide theory or material concepts to student not face to

---

[39]Ahmad Ridho, *Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia,* English Language Teaching Educational Journal ISSN 2621-6485 Vol. 3, No. 2, 2020, 164

[40]Nurul Azhar, *The English Teacher's Competence in The English As A Foreign Languavve Learning At MA MADANI ALAUDIN PAO-PAO, GOWA South Sulawesi.* Makassar. Alauddin State Islamic University. 2016, 13-14

[41]Zainal Abidin, dkk, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19" *Jurnal Ilmiah Profesi Pendidikan,* 1(Mei, 2020), 65.

face directly but the learning process is carried out in an online-based environment such as the internet.

Online learning consists of 3 (three) conditions, namely independent learning, asynchronous interaction, and synchronous learning. In independent learning, students must adjust their own learning schedule, students can review the material anytime and anywhere, and students must be able to motivate themselves. In asynchronous interactions, students and teachers can interact at different times and places, for example in the form of discussion forums, or e-mail. In synchronous learning, students and teachers can interact directly through online media, for example through chatting facilities, audio-video conferences, videostreaming, and online tests or quizzes.[42]

b. **Various kinds of online learning**

Internet connection is very important in the era of globalization to increase human activities in various economic, cultural, defense, and many other activities (Fallows, 2004). In this era of globalization, technology is able to advance human life, one of which is in the field of education. With the use of technology, teaching and learning activities are now not only carried out in schools, but can also be do

---

[42]Ng Poi Wong, "Rancang Bangun Pembelajaran Online SistemOperasi Windows 7 dengan HTML 5" *JurnalSifoMikroskil*, 1(2011), 23.

remotely.[43]There are several distance learning facilities that can be used, such as[44] :

1) Video conference (face to face online)

Face to face online is a facility that can be used in distance learning. Students and teachers can seem like they are facing and observing each other. This facility makes it easy to conduct performance appraisals in the form of practice. Teachers can give questions or orders to students to demonstrate the knowledge they already have, then the teacher observes and gives assessments according to predetermined aspects. In using this facility, you can take advantage of applications such as whatsapp, zoom, google meet, etc.

2) Learning Management System (LMS)

LMS is an integrated online learning management system through an application. In this LMS there are several features that not only support learning, but also include learning assessment. Teachers can provide performance appraisals by giving assignments to make a product related to the subject being studied, then students can enter it into the LMS according to existing features. Then the teacher can check and assess student products according to predetermined aspects.Virtual learning provides unique features of a learning management system, for instance, authoring tools, rubrics,

---

[43]Ahmad Ridho, *Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia,* English Language Teaching Educational Journal ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173

[44]DirektoratJenderal Guru danTenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, *Panduan Pembelajaran Jarak Jauh: Bagi Guru selama Sekolah Tutup dan Pandemi Covid-19 dengan semangat Merdeka Belajar* (2020), 9.

feedback tools, chat discussion, comment field, assignment submission, and files or document sharing.[45]

3) Digital portfolio

Digital portfolios are collections of student work within a certain period of time but the collection is digital. In practice, educators can use applications or platforms that can make it easier for students to send their work.[46] This assessment is relevant at the creating level of Taxonomy Bloom so that students can create, design, design, invent, and produce. So that teachers get a better understanding of the abilities and knowledge of their students.

[45]Rojabi, A. R. 2020. "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia." *English Language Teaching Educational Journal.* ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173

[46]Yuliana, 2020."*Ragam Penilaian online dalam Pembelajaran Jarak Jauh*" Webinar Indonesia Edu. (https://guruberbagi.kemdikbud.go.id/aksi/ragam-penilaian-online-untuk-pembelajaran-jarak-jauh/diakses tanggal 23 Oktober 2020)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents an overview of research methodology related to research design, research location, research subject, data collection techniques, data analysis, data validity, and research stages.

A. Research Design

The approach taken in this research is qualitative research. Cresswell states in his book that "Qualitative is a type of educational research in which the researcher relies on the views of the participants, asks broad general questions, collects data consisting of words (or texts) from the participants, describes and analyzes these words. of the theme, and conduct investigations subjectively, based on. "This study uses a qualitative approach because the researcher wants to investigate, understand and research the strategies used by English teachers in embedding the values of multicultural education.

This type of research is a case study. A case study is a method for collecting and analyzing data about a case. Something is usually used because there are problems, difficulties, obstacles, deviations, but there is also something. make a case even though there is no problem, instead, it is made a case because of his superiority or success. The researcher chose to use the case study method because the researcher wanted to analyze the strategies used by the teacher. So with this type of case study research, researchers will get an overview and information about the strategies used by English teachers in embedding the values of multicultural education.

B. Research Location

The location of the research indicates where the research is to be carried out. The research area usually contains the location (village, organization, events, texts, etc.).[44] The location used as a place for this research is SMAN 4 JEMBER with the consideration of the diversity of students from regions, cultures, languages, beliefs, and others. Thus researcher wants to know how the English teachers embed the multicultural education values in students so they can respect other student's culture and get to know their own cultures.

C. Research Subject

Research subjects are data sources that provide the information needed in research. The research subjects in this study were determined by the purposive sampling technique. This technique is the technique of determining the selected informants with specific considerations and goals. This particular consideration the person who is considered to know the most about what the researcher expects, or maybe he is the ruler so that it make easier for the researcher to explore the object or social situation under study.

For this reason, in this study, the researcher involved school components at SMAN 4 Jember.Subjects that were used as informants included:

1. Principal of SMAN 4 Jember
2. Assisstant Principal of Curriculum SMAN 4 Jember

---

[44]Tim penyusun, *Pedoman*, 49.

3. Two English teachers of SMAN 4 Jember (Teacher of class X and XI. They are selected based on the diversity of the class that they teach)

4. Students of SMAN 4 Jember (Muslim student and non Muslim student from class X and XI)

Research subjects were recruited using of purposive sampling techniques, namely selecting people who provide the required information such as English teachers because they are the main subject of the study.

D. Data Collection Techniques

The data collection technique is the most strategic step in research because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the established data standards.[45]

Research at SMAN 4 Jember uses several methods of data collection during the research process, including the following:

1. Observation

The form of data collection tool is carried out using observation or observation which includes the activity of loading attention to an object by using all the senses.[46] In this method, the researcher observed closely how the learning process is so that the data cannot be engineered or fabricated.

The type of observation used by the researcher was non-participatory observation. It is called non-participatory observation when the researcher is not involved with the daily activities of the person being

---

[45]Sugiono, *Metodologi Penelitian Kuantitatif, Kualitatifdan R&D*, (Bandung: Alfabeta, 2008), 224.

[46] Nana SyaodihSukmadinata, *Metode Penelitian Pendidikan*, (Bandung: RemajaRosdakarya, 2007), 157.

observed or who is used as a source of research data. The researcher also do not feel the joy and sorrow of what the data sources are doing. With this non-participant observation, the data obtained show the real.

The data obtained by researchers using observation techniques are as follows,

a. The online learning process that contain multicultural education values at SMAN 4 Jember

b. The strategy of english teacher in embedding multicultural education values in online learning at SMAN 4 Jember

In observation, the researcher collected data about online learning process by following the class zoom meeting.

2. Interview

Data collection done using the interview method, interviews are activities carried out to obtain information directly by expressing questions to informants, and activities are carried out orally. Besides, the researcher brings other instruments as a guide in interviews such as voice recorders, pictures, brochures, and material.[47]

Collecting data by interview allows the researcher to know more deeply about the participants in interpreting the situations and phenomena that occur, which cannot be found through observation. The type of interview used in this study is a semi-structured interview that falls into the in-depth interview category, where the implementation is freer when

---

[47]Sugiono, *Metodologi Penelitian,* 139.

compared to structured interviews. The purpose of this interview is to find more open problems, where the participants are asked for their opinionand his ideas.[48]

The data obtained from this interview process are as follows,

a. English teacher's understanding of multicultural education.

b. English teacher strategy in embedding multicultural education values in online learning.

c. The learning activities in online learning.

In the interview, the researcher asked several questions to the research subject that the researcher has already prepared in the form of instrument grid. Interviews with students are also delivered in Indonesian to avoid miscommunication.

3. Document Review

The next method is document review. Document review is a method of collecting data by looking for data about things or variables in the form of notes, transcripts, lesson plan, and videos.[49]

The data collected with documentation are as follows.

a. Profile of SMAN 4 Jember

b. Videos of online learning process in embedding multicultural education values at SMAN 4 Jember

c. Lesson Plan of English Teachers at SMAN 4 Jember

---

[48]Sugiono, *MetodologiPenelitian,* 233.
[49]Surhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), 206.

E. Data Analysis

The data analysis process in this study will begin by examining all the data that had been obtained. Bogdan said that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be understood, and the findings can be shared with others.[50]

Data analysis in this study use field data analysis by Milles and Huberman's model. Data analysis is carried out when data collection takes place, and after completing data collection within a certain period. If the data obtained is deemed unsatisfactory, the researcher can search for data again until it is deemed credible.[51] Activities in data analysis, namely; data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Miles, Huberman, and Saldana argued, "datacondensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the datathatappear in the full corpus (body) of written-up field notes, interview transcripts". Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes and transcripts.[52]

In this stage, the researcher will selects, focuses, simplifies, and transforms the teacher's strategy in embedding the values of multicultural

---

[50]Surhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006) 224.

[51]Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2018) 246.

[52]Miles, Huberman dan Saldana, *Qualitative Data Analysis* (America: SAGE Publications, 2014),12.

education and discards what is deemed unnecessary in the data collected. So that the condensed data provides a specific picture of how the teacher's strategy is in the embedding of multicultural values and facilitating further data collection.

2. Data Display

After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it will be easier to understand what happened, plan the next work based on what has been understood.[53]

In this section, the researcher will present research data regarding what strategies the English teacher uses to embed multicultural education values during online learning in the form of short descriptions, clear charts, tables or flowcharts, and the like to make it easier to understand the implementation of further research.

3. Conclusion drawing/verification

The next step is drawing conclusions or verification. Conclusions in qualitative research are new findings that do not yet exist. The findings can be in the form of descriptions or descriptions of objects that were previously dim or dark so that after being studied it becomes clear, can be in the form of causal or interactive relationships, hypotheses, or theory.

Conclusions in qualitative research may be able to answer the formulation of problems that have been formulated from the start, but

---

[53]Sugiono, *Metodologi,* 249.

maybe not, because it has been argued that problems in qualitative research are still temporary and will develop after the research is in the field.[54]

In the final step of data analysis, the researcher concluded the data that had answered the research problem formulation, namely what strategies were used by English teachers in embedding multicultural education values during online learning and making it easier for researchers to carry out further activities in processing data.

F. Data Validity

Testing the validity of the data needs to be done in qualitative research to show the confidence of the findings using proof by the researcher on the fact that is being studied.

The validity of data in this research tested by data triangulation. In this credibility test, data checking is seen from various sources in various ways, and at various times. Thus there is source triangulation, triangulation of data collection techniques, and time triangulation.[55]

The validity of this study used data source triangulation and technical triangulation.

1. Source Triangulation

Source triangulation means to get data from different sources with the same technique This source triangulation can be achieved by: 1) Comparing the observed data with the interview data 2) Comparing what people say in public with what is said in general personal 3) Comparing

---

[54]Sugiono, *Metodologi,* 253.
[55]Sugiono, *Metodologi*, 273.

what people say about the research situation with what is said over time 4) Comparing the circumstances and perspectives of a person with various opinions and views of others 5) Comparing the results of the interview with the contents of a related document.

2. TechniqueTriangulation

Technique triangulation means that researchers use different data collection techniques to obtain data from the same source. The researcher used non participant observation, in-depth interviews, and document review for the same data source simultaneously.[56]

In conclusion, to conduct data validity, the researchers use those two techniques to find out the validity of the data obtained by the researchers easily. Both of those techniques are carried out by collecting different data such as observations about activities during learning, interviews about teaching strategies, and taking documentation to prove research implementation. From this, the researcher compared the data he obtained to get valid research results about the strategies of English teachers in embedding the values of multicultural education during online learning.

G. **Research Stages**

In this research, there are several steps that the researchers will do, namely:

1. Pre Field Stage (Preparation)

The pre-field stage is the stage that is carried out before the research is carried out. The activities are in the pre-field stage, namely:

---

[56]Hardani dkk, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 155.

a. Prepare a Research Plan

   The design of this research is the background of the problem and the reasons for conducting the research, the selection of the location, the determination of the research schedule, the design of data collection, the design of data analysis procedures, and the design of checking the validity of the data.

b. Exploration Study

   An exploratory study is a visit to the research location before the research before implementation, to know the research location and all conditions to be studied.

c. Licensing

   In connection with research that is outside the campus and is a government institution, this research requires the following permissions and procedures, namely a request for a cover letter from the Jember State Islamic Institute (IAIN) as a research permit application submitted to the school.

d. Preparation of Research Instruments

   Activities in the preparation of research instruments include compiling a list of questions for interviews, making observation sheets, and recording required documents.

2. Implementation Stage

   In the implementation stage, activities that will be carried out include:

a. Data Collection

Data collection was carried out with a predetermined schedule using observation, interview, and documentation techniques.

b. Data Processing

Data processing from the results of data collection in research is intended to facilitate data analysis.

c. Data Analysis

After everything is collected and arranged, data analysis can be carried out using qualitative analysis techniques, namely presenting a description of what has been obtained during data collection. The results of the analysis are described in the data exposure and research findings.

3. Reporting Stage

The reporting stage is the preparation of research results in the form of a thesis following the applicable guidelines in the Jember State Islamic Institute (IAIN) program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents data such as the results of observations, interviews, and documentation that are directly related to the focus of the research. After researching the relevant data sources of the problem of the English teacher's strategy in embedding multicultural education values in online learning at SMAN 4 Jember.

A. **School Profile**

a. School Description

SMA Negeri (SMAN) 4 Jember, is one of the senior high schools at Jalan Hayam Wuruk 145sub-district Kaliwates, Jember and right on the edge of the provincial road and not far from the Tawang Alun terminalfrom thedirectionof Surabaya.

SMAN 4 Jember wasfounded in 1977 under thename SMA FIP with the status of a private school and is under the support of the University of Jember as an educational laboratory. Then in 1978, it changed to SMAN 4 Jember with the supportof the Department of Education.

b. Vision, Mission, and Goal

1. Vision

"The Realization of Intelligent, Skilled, and Character Humans"

2. Mission

To realize the vision, SMA Negeri 4 Jember determines the strategic steps stated in the following mission:

45

a) Building a religious school culture with a spirit of togetherness.

b) Forming school members can manage time effectively and efficiently.

c) Forming skilled human beings who are ready to compete in the global era

d) Implementing quality learning and training effectively and efficiently in the development of science and technology.

e) Improving academic achievement based on Graduate Competency Standards.

f) Improving extra-curricular achievement.

g) Realizing superior human beings, personality and critical to face life's challenges.

h) Developing an honest attitude, discipline, responsibility, care for the environment, and love for the homeland.

c. School Goals

From the vision and mission that formed, SMAN 4 Jember has the following objectives:

1) Equipping school members can communicate actively in English.

2) Equipping students with Information and Communication Technology (ICT) based skills.

3) Equipping students with science and technology so that graduates can to continue to higher education levels.

4) Establishing a culture of punctuality in every activity.

5) Forming school citizens who are personality and critical so that they can to make decisions in looking at the future.

6) Forming school residents to become people who are pious and have noble character.

7) Embedding an unyielding attitude in competing, adapting to the environment, and developing an attitude of sportsmanship.

8) Embedding awareness in all school members intensively to always behave honestly, be disciplined, responsible, environmentally friendly, and love the homeland.

9) Optimizing implementation of Active, Innovative, Creative, Effective, and Fun Learning.

d. The Profile of Teachers at SMAN 4 Jember

Human resources are the most important factor in realizing and implementing the education and teaching process, in this case, students, teachers, and administrative staff, where all three systematically carry out school functions in realizing the goals and ideals of education in schools.

The total number of teachers who teach at SMAN 4 Jember is 47 teachers, consisting of 29 PNS teachers and 18 non-PNS teachers. The recruitment of teaching staff adjusted to their potential and capacity. The following is a table of teacher data and the subjects :

Table 4.1
Teacher and subject data

No.	Subject	Total hours	Teacher
1	Islam Education and Moral	81	Abdul Halim, S.Ag
			Dra. SitiMardiyah
			MidrorunNiam, SH
2	Pancasila and Civic Education	54	Muhammad Amin, S.Pd, M.Pd
			Edi Supangkat, S.Pd
3	Indonesian	108	IDA ERNAWATI, S.Pd. M.Pd
			Dra. Sri Harmini

			SofiatulAnnisa, S.Pd
			Elisa DwiJanuarita, S.S.
			Drs. Abdul Muis, M.Pd
			Adhitya Tri Nanda, S.Pd.
4	Mathematics	178	Dra. Harwati
			NurKomari, S.Pd
			EkoSubiyantoro, S.Pd
			HandokoHadi, S.Pd
			FindaDwiPermatahati, S.Pd.
			RO'SIL QOHHAR LEOGIMAH WAKHADA, S.Pd
			LindaKusumawardani, S.Pd.,M.Pd.
5	Indonesian History	83	Dra. Riyati, M.Pd
			Drs. PurwoNugroho
			Agustini, S.Pd
6	English	112	Muhammad Salim, S.Pd
			Drs. BambangSunardi, M.Pd
			Yuliati, S.Pd, M.Pd
			PutriFirdaNurulIstiqomah, S.Pd
7	Art and culture	54	PradhitaIntanFahrindianti T., S.Pd
			Elvira KurniaRamadhani
8	Physical Education and Health	81	Dra. ReviCahyoEndrawati
			Andika Fence HijratulAchmad, S.Or
			RonyIwanRiswanto, S.Pd
9	Craft and Entrepreneurship	54	Dian Sandy Utama, S.Kom
			MokhamadRiyanArdiansyah, S.Pd
10	Biology	87	Drs. Tohar Ahmad
			Dra. Tri Wahyuti
			Drs. Amir Mahmud, M.Pd
11	Physics	91	JujunEndahPratiwi, S.Pd
			Dra. EnySetyowati
			Siva NurIsmaya, S.Pd
			Muhammad Effendi, S.Pd, M.Pd
12	Chemistry	70	Dra. TutikDaryati, MM
			Han Nanik, S.Pd
			HARTUTIK HANDAYANI, S.Pd.Kim
13	Geography	29	Ike Fatmawati, S.Pd
14	Sosiology	29	YettyNoermaningsih, S.Pd, M.Pd
15	Economy	59	ERVA VERA DINATA, S.E
			Yayuk Sri RahayuBudiawati, SE
16	Local Content	36	MiftakhulKhusnah, SS

e.   The Profile of the English teacher at SMAN 4 Jember

The effectiveness and suitability of a learning process is the duty and responsibility of teachers in schools, especially in the current conditions that requires teachers to more enthusiastic in teaching. In forming the student's personality, all teachers need to be involved in it, especially the role of the English teacher. Learning a foreign language is unusual and even requires more effort to realize the desired goal. The details of the English teacher as well as the status, and when they start teaching:

Table 4.2
English Teacher Data Table

No.	Name	Status	Education	Time
1.	Muhammad Salim, S.Pd	PNS	S1	01/12/1987
2.	Drs. BambangSunardi, M.Pd	PNS	S2	01/12/2000
3.	Yuliati, S.Pd, M.Pd	PNS	S2	01/01/2009
4.	PutriFirdaNurulIstiqomah, S.Pd	NON PNS	S1	01/07/2019

f.   The Profile of the students of SMAN 4 Jember

Students at school are part of the educational process because the educational process will not take place wellwithout it. After all, the main component is students who are the container in the process of transforming knowledge. The following is the state of the students in May that I got through a document review:

Table 4.3
Students Data Table

No	Class	Total	
		Before mutation	After Mutation
1	X	314	315
2	XI	318	318
3	XII	317	327
Total		949	950

B. Research Findings

1. The Expository Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

Multicultural education at SMAN 4 Jember, is not only limited to a description of the subject at school, but also the teacher connects learning with multicultural attitudes. It makes students to fair, humanism, and plural with the diversity in schools because multicultural education is very important for students. This is supported by one of the English teachers, Bambang Sunardi at the school.

> "Multicultural education is very important for students and tenageers, now because it has many advantages so that the school community is tolerant of each other and lives in harmony. Even they have different religions and languages. But they respect and respect each other, do not corner each other, belittle, bully, and most importantly do not prove their group." [57]

So, teachers still embed the multicultural education values in online learning.

In this conditions of online learning, schools as places of learning must provide the facilities needed by teachers and students. SMAN 4 Jember provides online learning facilities such as LMS (Learning Management System) and online learning applications such as zoom, google classroom and others. However, this LMS is only used to input student scores. Every teacher, especially the English teacher at SMAN 4 Jember, uses applications in online learning such as Google Meet and Zoom.

---

[57] Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

The explanation above is strengthened by the results of the researcher's interview with Mr. Bambang as an English teacher:

"...... schools also give LMS but only for enter of student values during online learning." [58]

In addition, teachers are also required to be creative in delivering material because the teacher is the main source for students to give knowledge. So the teachers need strategies to still embed the multicultural education values in online English learning.

The expository strategy is a strategy used by English teachers in embedding multicultural education values at SMAN 4 Jember. This strategy is carried out by several learning activities. The following are English learning activities in implementing expository strategies in inculcating multicultural educational values:

a. The English teacher conveys learning objectives,

b. The English teacher prepares students by asking them to pray. This learning activity is supported by Mrs. Putri as an English teacher :

> "In particular, the insights and multicultural education values in this school are not directly embedded in students. But every time we carry out learning, teachers make habits to pray before the class begins that show we must tolerate each other in the diversity differences that exist in schools."[59]

c. The English teacher delivers the material,

d. The English teacher guides student training and provides feedback on students' understanding. This is in accordance with the lesson plan of class X by Mrs. Putri[60] and class XI by Mr. Bambang Sunardi.[61]

---

[58]Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[59] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[60] Putri, *Telling Past Events RPP,* (X : SMAN 4 Jember), genap

This expository strategy has steps for carrying out learning where these steps are contained in learning activities in the lesson plan. So that, in carrying out this strategy the English teacher needs to prepare a lesson plan before learning begins. During online learning at SMAN 4 Jember, all teachers are required to make lesson plans to make it easier for them to teach. This matter, below are the results of an interview with Mr. Bambang as an English teacher:

> "In this online learning, teachers are required to use one sheet of lesson plans considering the reduced lesson time, this lesson plan ready before delivering material to students to make it easier for us as teachers in the process of learning English in online classes." [62]

In addition, the researcher also interviewed Mr. Amir Mahmud of the assisstant principal of curriculum in the online learning process at SMAN 4 Jember, the results were as follows:

> "The teacher's learning strategy uses RPP because it makes easier to attract student responses and stay active during online learning." [63]

In this case, the English teacher at SMAN 4 Jember did not directly inform that they used expository strategy in embedding multicultural educational values in online learning. The following presentation of the results of the interview with Mrs. Putri as an English teacher:

> "Actually there is no specific strategy in embedding the multicultural education values in English learning. I usually give stories that I take from western culture which has a culture of respect and democracy.."[64]

---

[61] Bambang, *Cause and Effect RPP,* (XI : SMAN 4 Jember), genap
[62] Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[63] Amir, Deputy Principal of Curriculum at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[64] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

So based on observations, interviews and document reviews that researchers did, in embedding the multicultural education values, the expository strategiy was carried out through several online learning activities. The English teacher at SMAN 4 Jember gives a story that contain multicultural education values from western culture, English teachers also get used to praying together according to their religion before starting online learning. In addition, the teacher provides feedback and guides the practice regardless of the student's background. From these learning activities, it can be concluded that the English teacher at SMAN 4 Jember uses expository strategies in embedding multicultural education values in students when learning online.

2. The Heuristic Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

In embedding multicultural education values in online learning, SMAN 4 Jember also uses a heuristic strategy. This strategy is carried out through several activities by the English teacher. In carrying out this strategy, students are given the opportunity to be active in the learning process. The following is the process of carrying out the heuristic strategies in online English learning at SMAN 4 Jember:

a. The teacher prepares learning materials according to student development using student worksheet and power point. This process is supported by the statement of Nur Kholik Aziz who is a student of class XI IPS 1:

"In my opinion, English lessons in online learning are quite fun, because the material delivered is according to our knowledge and the delivery of the material is friendly and fun so that I as a student do not find it difficult."[65]

b. The teacher forms an independent study group. In determining study groups the teacher divides the students equally and does not see their background. This is part of embedding multicultural education values in students. The following are the results of an interview with Cornelius Loius Nathan class X IPA 6:

"There is no difference and discrimination that English teachers do to students during online learning. Even when we are given group assignments without distinguishing and seeing our diverse backgrounds."[66]

c. The teacher uses the technique of asking questions when the material has been delivered to increase students' knowledge and develop problem solving. In this activity the English teacher provides a stimulus through a story then students are asked to conclude the message that can be taken from the story. In accordance with Mrs. Putri as an English teacher:

"I usually give a story that I take from western culture to attract student responses in terms of asking questions about learning materials and embedding multicultural education values."[67]

In this activity, the English teacher also did not discriminate and did not only ask one student to answer. This is indirectly an embed of multicultural education values in students. The following are the results of an interview with Nur Kholik Aziz, a class XI IPS 1 student:

---

[65] Aziz, Student of XI IPS 1 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text

[66] Louis, Student of X IPA 6 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text

[67] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

"When I asked for help by the teacher whether it asked to choose one of the students to work on questions or read, I once appointed a friend of a different religion and did not always appoint my friend who was of the same religion as me."[68]

d. The teacher asks students to observe, identify[69] and analyze[70] English material in online learning to improve students' thinking skills.

In carrying out this heuristic strategy, students are more involved in applying multicultural education values during in online English learning. The division of students into independent study groups makes them successful in solving problems in English material because they do not prioritize their respective opinions and do not see their religion. When given a story students are also able to solve the moral message that can be taken from the story that the English teacher conveys.

So based on observations, interviews and document reviews that researchers did, in embedding the multicultural education values, the heurictic strategy was carried out through several online learning activities. The English teacher at SMAN 4 Jember prepares learning materials through student worksheets and power points. In addition, the teacher uses a questioning technique so that students are more active in the classroom so they can develop their thinking skills as well as in problem solving. The questions that are often asked by English teachers when learning online are what is the meaning and purpose of the material or what is the moral message that students can convey from the teacher's story. From these

---

[68] Aziz, Student of XI IPS 1 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text
[69] Putri, *Telling Past Events RPP*, (X : SMAN 4 Jember), genap
[70] Bambang Sunardi, *Cause and effect RPP*, (XI : SMAN 4 Jember), Genap

learning activities, it can be concluded that the English teacher at SMAN 4 Jember uses heuristic strategies in embedding multicultural education values in students when learning online.

The following is a table of the results of the English teacher strategy research:

No	Strategy	Result
1.	Expository Strategy	The English teacher conveys the learning objectives then asks students to pray before starting the lesson. After the students were ready, the English teacher delivered the material followed by a joint discussion about the material and provided feedback on students' understanding. This is in accordance with the lesson plans of every English teacher.
2.	Heuristic Strategy	The English teacher prepares teaching materials according to student development by using student worksheets and then forming independent study groups. After they had a discussion, the teacher used a questioning technique to find out students' understanding then the teacher asked the students to observe, identify and analyze the material to develop problem solving thinking skills.

C. **Research Discussions**

1. The Expository Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

The educational institution of SMAN 4 Jember has diverse students, both religious, ethnic, linguistic, and social, so during online learning, multicultural education values are still embedded in order to

remain in line with the school's goals. Banks identified the purpose of multicultural education to take advantage of the role of schools in seeing diversity, and to assist students in being positive about cultural differences so that through learning that embeds multicultural education values, students can reduce discrimination.[71] Therefore, educators are an important factor in embedding multicultural education values in schools. English teachers also have an important role in multicultural education, because if a teacher has a mindset about understanding multicultural diversity, he will also be able to teach and embed multicultural education values through classroom learning.

The results of the presentation of observation data, interviews and document review, SMAN 4 Jember carried out an expository strategy. According to Anissatul Mufarokah, expository learning is the teacher presenting in a form that has been prepared neatly, systematically and completely, so that students just need to listen and digest it in an orderly and regular manner.[72] In the expository learning strategy, the teacher processes the material thoroughly before it is delivered in class because the teacher plays a very dominant role while the students act as passive.[73]

The carry out of the expository strategy in online English learning is carried out through appropriate steps. The English teacher is active in the classroom by delivering material, and providing feedback on students'

---

[71] Suparlan dan Sri Utari, *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia* (Malang: Madani Media, 2018), 4-5
[72] Annisatul Mufarokah, *Strategi Belajar Mengajar,* (Yogyakarta: Teras, 2009), 60.
[73] Iskandarwassid dan Dadang, *Strategi Pembelajaran Bahasa,* (Bandung: Rosda Karya, 2018), 29-30

understanding. In addition, the English teacher does not discriminate between students when guiding the training and providing opportunities to answer. The learning activities carried out have indirectly embedded multicultural education values to students through habits in the classroom. The process of learning activities has been in accordance with the steps in carrying out of the expository strategy which include:

a. Teacher conveys the objectives and prepares the students

b. Teacher demonstrates the material and practice

c. Teacher guides the training

d. Teacher checks understanding and provides feedback

e. Teacher provides opportunities for students to do advanced exercises.[74]

The selection of teacher strategies in embedding multicultural educational values during online learning is expected to help realize multicultural-based English learning and make it easier for teachers to convey English material well during online learning. For an English teacher, conveying multicultural education values is an obligation as an acceptance of diversity so that both online learning and face-to-face teachers can foster a broad attitude towards diversity by presenting multicultural education values in learning English. The expository strategy also has the following advantages:

a. With expository learning strategies the teacher can control the sequence and breadth of the learning material, thus he can find out the extent to which students master the subject matter presented.

---

[74] Abdullah Sani, Ridwan, *Teaching and Learning Strategies*, (Depok: Raja Grafindo, 2019), 175

b. Expository learning strategies are considered very effective if the subject matter that must be mastered by students is quite broad, while the time they have for learning is limited.

c. Through expository learning strategies, besides students can hear through narratives about a subject matter, students can also see or observe (through the carry out of demonstrations).

d. Another advantage is that this learning strategy can be used for large numbers of students and class sizes.[75]

Thus the presentation of the findings the expository strategy carried out by the English teacher in online learning at SMAN4 Jember. In planting multicultural education values, it can be seen that schools have embedded these values as schools that have a diversity of religions, ethnicities, and languages that uphold the love of the homeland and can be applied in daily interactions in the school environment.

2. The Heuristic Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

The strategy has the essence to provide convenience or facilities to students towards achieving the goals of their own learning.[76] In addition to using expository strategies, the English teacher at SMAN 4 Jember also uses heuristic strategies. The heuristic strategy assumes that learning activities must be able to stimulate students to be active in the learning process, such as understanding subject matter, being able to formulate

---

[75] Haudi, *Strategi Pembelajaran, (Sumatera Barat: CV Insan Cendikia Mandiri, 2021), 89-90*
[76] Suparlan dan Sri Utari, *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia* (Malang: Madani Media, 2018), 75

problems, establish hypotheses, look for data/facts, solve problems and present them.[77]

The heuristic strategy requires students to be more active than teachers in the learning process. In heuristic strategy, the main stresses of learning in this strategy are, (1) developing thinking skills, (2) increasing the ability to practice research methods and techniques, (3) training specific skills, and (4) finding things out. [78]

The carry out of the expository strategy in online English learning is carried out through appropriate steps. The expository strategies in online English learning is carried out through appropriate steps. The English teacher prepares student worksheets and power points about the material to be discussed in the lesson then the teacher forms independent study groups to discuss with each other. The formation of this group was carried out randomly without discriminating against students and looking at students' backgrounds. This activity is a form of embedding multicultural education values to students so that students do not feel discriminated against. In addition, the teacher also asks questions when learning is carried out. This activity is to develop students' thinking skills in solving a problem. As an assessment of these knowledge and skills, the English teacher asked to analyze and identify the material they had studied in order to determine their understanding of the material. Similar to group formation, each student is given the opportunity to answer the question. So that learning activities carried out indirectly have embedded multicultural education

---

[77]OemarHamalik, *Proses BelajarMengajar*, (Jakarta, BumiAksara, 2001), 219
[78]Dimyati dan Mudjiono, *Belajar…*, 173

values in students through habits in the classroom. The process of learning activities has been in accordance with the steps in carrying out expository strategies which include:

a. Plan a learning in accordance with the reasonableness of mental development (*developmentally appropriate*) students.

b. Form an independent learning group (*independent learning group*).

c. Provide an environment that supports self-regulated learning.

d. Considering the diversity of students (*diversity of students*).

e. Pay attention to students' multiple intelligences.

f. Using questioning techniques to improve student learning, problem solving development, and higher order thinking skills.

g. Applying an authentic assessment.[79]

From the activity process in applying heuristic strategies, these strategies can help realize multicultural-based English learning and make it easier for teachers to convey English material well during online learning. This heuristic strategy also provides advantages such as:

a. Requires teachers to skillfully stimulate students to express and activate students towards learning materials that are mastered and owned.

b. Students will gradually form positive attitudes towards themselves, including: creative, critical, innovative, confident, open and independent.[80]

---

[79] Nurhadi and Agus Gerrad, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: State University of Malang, 2003), 20-21

So that through embeddng multicultural education values, the social life of school residents at SMAN 4 Jember which has multicultural diversity with differences in religion, race, ethnicity, and culture will have a positive impact on making students and other educational components aware of differences. The practice of this heuristic strategy also provides benefits for students to express a good social life and form an open attitude towards diversity in the classroom.

Thus the discussion regarding the findings of expository and heuristic strategies carried out by English teachers in embedding the values of multicultural education in online learning at SMAN4 Jember. Schools use these two strategies in embedding values in order to achieve school goals that uphold love for the homeland and can be applied in daily interactions in the school environment. So that it is expected to be able to develop humans in differences because education is a process of developing all the potential in humans, such as intellectual, social, moral, religious, politeness and culture. So that it expected to able to develop humans in about differences because education is understood as a continuous or a lifelong process. It requires the highest respect for human dignity.[81]

---

[80] Erawati, *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2012), 12

[81] EtyKurniyati, *The Urgency of Multicultural Education to Islamic Learning in Schools EAS J Humanit Cult Study,* East African Scholars Publisher, Kenya Vol-2: Iss- 5 (May, 2020) 163

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of research that the author did at SMAN 4 Jember about embedding multicultural education values, it can be conclude that :

1. Based on data analysis and discussion, it is proven that the practicing of the expository strategy is carried out with the right steps in the online learning process in embedding multicultural education values at SMAN 4 Jember. The application of this expository strategy makes it easier for teachers to embed the values of multicultural education even in the online learning process because the teacher can control the learning process in the classroom.

2. In carrying out the heuristic strategy, students are more active than teachers when learning English online. This heuristic strategy stimulates students to express, activates students towards learning materials that are mastered and owned and develops thinking skills in solving problems because the main concept of this heuristic strategy is problem solving. So that students can form a positive attitude towards themselves and the surrounding environment to be open and accept diversity.

B. SUGGESTION

Based on the results of the research that the authors have done, starting from the conclusions and discussion of the research results described

above, related to the implementation of expository and heuristic strategies in inculcating multicultural educational values in online learning at SMAN 4 Jember, the researchers propose several suggestions:

1. The researcher add knowledge about strategies in embedding multicultural educational values in learning and are expected to be able to make a positive contribution to embedding multicultural educational values in English learning.

2. The results of this study allow for an in-depth follow-up on the strategy of English teachers in embedding multicultural education values at SMAN 4 Jember.

3. The multicultural education values are also expected to be directly or indirectly into English learning materials that will be delivered in learning activities.

REFERENCES

Abdullah Sani, Ridwan. *Strategi Belajar Mengajar*. Depok: Raja Grafindo, 2019.

Ahmadi, Abu, dan Joko Tri Prasetyo. *Strategi belajar Mengajar.* Bandung: Pustaka Setia, 1997.

Andersen dan Cusher. "Multicultural and Intercultural Studies" in C. Marsh (ed), *Teaching Studies of Society and Environment.* Sydney: Prentice-Hall, 1994.

Arikunto, Surhasimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta, 2006.

Azhar, Nurul. The English Teacher's Competence in The English As A Foreign Languavve Learning At MA MADANI ALAUDIN PAO-PAO, GOWA South Sulawesi (Thesis). Makassar. Alauddin State Islamic University, 2016.

Basri, Hasan. The Implementation of Multicultural Education In Islamic School : A Study in MTs Ar-Rahmah jabung Malang (Thesis). Malang : Universitas Islam Negeri Maulana Malik Ibrahim, 2017.

D. Sarode, Ravindra. "Teaching Strategies, Styles, And Qualities of A Teacher : A Review for Valuable Higher Education."*International Journal of Current Engineering And Scientific Research.*Vol. 5.Issue. 5, 2018.

Dimyati dan Mudjiono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta, 2013.

Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan. *Panduan Pembelajaran Jarak Jauh: Bagi Guru selama Sekolah Tutupdan Pandemi Covid-19 dengan semangat Merdeka Belajar,* 2020.

Djamaroh, Syaiful Bahri , dan Aswan Zain. *StrategiBelajarMengajar.* Jakarta: Rineka Cipta, 2002.

Erawati. *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan SyarifKasim Riau Pekanbaru, 2012.

EtyKurniyati. The Urgency of Multicultural Education to Islamic Learning in

Faiqoh, Nur. "Implementasi Pendidikan Berbasis Multikultural Sebagai Upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai Pada

Anak Usia Dini di Kiddy Care, Kota Tegal."*Early Childhood Education Papers (BELIA) : http://journal.unnes.ac.id/sju/index.php/belia,* 2015.

Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta : Bumi Aksara, 2001.

Hardani, dkk. *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu Group, 2020.

Hasbullah, Juhji, Ali Maksum. "Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam."*Edureligia.* Vol 3, No.1, 2019.

Haudi*, Strategi Pembelajaran*. Sumatera Barat: CV Insan Cendikia Mandiri, 2021.

https://www.cnnindonesia.com/nasional/20200305175927-20-480869/bentrok-antar-suku-pecah-di-ntt-warga-sebut-lima-tewas

Ibrahim, Rustam. Pendidikan Multikultural: Pengertian, Prinsip dan Relevansinya dengan Tujuan Pendidikan Islam. Universitas Nahdatul Ulama (UNU) Surakarta, Jawa Tengah. *ADDIN, Vol. 7, No. 1,* 2013.

Irwansyah, Dedi. Pendidikan Multikultural dan Pengajaran Bahasa Asing.' *ADDIN.*Vol. 7, No. 1, 2013."

Iskandarwassid, dan Dadang. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosda Karya, 2018

Kamanto, Sunarto. "Multicultural Education in School, Challenges in Its Implementation."*Jurnal Es,* 2004.

Kardi dan Nur M. *Pengajaran Langsung*. Surabaya :Unipres IKIP Surabaya, 1999.

Kunandar. *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: PT Raja Grafindo Persada, 2009.

Miles, Huberman dan Saldana. *Qualitative Data Analysis*. America: SAGE Publications, 2014.

Mufarokah, Annisatul. *Strategi Belajar Mengajar.* Yogyakarta: Teras, 2009.

Mufarokah, Annisatul. *Strategi dan model-model pembelajaran*. Tulungagung: STAIN Tulungagung Pres, 2013.

Muhajir, Noeng. *Ilmu Pendidikan dan Perubahan Sosial: Teori Pendidikan Pelaku Sosial Kreatif*. Yogyakarta: Rake Sarasin, 2000.

Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan. *The Nobel Qur'an.* Medina: Dar-us Salam Publications, 1996.

Nurdiansyah, Edwin. Improving Social Sensitivity in Society with Internalization Value of Multicultural Education *Department of Civic and Pancasila Education Sriwijaya University. Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9th,* 2016.

Nurhadi and Agus Gerrad. *Pembelajaran Kontekstual dan Penerapannya dalam KBK.* Malang: State University of Malang, 2003.

Parmila, Rini. Pembelajaran Berbasis Multikultural Pada Mata Pelajaran Sosiologi. *Jurnal Basic Edu Volume 2 Nomor 2,* 2018.

Puspita, Yenny. Pentingnya Pendidikan Multikultural. Prosiding Seminar Nasional 21 Universitas PGRI Palembang. *ISBN 978-602-52451-0-7,* 2018.

Rojabi, Ahmad Ridho. "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia." *English Language Teaching Educational Journal.* ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173, 2020.

Sada, Clarry. "Multicultural Education in Kalimantan Barat."*Jurnal Mess,* 2004.

Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.* Jakarta : Kencana, 2006.

Schools EAS J Humanit Cult Study. *East African Scholars Publisher, Kenya Vol-2: Iss- 5 May,* 2020.

Schunk, Dale. *Learning Theories An Educational Perspective.* Yogyakarta :Pustaka Pelajar, 2012.

Sugiono. *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta, 2008.

Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan.* Bandung: Remaja Rosda karya, 2007.

Suparlan dan Sri Utari. *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia.* Malang: Madani Media, 2018.

Suprijono. *Cooperative Learning dan Aplikasi Paikem.* Yogyakarta: Pustaka Pelajar, 2010.

Suryana, Rusdiana. *Pendidikan Multikultural.* Bandung: CV Pustaka Setia, 2015.

Tim penyusun, *Pedoman Pendidikan S-1*. Jember : IAIN Jember, 2017.

Wahdini, Lili. *Integrating Multicultural Values in Teaching Speaking*. Padang : SELT, 2014.

Wahdini, Lili. *Integrating Multicultural Values in Teaching Speaking,* Padang : SELT, 2014.

Wong, Ng Poi. "Rancang Bangun Pembelajaran Online Sistem Operasi Windows 7 dengan HTML 5" *Jurnal Sifo Mikroskil*, 1, 2011.

Yuliana. Ragam Penilaian online dalam Pembelajaran Jarak Jauh"*Webinar Indonesia Edu*. https://guruberbagi.kemdikbud.go.id/aksi/ragam-penilaian-online-untuk-pembelajaran-jarak-jauh/ diakses tanggal 23 Oktober, 2020.

Zainal Abidin, dkk, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19" *Jurnal Ilmiah Profesi Pendidikan,* 1. Mei, 2020.

STATEMENT OF WORK'S ORIGINALITY

I am the student with following identity :

Name : Dahlia Indahsari

Student's Number : T20176024

Study program : English Department

Faculty : Tarbiyah and Teaching Training
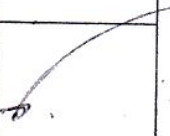
Institution : UIN KHAS Jember

Certify that thesis entitle : "**English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember** " Is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Jember, November 2021
Sincerely,

Dahlia Indahsari
T20176024

RESEARCH JOURNAL

No	Time	Activity	Informant	Signature
1.	May 3, 2021	Observing the research location and submitting research permit letter	Putri Firda Nurul Istiqomah, S.Pd	
2.	May 4, 2021	Asking permission to do research	Drs. Amir Mahmud, M.Pd	
3.	May 4, 2021	Interview English teacher	1. Drs. Bambang Sunardi, M.Pd 2. Putri Firda Nurul Istiqomah, S.Pd	
4.	June 7, 2021	Interview Students	1. Cornelius Louis Nathan (X IPA 6) 2. Cindy (X IPA 6) 3. Nur Kholik Aziz (XI IPS 1) 4. Meresj Chatherine Angelica W (XI IPS 1)	
5.	June 7, 2021	Interview Head of SMAN 4 Jember	Dr. Moh. Edi Suyanto, M.Pd	
6.	June 10, 2021	Asking the permit letter for the completion of the research.		

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESEARCH	RESEARCH METHOD	RESEARCH QUESTION

An Analysis of Teacher Strategies in Embedding Multicultural Education Values in English Learning In Online Class	1. English Teacher
	2. Multicultural Education
	3. Online Class
		1. Teacher Strategies
		2. Multicultural Values
		3. English Learning in Online Class
			1. Teaching and embedding values
			2. Humanist
			3. Tolerance
			4. Democratic
			5. Pluralism
				SMAN 4 JEMBER	1. Approach and Kind of Research
					  a. Qualitative
					  b. Descriptive
					2. Data Collection
					  a. Observation
					  b. Interview
					  c. Document review
					3. Participant determination method
					  a. Purposive sampling
						1. How are multicultural values embedded in English Learning in online class?
						4. What is the strategy of the English teacher in Embedding multicultural values in learning English in online class?

RESEARCH INTRUMENTS

No	Question/ Interview guidelines	Subject Research
	How is the history of the establishment of SMA Negeri 4 Jember?	Headmaster of SMAN 4 Jember
	What are the visions and missions of SMA Negeri 4 Jember?	
	How is the diversity of students at SMAN 4 Jember?	
	What are the factors that cause diversity in SMAN 4 Jember?	
	What are the positive impacts of the diversity of students at SMAN 4 Jember?	
	What are the negative impacts of the diversity of students at SMAN 4 Jember?	
	How can the school handle differences between students at SMAN 4 Jember?	
	What kinds of religions, races are there in SMAN 4 Jember?	
	Has the school provided facilities for online learning?	
	What are the strategies used by English teachers in online learning?	English Teacher
	Does this strategy require infrastructure or facilities that support it?	
	How are the values of multicultural education embedded by an English teacher in learning activities or outside learning activities?	
	According to you, what is the purpose of embedding multicultural education values in students?	
	How are the ways in which these values are embedded in online learning?	
	What strategy is used embedding multicultural education values at SMAN 4 Jember?	
	Are there any obstacles in the implementation of online learning?	
	How can a teacher solve this problem during online learning?	
	Did the school make its own curriculum related to the embedding of these multicultural education values?	
	Are there evaluations routinely carried out by English teachers related to embedding of multicultural education values in students during online learning?	
	Are there activities carried out as a way to embed multicultural educational values in the form of religious tolerance during online learning?	

	How are the interactions between the English teacher and students of other religions during online learning?	
	In accordance with the observations of the English teacher, How are the interactions of Muslim and non-Muslim students in online learning activities and in social interactions?	
	What is the impact felt embedding of multicultural education values in these students?	
	Do students feel that it is important to embed multicultural education values?	
	What is the background of the student?	Muslim students
	What is his opinion about English lessons and learning during online learning?	
	Are there several policies implemented in schools? what do you think? is there a positive impact for you?	
	Are there any activities carried out on the big day?	
	What do you think about your diversity in the classroom?	
	What do you think about the attitude of Islamic English teachers with non-Muslim students? and vice versa	
	Are there activities carried out to strengthen religious tolerance during online learning?	
	When the non-Muslim holidays, what do other Muslim students do?	
	How do you interact during learning English online?	
	What forms of religious tolerance are you doing?	
	Is there any direction or appeal from the English teacher to respect each other?	
	Are there any difficulties in online learning activities with non-Muslim students?	
	How do you feel about being friends with non-Muslim students?	
	What is the student's background?	Non Muslim Student
	What is his opinion about English lessons and learning during online learning? (study environment, English teacher, what do you like and dislike about learning English online?)	
	Are there any policies implemented in schools for non-Muslim students?	
	Are there any activities carried out on the big day?	
	What do you think about your diversity in the classroom?	
	What do you think about the attitude of Islamic English teachers to non-Muslim students? and vice versa	
	Are there activities undertaken to strengthen religious	

	tolerance during online learning?	
	During Muslim holidays, what do other non-Muslim students do?	
	How do you interact while learning English online?	
	What forms of religious tolerance do you take?	
	Is there any direction or appeal from the English teacher to respect each other?	
	Are there difficulties in online learning activities with Muslim students?	
	How do you feel friends with Muslim students?	

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jalan Hayam Wuruk 145 Jember Tel. 0331-421819 Fax. 0331-412463
Website: www.sman4jember.sch.id - Email: admin@sman4jember.sch

RENCANAPELAKSANAANPEMBELAJARAN(RPP)

SatuanPendidikan   : SMA Negeri 4
Jember Mata Pelajaran   : Bahasa
Inggris(Wajib) Kelas/Semester   :
X/Genap
MateriPokok   : Telling past events (Simple past tense and Present perfect)
AlokasiWaktu   : 3 X 50

1. **Tujuan Pembelajaran KD3.6 dan 4.6**
   - Peserta didik mampu mengidentifikasi perbedaan fungsi simple past dan present perfect
   - Peserta didik mampu menggunakan simple past dan present perfect dalam sebuah konteks percakapan dengan tepat dan benar.
2. **Media Pembelajaran**
   Google classroom, Zoom meetinng
3. **Langkah-Langkah Kegiatan Pembelajaran**
   a. Kegiatan pendahuluan:
      1. Guru memberi salam kepada siswa melalui WhatsApp group dan meminta siswa untuk mengisi absensi.
      2. Guru menyampaikan tujuan pembelajaran.
   b. KegiatanInti: (Pertemuan ke 1)
      1. Guru mereview materi regular dan irregular verb yang telah dipelajari di SMP
      2. Siswa mencari dan mencatat materi tentang perbedaan fungsi simple past dan present perfect
      3. Siswa mengumpulkan foto catatan di google classroom
   Kegiatan Inti: (Pertemuan ke 2)
      1. Melalui zoom meeting, guru memberikan feedback tentang catatan siswa
      2. Dengan bimbingan guru siswa mengidentifikasi perbedaan fungsi simple past dan present perfect
      3. Siswa mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung
   Kegiatan Inti: (Pertemuan ke 3)
      1. Siswa menggunakan simple past dan present perfect dalam sebuat konteks percakapan dengan benar.
   c. Kegiatan Penutup : Guru memberi feedback dan apresiasi untuk setiap tugas siswa.

4. **Penilaian:**
   - Sikap   :Tepat waktu, tanggung jawab,disiplin dalam mengumpulkan tugas
   - Pengetahuan   : Siswa mengidentifikasi perbedaan fungsi simple past dan present perfect
   - Keterampilan   :Siswa membuat percakapan dengan fungsi simple past dan present perfect

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER

Jalan Hayam Wuruk 145 Jember Tel. 0331-421819 Fax. 0331-412463
Website: www.sman4jember.sch.id - Email: admin@sman4jember.sch

---

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan	: SMA Negeri 4 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI /Ganjil
MateriPokok	: Cause and Effect
AlokasiWaktu	: 4 x 45 menit

1. **TujuanPembelajaran: K.D. 3.6 & 4.6**
  a) Peserta didik mampu *mengidentifikasi* makna, tujuan komunikasi, struktur teks, dan unsure bahasa yang terdapat dalam teks interaksi transaksional lisan dant ulis yang terkait dengan hubungan sebab akibat.
  b) Peserta didik mampu *meminta* dan *member* informasi tentang informasi terkait hubungan sebab akibat, dengan menggunakan struktur teks yang tepat.
  c) Peserta didik mampu *menganalisis* dan *mendiskusikan*: Fungsi Sosial, Struktur Generik dan Ciri-ciri kebahasaan pada informasi terkait hubungan sebab akibat.
  d) Peserta didik mampu *membuat* dan *mempresentasika*n tulisan informasi terkait hubungan sebab akibat baik individu atau kelompok kepada teman-temannya.

2. Langkah-Langkah Kegiatan Pembelajaran
  2.1. Materi Pembelajaran:
  Because, The reason for, On account of, Bring about, Give rise to, Created by, Contributed to , Led to, Due to, For this reason, Unless
  2.2. Metode Pembelajaran:
  Cooperative Script
  2.3. Kegiatan Pembelajaran
  a) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.(Character Bulding)
  b) Membaca dan menirukan percakapan transaksional dan interpersonal dari informasi terkait hubungan sebab akibat. (Literacy)
  c) Melakukan role-play berdasarkan percakapan transaksional dan interpersonal dengan berpasangan. (Collaboration)
  d) Menganalisis beberapa ungkapan informasi fungsi informasi terkait hubungan sebab akibat sesuai dengan penggunaannya. (Collaboration)
  e) Menemukan bentuk lain informasi terkait hubungan sebab akibat dari sumber lain. (Critical Thinking)

3. Penilaian Pembelajaran:
  A. Teknik Penilaian:
    1) Penilaian Sikap : Observasi/pengamatan
    2) Penilaian Pengetahuan : Tes Tertulis atau Lisan
    3) Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofoli
  B. BentukPenilaian:
    1. Observasi : Jurnal guru
    2. Testertulis : Uraian dan lembar kerja
    5. Portofolio : E-Portofolio

Jember, 13 Juli2020
Guru Mata Pelajaran

Drs. Bambang Sunardi, Mpd
NIP. 19680416 199903 1 004

SURAT KETERANGAN

Nomor :   421.3/197/101.6.5.4/2021
Perihal :   Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama   :   **DAHLIA INDAHSARI**

NIP   :   T20176024

Program Studi :   Tadris bahasa Inggris

IAIN Jember

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember dengan judul **"English Teacher Strategy in Embedding Multicultural Education Value in Online Learning at SMAN 4 Jember"** selama 30 hari.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 23 Juni 2021
Kepala Sekolah

Dr. MOH. EDI SUYANTO, M.Pd
NIP. 19650713 199003 1 007

ANGKET VALIDASI

**ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL
EDUCATION VALUES IN ONLINE LEARNING AT SMAN 4 JEMBER**

Nama Validator   : Ninuk Indrayani

Pekerjaan   : Dosen Prodi TBI UIN KHAS Jember

Keterangan Jawaban

S   : Setuju

TS   : Tidak Setuju

NO	PERTANYAAN	PILIHAN JAWABAN	
		S	**TS**
1.	Apa arti pendidikan multikultural menurut anda sebagai guru bahasa inggris?	✓	
2.	Bagaimana nilai-nilai pendidikan multikultural ditanamankan oleh guru bahasa inggris dalam aktifitas pembelajaran online?	✓	
3.	Strategi apa yang anda gunakan dalam menanamkan nilai-nilai pendidikan multikultural terutama selama pembelajaran online ini?	✓	
4.	Apakah sekolah membuat kurikulum sendiri yang sesuai dengan keberagaman warga sekolah untuk menanamkan nilai-nilai pendidikan multikultural?	✓	
5.	Apakah ada rutinitas kegiatan yang dilakukan antara guru bahasa inggris dan siswa sebagai bentuk penanaman nilai-nilai pendidikan multikultural selama pembelajaran online?	✓	

Mohon untuk memberi tanda (✓) pada setiap jawaban

Interval Skor	Kategori
S = 5	Sangat valid
S = 4	Valid
S = 3	Cukup
S = 2	Kurang valid
S = 1	Sangat kurang valid

Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Cukup
4. Kurang valid, butuh revisi
5. Tidak valid, butuh revisi

(mohon untuk melingkari nomor sesuai dengan kesimpulan bapak/ibu)

Jember, 10 November 2021

Validator,

Ninuk Indrayani

Nomor	:	B. 1504/In.20/3.a/PP.00.9/05/2021	04 Mei 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala SMA Negeri 4 Jember
Jl. Hayam Wuruk No. 145, Kec. Kaliwates, Kab. Jember, Prov. Jawa Timur

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Dahlia Indahsari
NIM	:	T20176024
Semester	:	VIII
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember*** selama **40 (empat puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Moh. Edi Suyanto, M.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah SMAN 4 Jember
2. Waka Kurikulum SMAN 4 Jember
3. Guru Bahasa Inggris SMAN 4 Jember
4. Siswa SMAN 4 Jember

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 04 Mei 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

DOCUMENTATION

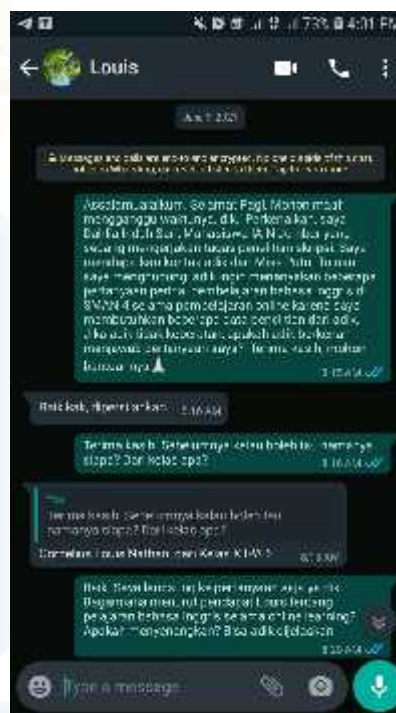**Interview with Mrs Putri Firda Mr. Bambanhg as English Teacher at SMAN 4 Jember**
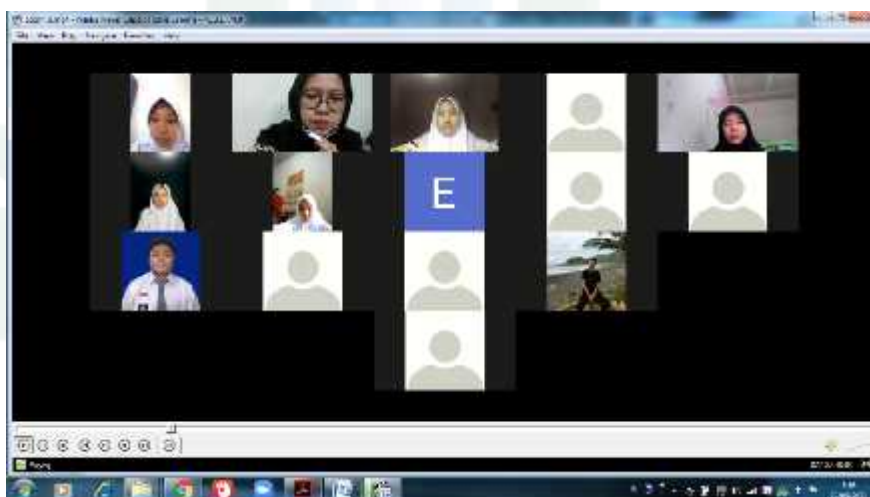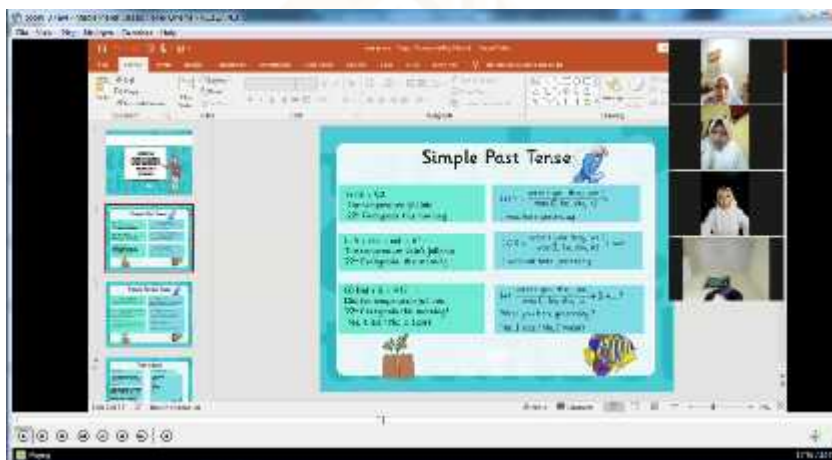

Online class with Mr. Bambang

Interview with students of SMAN 4 Jember

Online class with Mrs Putri Firda

BIODATA PENULIS

Name	: Dahlia Indahsari
Date of Birth	: Jember, 29th April 1999
Student's Number	: T20176024
Study Program	: English Education Department
Faculty	: Tarbiyah & Teacher Training
University	: KH. Achmad Siddiq State Islamic University of Jember
Address	: Mlokorejo, Puger, Jember
Phone Number	: 0838-3558-8991
E-mail	: dahliaindah294@gmail.com

Educational Background   :

- TK Darma Wanita Mlokorejo, Puger
- SDN 2 Mlokorejo
- SMPN 2 Puger
- MAN 3 Jember
- UIN KHAS Jember

i

ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATETHESIS

Presented to
State Islamic University of Jember Kiai Haji Achmad Siddiq
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

By:

DAHLIA INDAHSARI
NIM. T20176024

STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
NOVEMBER 2021

APPROVAL

ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATETHESIS

Presented to
State Islamic University of Jember Kiai Haji Achmad Siddiq
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

By:

Dahlia Indahsari
NIM. T20176024

Approved by Supervisor

Ahmad RidhoRojabi, M.Pd
NIP. 198105242014111002

APPROVAL OF BOARD EXAMINERS

ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL EDUCATION VALUES IN ONLINE LEARNING AT SMA NEGERI 4 JEMBER

UNDERGRADUATE THESIS

Had Been Examined and Approved
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teaching Training
English Education Department

Day : Monday
Date : 22nd November 2021

The Board Examiners

The Chairperson   The Secretary

As'ari, M.Pd.I   Moh. Rofid Fikroni, M.Pd.
NIP. 197609152005011004   NIDN. 2003069303
Member :

1. Sofkhatin Humaida, M.Pd, M.Ed., Ph.D   (   )

2. Ahmad Ridho Rojabi, M.Pd.   (   )

Approved by
Dean of Faculty of Tarbiyah and Teaching Training
of Universitas Islam Negeri Kiai Haji Achmad SiddiqJember

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 001

iii

MOTTO

يَـٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقۡنَـٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلۡنَـٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓاْ إِنَّ أَكۡرَمَكُمۡ عِندَ ٱللَّهِ أَتۡقَىٰكُمۡ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ۝

Meaning: "O man! Indeed, We created you male and female, and made you nations and tribes so that you might know one another. Indeed, the most honorable person in the sight of Allah is the one with the best character. Verily Allah is Knowing."[1] (Q.s Al Hujurat Ayat:13)

---

[1] Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an* (Medina: Dar-us Salam Publications, 1996), 700.

DEDICATION

In the Name of Allah, the Most Gracious and the Merciful.

All praise be to Allah, who has the world and bestowed upon the researcher in completing this undergraduate thesis. Peace and Blessing be upon Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this graduate thesis, I got a lot of guidance and motivation from people around me. It is a great honor for me to take dedication to convey my sincere gratitude to people who support me from the beginning until finishing this undergraduate thesis. In this occasion, Ipresent great honor to :

1. The most special person, my beloved parents (Agus Salim and Suryana), who have given their support and prays during my study and my process in writing this research. I thank them for their kindness, support, and patience.

2. My sister, Ida Lailatul Husna who has always given judgment to make me strong in good times and bad times

3. All teachers who have given me knowledge and guided with patience and sincerity

4. Friends who always listened to me patiently and sincerely give me the spirit to go ahead

5. Last but not least, I wanna thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, and for always being gratefull.

ACKNOWLEDGMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

In the name of Allah, the Most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon me in completing this undergraduate thesis. Peace and blessing from Allah be upon Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is a great honor for me to make acknowledge indebtedness to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by myself only, there are many "hands" which help me. In this occasion, I present great honor to:

1. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of UIN KH.Achmad Siddiq Jember, thank you for guidance and advice during the years of my study.

2. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember, thank you for guidance and advice during the years of my study.

3. Mr. As'ari, M.Pd.I., as Head of English Education Department of IAIN Jember, thank you for his kindness to make this thesis possible.

4. Mr. Ahmad RidhoRojabi, M.Pd., as the Supervisor who has patiently given valuable advice and guidance to finalize this research.

5. Drs. Bambang Sunardi, M.Pd and Mrs. Putri Firda Nurul Istiqomah, S.Pd., thank you for their willingness to be validator of the instrument.

6. All lecturers who have taught in English Education Department UIN KH. Achmad Siddiq Jember, thank you for giving a lot of knowledge, advice, and the experiences during teaching and learning process.

Finally, I realize that this research still has some weakness and mistakes. Thus, I would be grateful to accept any suggestions and corrections from anyone for better writing.

Jember, June 22, 2021

Dahlia Indahsari
NIM. T20176024

ABSTRACT

Dahlia Indahsari, 2021 : English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember.

Keywords : Teacher Strategy, Multicultural Values, English Learning, Online Learning.

SMAN 4 Jember is a school that has multicultural characteristics. The students are diverse consisting of various ethnic, background, cultural, social, and religious. This school has one of the school's goals, namely embedding awareness in all school members intensively to always behave honestly, be disciplined, responsible, environmentally friendly, and love the homeland. In this online learning, the multicultural educational values still needs to be embedded to realize the school's goals. So the teacher's strategy is an important thing in online learning that teachers and students cannot meet face-to-face. The research question in this research are: 1) how is the expository strategy carried out to embed multicultural education values in online learning at SMAN 4 Jember?, and 2) how is the heuristic strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember?. This study aims (1) to describe the expository strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember, and (2) to describe the heuristic strategy carried out in embedding multicultural education values in online learning at SMAN 4 Jember.

This research is aqualitative research with a case study type. This type is a method for collecting and analyzing data about a case study. The type is used to analyze the strategy of English teachers in embedding multicultural education values in online learning at SMAN 4 Jember. Data collection in this study was carried out by observation, interviews, and review documents.

The results of this research showed that (1) the expository strategy carried out in embedding multicultural education values through several learning activities, namely the english teachers convey learning objectives, prepare students by praying together according to their religion, deliver the material, guide student training and provide feedback on student understanding regardless student's background (2) the heuristic strategy carried out through several learning activities, namely the english teachers prepare material, forms an independent study group with a fair, use asking question to widen student's knowledge and develop problem solving, ask students to observe, identify, and analyze the material to improve students thinking skills. So that from the use of these two strategies teachers embed multicultural educational values easily in online learning and students open and acknowledge the differences in their class.

TABLE OF CONTENTS

LIST OF APPENDICES

1. Statement of Work's Originality

2. Matrix of the Research

3. Instrument of the Research

4. Instrument Validation

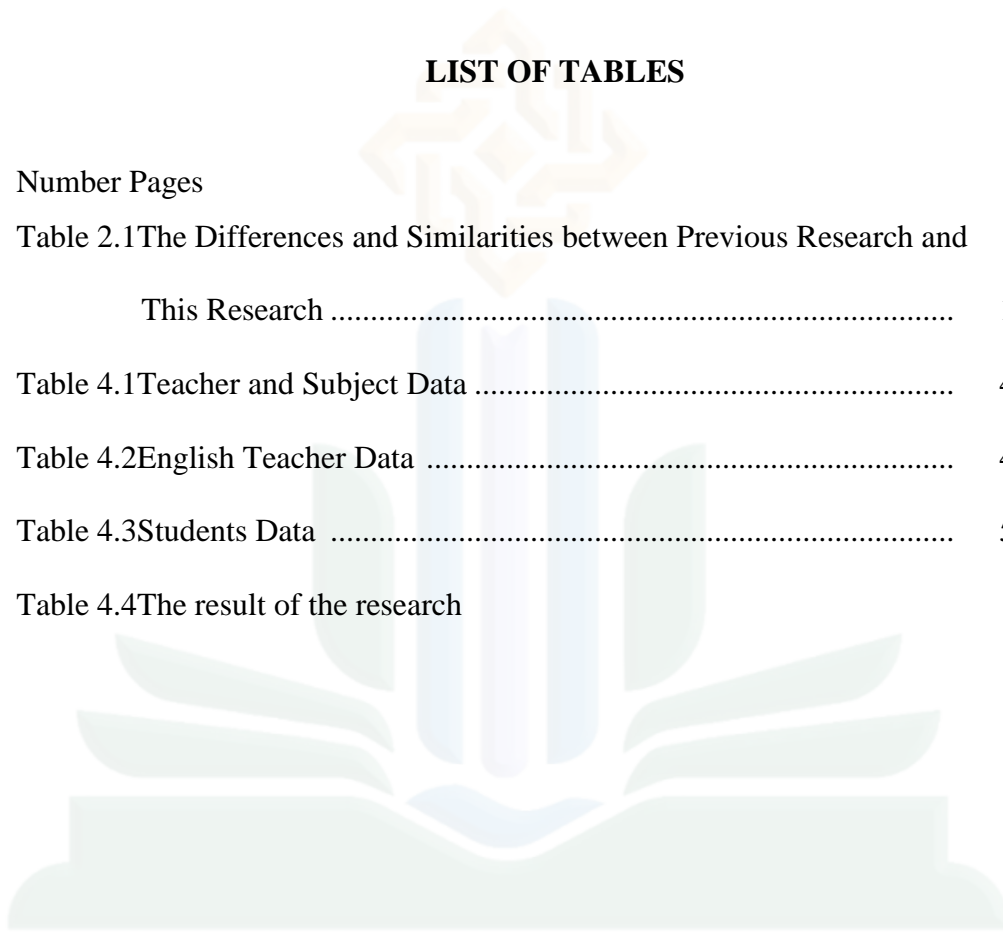5. Lesson Plan of X and XI Grade

6. Documentation Pictures

7. Biodata

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter presents an overview of the background of the research, the focus of the research, the objectives of the research, the significance of the research, and the definition of key terms.

A. Background of Research

In general, multicultural education is the process of developing all human potential that appreciates plurality and heterogeneity as a cause of cultures, ethnicities, ethnic groups, and streams (religion). According to James Banks,multicultural education is defined as a series of beliefs (set of beliefs) and is an explanation that recognizes and assesses the importance of cultural, ethnic diversity, in the form of lifestyle, social environment, groups, and countries.[1]In brief, multicultural education is an idea and a movement in educational reform to recognize equal rights.

Farida Hanum added that multicultural education is expected to able to accept differences, criticism, and have a sense of empathy and tolerance for humans regardless of class, status, gender, and academic ability of a person.[2] In addition, Multicultural Education also provides hope for overcoming many problems that occur in society lately because multicultural education is education that upholds the values of belief, heterogeneity, plurality, and diversity in aspects of society. For this reason, embedding multicultural values

---

[1]Nurdiansyah, Edwin. Improving Social Sensitivity in Society with Internalization Value of Multicultural Education *Department of Civic and Pancasila Education Sriwijaya University. Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9th, 2016. 273*
[2]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196-197

1

must be implanted at every level and involve various social structures in shaping the character of students in understanding and about each other in differences, so that all elements can give to maintaining the integrity of the State.[3]

KamantoSunarto argues that "multicultural education is defined as the education of cultural diversity in society and sometimes it also means education to build students' attitudes to respect the cultural diversity of society.[4] While CalarrySada's explanation citing Steeler and Grant's writings says that multicultural education has four models, namely, (1) teaching about cultural diversity an approach to cultural assimilation, (2) teaching various approaches in social relations governance, (3) teaching to propose pluralism. Regardless of social strata in society and (4) teaching diversity reflection to increase equality.[5] In brief education has a very important role in student attitudes and education becomes a medium to form a complete social life without any discriminating attitude.

Multicultural education is important for students, so that they understand and accept cultural differences as a necessity.[6] Cultural heterogeneity affects the behavior, patterns of thought, and attitudes of various people. As for the importance of multicultural education in Indonesia,[7] the

---

[3]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196-197

[4]Kamanto sunarto, *Multicultural Education in School, Challenges in Its Implementation*, dalam Jurnal Es. Edisi 1 tahun 2004. 47

[5]Clarry sada, *Multicultural Education in Kalimantan Barat*. Jurnal Mess. Edisi 1 tahun 2004. 85

[6]Ibrahim, Rustam. *Pendidikan Multikultural: Pengertian, Prinsip dan Relevansinya dengan Tujuan Pendidikan Islam.* Universitas Nahdatul Ulama (UNU) Surakarta, Jawa Tengah.ADDIN, Vol. 7, No. 1, Februari 2013

[7]Puspita, Yenny. *Pentingnya Pendidikan Multikultural*. Prosiding Seminar Nasional 21 Universitas PGRI Palembang 05 Mei 2018 ISBN 978-602-52451-0-7

first as an alternative means of conflict resolution, such as, there have been many conflicts or problems that have occurred in Indonesia, either religiously nuanced or distinguishing the skin color of certain ethnic groups. Such as the incident reported by CNN Indonesia on March 5, 2020, which stated that some residents of Sandosi Village, Witihama District, on Adonara Island, East Flores Regency, East Nusa Tenggara (NTT), said to have died in a clash between two ethnic groups as a result of fighting over land.[8] This shows that the tolerance of Indonesian society is slowly fading.

An English textbook in Indonesia entitled English for Academic Purposes where a story presents about the struggle of a Martin Luther King to get rid of acts that differentiate a person's skin color in Alabama, America. In 1963, Martin gave speeches and aroused the hearts of many to recognize equal rights. He said, "I have a dream that my four children will one day live in a nation where they will not judge by the color of their skin but by the content of their character".[9] This phenomenon is also happening in Indonesia, where many young people who will become the nation's next generation hate differences in skin color. On social media, there are many different treatments, from body shaming to conflicts between religions. Even a week ago there were clashes between two camps in Madiun, East Java. From this, we can realize that the lost values of tolerance need to nurture by the Indonesian people, including its youth.

---

[8] https://www.cnnindonesia.com/nasional/20200305175927-20-480869/bentrok-antar-suku-pecah-di-ntt-warga-sebut-lima-tewas
[9] Dedi Irwansyah, *Pendidikan Multikultural dan Pengajaran Bahasa Asing, Stain Jurai Siwo Metro Lampung, Indonesia,* ADDIN, Vol. 7, No. 1, Februari 2013

The second is that students expected not to leave their cultural roots, in the 1945 Constitution it is explained in article 25 A, "NKRI is an archipelago country characterized by an archipelago with a territory whose boundaries and rights are assigned by law". It shows that Indonesia is a country with a diverse society consisting of various ethnicities, races, customs, different groups, religions, and social levels. This situation is normal as far as this difference is realized and lived out. But if these differences create problems, then it will be a threat to harmony in life that needs to resolve.[10] So that with multicultural education, it ishoped that it will be able to build Indonesia by the current conditions of Indonesian society. Because diversity of cultures and races that exist in Indonesia is a wealth that we must protect and keep.

And the last is to get to a multicultural Indonesian society. The pattern of Indonesian society which is Unity in Diversity is not only diversity of ethnic groups but also concerns the cultural diversity that exists in Indonesian society as a whole. The existence of this diversity can be seen from the realization of mutual respect, respect, and tolerance between cultures.

In this era of increasing globalization, efforts to respond to the diversity of cultures in Indonesia need to be done through education. Because to have individuals who are tolerant and responsible for themselves. Education is very important both the first education from parents or from teachers in schools. This education aims to provide children with the knowledge that

---

[10]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 1

understanding differences are important for humans. Such as surah al hujurat verse 13 which reads :

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ ۚ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning: O man! Indeed, We created you male and female and made you nations and tribes so that you might know one another. Indeed, the most honorable person in the sight of Allah is the one with the best character. Verily Allah is Knowing.

Multicultural education is an alternative that offers the application of educational concepts based on the diversity of cultures that exist in society. In multicultural education, educators are also required not only to master and be able to convey teaching material to students, but also to able to embed the basic of multicultural education values such as democracy, humanism, and pluralism to students. So implementation of multicultural education can overcome the tolerance that has begun to decrease.[11]

In multicultural education, the strategies and roles of teachers will not be separated in its implementation. For this reason, teachers also have an important role in multicultural education because teachers are also one of the targets of implementing multicultural education. As for multicultural education values that are very important, namely democracy, humanism, and pluralism. To achieve goals in the importance multicultural education. Teachers need to include multicultural education values in every learning process. So

---

[11]Faiqoh, Nur. 2015. *Implementasi Pendidikan Berbasis Multikultural Sebagai Upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai Pada Anak Usia Dini di Kiddy Care, Kota Tegal.* Early Childhood Education Papers (BELIA) : http://journal.unnes.ac.id/sju/index.php/belia

that the role of teachers cannot be separated from the way they insert the values of multicultural education through the strategies they use. Moreover, English is a foreign language subject which is very important for students in facing a life of globalization that is getting higher in the future.

As reported by Rohani (2014) in the context of learning strategy, it is a general pattern of teacher and student actions in the realization of learning activities.[12]So learning strategies can be understood as planning in carrying out teaching and learning activities then learning objectives are achieved effectively and efficiently because strategy is an important element in the implementation of teaching and learning activities. This statement is further strengthened by Lawton's opinion, which defines that, "teaching strategy is a generalized plan for a lesson (s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to carry out the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.[13]

Thus, a good strategy is needed in embedding multicultural educationvalues. Especially in teaching foreign languages, English. English can never be separated from a culture because as a language of interaction in nations, English is a part that introduces one's own culture to other cultures. So based on the opinion of Seeberg and Minick, who say that foreign language

---

[12]Hasbullah, Juhji, Ali Maksum. 2019. *Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam.* Edureligia.Vol 3, No. 1. 19

[13] D. Sarode, Ravindra. 2018. *Teaching Strategies, Styles, And Qualities of A Teacher : A Review for Valuable Higher Education.* International Journal of Current Engineering And Scientific Research. Vol. 5.Issue. 5. 58

educators must have the knowledge, willingness, and skills to introduce and engage students in a global context through the embedding of multicultural educational values.[14] The choice of strategies that teachers can take in incorporating the multicultural educationvalues, including strategies for learning activities together (Cooperative Learning), which is combined with the concept attainment strategy and value analysis strategies, social analysis strategies (Social Investigation). Several choices of these strategies are implemented simultaneouslyand must be reflected in the steps of a multicultural-based learning model.[15] But meanwhile, during a pandemic, teachers are expected to creative in using teaching strategies in online learning. Because learning is carried out over a distance is more complex to give material, teachers are also required to be able to embed tolerant attitudes that support the achievement of educational goals.

SMAN 4 Jember is the research place. According to Dina Wasilatur Rofiqoh as anintern teacher at SMAN 4 Jember, if the school carried out online learning activities and there were non-Muslim students. From the diversity, in embedding multicultural educational values is very important in online learning, so the strategy of English teachers in the learning process needs to be explored further.Based on the explanation of the background above, the researcher was interested in conducting research entitle *"English Teacher Strategies in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember"*.

---

[14]Irwansyah, Dedi. 2013.*PendidikanMultikulturaldanPengajaranBahasaAsing*.ADDIN.Vol. 7, No.1.11

[15]Parmila, Rini. Pembelajaran Berbasis Multikultural Pada Mata Pelajaran Sosiologi. Jurnal Basicedu Volume 2 Nomor 2 Tahun 2018 Halaman 70- 74

B. Research Questions

Based on the background described above,focus of the research are as follows :

1. How is the expository strategycarried out toembed multicultural education values in an online learning at SMAN 4 Jember?

2. How is the heuristic strategycarried out toembed multicultural education values in an online learning at SMAN 4 Jember?

C. Objectives of The Research

The research goal is a descriptionof the direction to be taken in conducting research. Based on the research focus formulated above, the research objectives can beformulated as follows :

1. To describe the expository strategy carried out toembed multicultural education values in an online learning at SMAN 4 Jember.

2. To describe the heuristic strategy carried out toembed multicultural education values in an online learning at SMAN 4 Jember.

D. Significance of Research

The significant research contains what contributions will be given after completing the research. The research results expected to have the following benefits :

1. Theoretical Significance

The results of this study are expected to widen knowledge, experience, and insight, as well as materials in the application of scientific

research methods, especially regarding the embedding of multicultural educational values in learning English online.

2. Practical Significance

The practical significance includes the following :

a. For Researchers

To know the English teacher strategies in embedding multicultural education values in learning English online and can give benefits for researcher to apply the multicultural education values in school life.

b. For Teachers

In this research, the English teachers areexpected to be able to use the results of this study as consideration of teacher's strategy in embedding of multicultural education values in online learning that carried out.

c. For the Community

This research is expected to give real information to the public and to give awareness to the public of the importance of embedding multicultural education values, especially in learning English online.

E. Definition of Key Terms

The following definitions are given to make readers process the same understanding or perception for some terms used in this research. They are as follows:

1. **Teacher Strategy**

   Teacher strategy is a series of actions adapted from selected commands to apply learning methods.

2. **Multicultural Values**

   Multicultural values are values that contain in a diversity of cultures that exist in society and serve as a series of beliefs to acknowledge the differences in cultural diversity in the world. These values include the value of respect, tolerance, unity, cooperation, and inter-ethnic solidarity.

3. **English Learning**

   EnglishLearning is the process of developing English language skills contextually and practically by the context and conditions and daily situations of students.

4. **Online Class**

   An online class is a class in which online learning is carried out through electronic media in the form of handphones or laptops and using learning applications or websites.

CHAPTER II

REVIEWS OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some previous research related to this research and some theories that support this research. The theories are related to teacher strategies explanation, kinds of teacher strategies, multicultural education values, the definition of English learning, and kinds of online learning.

A. Previous Research

In this section, the researcher lists the various results of previous research related to the research to be carried out, then makes a summary, both published and unpublished research (theses, dissertations, articles published in scientific journals, and so on).

Based on the reviews that were carried out, several previous studies are considered relevant to the research carried out, namely as follows.

1. The previous research by Ihsan (2014) entitled "The Strategy of Islamic Religious Education Teachers in Embedding Multicultural Values in State Junior High School 1 Bima" Postgraduate Thesis of Maulana Malik Ibrahim State Islamic University Malang.

   In his research, the research revealed that the strategy of Islamic religious education teachers in embedding multicultural values using the PAKEM strategy which has active, creative, effective, and fun aspects, but the strategy has not been determined and still uses student psychology in embedding multicultural values. This research used qualitative research

11

with phenomenology type. Collecting the data in his research used observation, indepth interview and document review. In addition, this research has 5 participants including a principal, 3 Islamic religious education teachers, and a student at the school.

2. Another previous research by Ahmad Hariandi, Fazria, Fatma Cahyana, Rozi, and Siti Patimah (2019) entitled "Teacher Strategies in Embedding Tolerance in Students in Responding to Differences in Belief" Jambi University research.

   In his research, the participants are the students of fifth grades B SD Negeri 64 / I Muara Bulian, the researcher revealed that the teacher's strategy in embedding a tolerance attitude used learning orientation by paying more attention to the affective domain, being a good figure in-class behavior, providing an understanding of differences to students, and forming heterogeneous learning groups.

   In this study, researchers used a qualitative phenomenological type. Collecting data in this study using observation and interviews where a class teacher and students as participants.

3. Another previous research by Tiara Nurmadani (2019) entitled "Teacher Strategies in Embedding Multicultural Values in Ethnic Chinese Students at Karangturi National High School in History Subject for 2018/2019 Academic Year" Thesis State University of Semarang.

   In her research, this study used qualitative research with data collection through observation, in-depth interviews, and document

studies. In addition, this study involved several participants including the principal, history teacher, and 8 students Karangturi.The researcher revealed that the strategy of the teacher in embedding multicultural values in students in history subjects at Karangturi High School carried out by way of management during the learning process, namely, the teacher had three stages, namely learning planning, learning process, and learning evaluation, in which specific strategies carried out teachers in well-known multicultural values are the emergence figures Chinese and explain the historical origins of the national identity, Chinese in Indonesia, then explained the material from various perspectives.

4. The journal article by Tri Wulaningrum (2017) entitled "The Strategi of Multicultural Education at The Sang Timur Catholic Kindergarten Yogyakarta" Journal of Kebijakan Pendidikan 3rd Vol. VI 2017

In this research, researcher used qualitative research with the type of case study in which data was collected through observation, interviews and documentation. The subjects of this researchwere the principal, teachers, and staff of the Sang Timur Catholic Kindergarten in Yogyakarta.The researcher revealed that the multicultural education policy at Sang Timur Catholic Kindergarten Yogyakarta implemented using several strategies integrated into five aspects, namely: (1) the social structure built by the school by utilizing the diverse cultural potentials of students as a characteristic of local school structures, (2) implementation of the learning process; (3) curriculum development carried out by

schools; (4) the culture built by the school; 5) and evaluation of education run by the school.

5. The journal article by Abdul Mukti and Moch Nasir (2019) entitled "Islamic Teacher Strategies in Implementation Multicultural Values at SMA Darut Taqwa Sengonagung Purwosari Pasuruan" Journal of Multicultural of Islamic Education state of Yudharta University vol. 2 number 2, April 2019

In their research, participants in this research were students of class, the principal, and islamic education teachers of XI SMA Darut Taqwathe. Collecting the data in this research by observation partisipant, in-depth interview, and documentation. The research revealed that the strategy for implementing multicultural values in SMA Darut Taqwa is as follows: 1) Traditional strategy by giving advice and indoctrination good and which is bad, 2) Free strategy by notifying students of good and bad values, but students are given the freedom to choose and judge for themselves. 3) Reflective strategy, by analyzing empirical cases so that rational awareness and value insight emerges. 4) Internal trans strategy by transforming values through modeling and communication.

The similarities as well as the differences between the previous research and this researchare presented as follows:

Table2.1
The Differences and Similarities between Previous Research and
This Research

No	Researcher Name, Year, and Research Title	Differences	Similarities
1	2	3	4
1	Ihsan (2014) entitled "The Strategy of Islamic Religious Education Teachers in Embedding Multicultural Values in State Junior High School 1 Bima" Postgraduate Thesis of Maulana Malik Ibrahim State Islamic University Malang.	The previous research focused on learning Islamic religion, while this research focused on learning English. In the previous research, learning was carried out face-to-face, whereas in this research learning was carried out online.	Both discussed teacher strategies and the embedding of multicultural values.
2	Ahmad Hariandi, Fazria, Fatma Cahyana, Rozi, and Siti Patimah (2019) entitled "Teacher Strategies in Embedding Tolerance in Students in Responding to Differences in Belief" Jambi University research.	The previous research focused on embedding tolerant attitudes only, while this research focused on multicultural values. In the previous research, learning was carried out face-to-face, whereas in this research learning was carried out online.	Both discussed teachers' strategies and embedding tolerance which is part of multicultural values.
3	Tiara Nurmadani (2019) entitled "Teacher Strategies in Embedding Multicultural Values in Ethnic Chinese Students at Karangturi National High School in History Subject for 2018/2019 Academic Year" Thesis State University of Semarang.	The previous research focused on history subjects and was only carried out on Chinese ethnic students, while this research focused on English subjects by involving all students regardless of religious differences. In previous studies, learning was carried out face-to-face, whereas in this study learning was carried out online.	Both discussed teacher's strategies and the embedding of multicultural values.

4	The journal article by Tri Wulaningrum (2017) entitled "The Strategi of Multicultural Education at The Sang Timur Catholic Kindergarten Yogyakarta" Journal of Kebijakan Pendidikan 3rd Vol. VI 2017	The previous research focused on multicultural education strategy only and was only carried out on kindergarten students, while this research focused on English subjects by involving all students regardless of religious differences. In the previous research, learning was carried out face-to-face, whereas in this research, learning was carried out online.	Both discussed strategies and multicultural values which are the subject of research
5	The journal article by Abdul Mukti and Moch Nasir (2019) entitled "Islamic Teacher Strategies in Implementation Multicultural Values at SMA Darut Taqwa Sengonagung Purwosari Pasuruan" Journal of Multicultural of Islamic Education state of Yudharta University vol. 2 number 2, April 2019	The previous research focused on implementing multicultural values, while this research focused on English subjects by involving all students regardless of religious differences. In the previous studies, learning was carried out face-to-face, whereas in this research, learning was carried out online.	Both discussed teacher's strategies and multicultural values. In this study, they both conduct research at high schools

From some previous research, it can be concluded that Tiara and Tri Wulan research only focused on one race, while in this research the researcher focused on many races such as Java and Madura. In addition, all of the above research was carried out in face-to-face learning whilethe researchers researched in online learning. It is unique in this research, so the researcher wants to know how the strategies carried out by the English teacher to embedding multicultural education values in online learning.

B. **Theoretical Framework**

1. **Strategy in Teaching and Learning**

   a. **Definition of Strategy in Teaching and Learning**

   According to Syaiful Bahri Djamarah, "strategy is a method or away, wherein general, strategy has the meaning of an outline of direction to act to do predetermined goals.[15] Strategy is almost the same as the word tactic, strategy, or politics, is an arrangement of potential and resources to efficiently get the results of a design. Strategy is the ideal use of situations and conditions to reach the target. In the military strategy used to win a war, while tactics used to win the battle".[16]

   "The term strategy (strategy) comes from" noun "and" verb "in Greek. As a noun, strategy is a combination of the words Stratos (military) and ago (to lead). As a verb, strategy means to plan (to Plan actions). Mintzberg and Waters, suggest that strategy is a pattern of decisions or actions (strategies are realized as patterns in a stream of decisions or actions). Hardy, Langlay, and Rose in Sudjana, argued that the strategy perceived as a plan or a set of explicit intention preceding and controlling actions (a strategy understood as a plan or will that precedes and controls activities), teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary

---

[15]SyaifulBahriDjamaroh, Aswan Zain. *StrategiBelajarMengajar*(Jakarta: Rinekacipta. 2002), 5

[16]NoengMuhajir, *IlmuPendidikandanPerubahanSosial: TeoriPendidikanPelakuSosialKreatif*(Yogyakarta: Rake Sarasin, 2000), 138-139

education ".[17]" The teacher is one of the education staff who professionally-pedagogically is a big responsibility in the learning process towards the success of education, especially the success of students for the future".[18]

However, if connected with teaching and learning, strategy can be interpreted as a pattern of student-teacher activities in the embodiment of teaching and learning to do the goals outlined.[19]

The use of strategies in learning usedto facilitate the learning process can doideal results. Learning strategies are very useful for teachers even more so for students.For teachers, strategies can use as guidance and references for systematic action in implementing learning. For students, users of learning strategies can simplify the learning process (make it easier and faster to understand learning content), because each learning strategy is designed to ease the learning process for students. Therefore, the definiton of learning strategies proposed by Zaini and Bahri (2003) is general patterns of teacher and student activities in carrying out learning activities to achieve learning objectives.[20]

---

[17]Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Jakarta: PT Raja Grafindo Persada, 2009), 54

[18]Anissatul Mufarokah, *Strategi dan model-model pembelajaran*, (Tulungagung: STAIN Tulungagung Pres,2013) 1

[19] Abu AhmadidanJoko Tri Prasetyo, *StrategibelajarMengajar*(Bandung: PustakaSetia, 1997),11

[20] Iskandarwassid dan Dadang , *Strategi Pembelajaran Bahasa,* (Bandung: PT Remaja Rosda Karya, 2018), 8

b. The kinds of Strategies in Teaching and Learning

In humanistic theory, Carl Rogers assumes that the forces regulate human behavior are within humans themselves and if social conditions do not change these forces, it will direct humans towards positive development. Rogers suggests learning strategies that allow students to get a source of knowledge and experience that guides them. So, in general, there are several approaches to learning that can be used to embed multicultural education values in online learning, including:

1) Expository Learning Strategies

According to Roy Killen quoted by Sanjaya, the understanding of expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.[21] Meanwhile, according to AnissatulMufarokah, expository learning is the teacher presenting in a form that has been prepared neatly, systematically and completely, so that students just need to listen and digest it in an orderly and regular manner.[22] Expository learning strategy as a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

---

[21]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : Kencana, 2006), 177

[22]AnnisatulMufarokah, *StrategiBelajarMengajar,* (Yogyakarta: Teras, 2009), 60.

The expository learning strategy is a teaching strategy that helps students learn basic skills and obtain information that can be taught step by step. This expository learning strategy is specifically designed to support student learning processes related to well-structured procedural knowledge and declarative knowledge, which can be taught gradually, step by step.[23]

This expository learning strategy is a form of teacher-oriented learning approach (teacher centered approach). It is said so, because in this strategy the teacher plays a very dominant role. Through this strategy the teacher delivers structured learning material with the hope that the subject matter delivered can be mastered by students well.

Expository learning strategies can take the form of lectures, demonstrations, training or practical group work. In using expository learning strategies, a teacher can also relate to cooperative learning class discussions, as argued by Arends, quoted by Kardi that:

A teacher can use expository learning strategies to teach the material or teacher skills, then class discussions to train students to think about the topic, then divide students into cooperative learning

---

[23]Kardi S. danNur M., *PengajaranLangsung*, (Surabaya : Unipres IKIP Surabaya, 1999), 3

groups to apply the newly acquired skills and build their own understanding of the learning material. "[24]

The steps for implementing the expository learning strategy are as follows[25]:

1. Teacher conveys the objectives and prepares the students

2. Teacher demonstrates the material and practice

3. Teacher guides the training

4. Teacher checks understanding and provides feedback

5. Teacher provides opportunities for students to do advanced exercises

Thus, this expository approach has the following advantages:

a. With expository learning strategies the teacher can control the sequence and breadth of the learning material, thus he can find out the extent to which students master the subject matter presented.

b. Expository learning strategies are considered very effective if the subject matter that must be mastered by students is quite broad, while the time they have for learning is limited.

c. Through expository learning strategies, besides students can hear through narratives about a subject matter, students can

---

[24] Ibid, 8

[25] Abdullah Sani, Ridwan, *Strategi Belajar Mengajar,* (Depok: Raja Grafindo , 2019), 175

also see or observe (through the implementation of demonstrations).

d. Another advantage is that this learning strategy can be used for large numbers of students and class sizes.[26]

2) Heuristic Learning Strategies

Heuristic comes from Greek, namely heuriskein, which means "I Found". In its development, this strategy has developed into a learning strategy that emphasizes student activity in understanding learning material by using "heuriskein (I found)" as a reference. This learning strategy is based on message processing / information processing carried out by students so that they acquire knowledge, skills and values.

This strategy assumes that learning activities must be able to stimulate students to be active in the learning process, such as understanding subject matter, being able to formulate problems, establish hypotheses, look for data / facts, solve problems and present them.[27] So it can be concluded that a heuristic strategy is a learning strategy that emphasizes more on student activities in the learning process in developing students' intellectual thinking processes. In another definition, it is stated that the heuristic learning strategy is a series of learning activities that emphasize

---

[26] Haudi, *Strategi Pembelajaran, (Sumatera Barat: CV Insan Cendikia Mandiri, 2021), 89-90*
[27]Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta, BumiAksara, 2001), 219

critical and analytical thinking processes to seek and find answers to a question in question.

This strategy departs from the assumption that since humans were born into the world, humans have the urge to discover their own knowledge. Curiosity about the state of nature around him is human nature from birth. Humans have a desire to know anything through the various senses that exist in humans. Human knowledge will be more meaningful if it is based on that curiosity.

The main stresses of learning in this strategy are, (1) developing thinking skills, (2) increasing the ability to practice research methods and techniques, (3) training specific skills, and (4) finding things out.[28]

The purpose of the heuristic strategy is to develop intellectual skills, critical thinking and be able to solve problems scientifically. In the next process, students will be able to understand the material from a lesson maximally by processing and dealing with subject matter problems as well as in learning problems.

The purpose of the heuristic learning strategy is to teach students to be reflective of meaningful social problems. This strategy is based on the assumption that:[29]

---

[28]Dimyati dan Mudjiono, *Belajar*…, 173
[29]Oemar Hamalik, Proses..., 224.

a) The main objective of education must be a reflective test of the values and important issues of today.

b) Social science must be studied in the study of efforts to develop solutions, meaningful problems.

c) Allows students to develop awareness and facilitate problems about the role and function of groups and decision-making techniques.

The steps for implementing the heuristic learning strategy are:

a. Plan a learning in accordance with the reasonableness of mental development (*developmentally appropriate*) students.

b. Form an independent learning group (*independent learning group*).

c. Provide an environment that supports self-regulated learning.

d. Considering the diversity of students (*diversity of students*).

e. Pay attention to students' multiple intelligences.

f. Using questioning techniques to improve student learning, problem solving development, and higher order thinking skills.

g. Applying an authentic assessment.[30]

---

[30] Nurhadi and Agus Gerrad, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: State University of Malang, 2003), 20-21

The advantages of Heuristic Strategy are :

a. Requires teachers to skillfully stimulate students to express and activate students towards learning materials that are mastered and owned.

b. Students will gradually form positive attitudes towards themselves, including: creative, critical, innovative, confident, open and independent.[31]

2. **Multicultural Education Values**

a. **The definition of Multicultural Education**

According to Andersen and Cusher (1994: 320), multicultural education can be interpreted as education about cultural diversity.[32]This definition contains broader elements. However, the position of culture is still the same, which includes cultural diversity. In other words, cultural diversity is a subject matter that must be considered, especially for curriculum development. Something that is studied as an object of study.

James Banks (1993: 3) defines multicultural education as a series of beliefs (cells of beliefs) and explanations that recognize and assess the importance of cultural and ethnic diversity in the form of lifestyle, social experiences, personal identity, educational

[31] Erawati, *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2012), 12

[32]Andersen dan Cusher, "Multicultural and Intercultural Studies" in C. Marsh (ed), *Teaching Studies of Society and Environment* (Sydney: Prentice-Hall, 1994), hlm. 320.

opportunities from individuals, groups or countries.[33]He defines multicultural education as ideas, movements, educational reforms, and educational processes whose main purpose is to change the structure of educational institutions so that male and female students, students with special needs, and students who are members of different racial, ethnic and cultural groups various have the same opportunity to achieve academic achievement in school.So, With the existence of multicultural education students are able to accept differences, criticism, and have a sense of empathy and tolerance for others regardless of class, status, gender, and other things.

The Multicultural Education is response to the development of the diversity of the school population, as demanded equal rights for each group. This may imply that the multicultural education is education that includes all students regardless of their groups, such as gender, ethnicity, race, culture, social stratum, and religion.[34]

b. The main objectives of Multicultural education

The main objective of multicultural education is to change the learning and learning approach towards providing opportunities. the same in every child. So, nothing is sacrificed for the sake of unity. For that, the groups must be peaceful, understand each other, end differences, but still emphasize the general goal of achieving unity. Students are embedded in lateral thinking, diversity, and uniqueness

---

[33]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 196
[34]Hasan Basri, *The Implementation of Multicultural Education In Islamic School (A Study in MTs Ar-Rahmah jabung Malang). (Malang : Universitas Islam Negeri Maulana Malik Ibrahim). 2017, 18-19*

are valued. This means that there must be changes in attitudes, behavior, and values, especially the school academic community. When students are among others with different backgrounds, they must learn from each other, interact and communicate so that they can accept the differences between them as something that enriches them. Differences in students that must be recognized in multicultural education include, among others, ethnic and racial minorities, groups of religious adherents, religions, sex, economic conditions, region / origin, physical and mental disabilities, age groups, and others. (Baker, 1994: 11).[35]

The purpose of multicultural education is to help students understand, among other things, the background of themselves and groups in society such as:

1) Develop an identity that is meaningful to everyone.

2) Enhance the ability to critically analyze routine problems and issues through a democratic process through a vision of a better, just, and free society;

3) Resolve overly ethnocentric and prejudiced attitudes;

4) Respect and appreciate the diversity of cultures and ethnic socio-historical;

5) Understand the social, economic, psychological, and historical factors that cause ethnic polarization, inequality and ethnic alienation.[36]

---

[35]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 199
[36]Ibid, 199

In conclusion, through this multicultural education students are given the opportunity and choice to support and pay attention to one or several cultures, for example value systems, lifestyle, or language.

c. **Multicultural Education Values**

Multicultural education has values that should be followed in the preparation of teachingand learning process, the values are: (1) acceptance and appreciation of cultural diversity, (2)respect for human dignity and universal human rights, (3) responsibility to the worldcommunity, and (4) respect for the earth. (Bennet,2 011).[37]

According to Farida Hanum in (Setya Raharja, 2011: 115), the core values of multicultural education are democracy, humanism, and pluralism.[38]

1) Value of Democratization

The value of democratization or justice is a comprehensive term in all forms, be it cultural, political, or social justice. Justice is a form that every human being gets something that is needed, not what is desired.

2) Value of Humanism

The value of humanism or human humanity is basically an acknowledgment of plurality, heterogeneity and diversity of humans. This diversity can be in the form of ideology, religion, paradigm, ethnicity, mindset, needs, economic level, and so on.

---

[37]LiliWahdini, *Integrating Multicultural Values in Teaching Speaking,* (SELT: Padang, 2014) 308
[38]Suryana, Rusdiana. 2015. *PendidikanMultikultural.* (Bandung: CV PustakaSetia) 200-201

3) The value of pluralism

The value of national pluralism is a view that recognizes the diversity of a nation, such as in Indonesia. The term plural contains various meanings, but pluralism does not mean simply recognition of these things, but has political, social and economic implications. Therefore, pluralism is related to democratic principles. Many countries claim to be democratic countries, but they do not admit to pluralism in their lives, resulting in various types of segregation. Puralism refers to the right to life of community groups that exist in a community

3. **English Learning in EFL Setting**

Oxford defines English as first, English and second, British people. Webster explained that a teacher is a person or thing that teaches something. Meanwhile, Murray described a teacher as a symbol of learning; learner leaders and wonders for education. In fact, the Big Indonesian Dictionary says the teacher is the person in charge of teaching. In accordance with Law Number 14 Phase 1 2015 at Uno, teachers are professionalism that aims to educate, teach, lead, direct, train, assess, and evaluate students ranging from young students to senior levels.

Furthermore, Gill explained that English teachers are currently working in subject-specific classrooms in middle and high schools, colleges and universities, and they may specialize in certain areas such as English competition. In English Language Teaching, EFL lecturers provide the learners integrated skills, namely; listening, speaking, reading,

and writing by implementing various methods or strategies to increase the students' motivation and involvement in the teaching and learning process. At university, the English language teaching aim is to improve the student's language skills both oral and written.[39]Therefore, the researchers concluded that English teachers are people who teach English material in class.[40]

4. **Online Learning**

a. **Definition of Online Learning**

Learning is the interaction that occurs between educators and students, in which there are knowledge exchange activities.Accordingto Molinda, cited by Zainal et al., Online learning is a learning activity that occurs between long-distance or face-to-face educators and students that utilize telecommunications and information technology , for example the internet, and the CD-ROOM (directly and indirectly).[41] Online learning connects students with educators and other learning resources that are physically separated by distance. However, with online learning, the learning can still interact, communicate or collaborate directly and indirectly.

Online learning is a model of the learning process in which educators provide theory or material concepts to student not face to

---

[39]Ahmad Ridho, *Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia,* English Language Teaching Educational Journal ISSN 2621-6485 Vol. 3, No. 2, 2020, 164

[40]Nurul Azhar, *The English Teacher's Competence in The English As A Foreign Languavve Learning At MA MADANI ALAUDIN PAO-PAO, GOWA South Sulawesi.* Makassar. Alauddin State Islamic University. 2016, 13-14

[41]Zainal Abidin, dkk, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19" *Jurnal Ilmiah Profesi Pendidikan,* 1(Mei, 2020), 65.

face directly but the learning process is carried out in an online-based environment such as the internet.

Online learning consists of 3 (three) conditions, namely independent learning, asynchronous interaction, and synchronous learning. In independent learning, students must adjust their own learning schedule, students can review the material anytime and anywhere, and students must be able to motivate themselves. In asynchronous interactions, students and teachers can interact at different times and places, for example in the form of discussion forums, or e-mail. In synchronous learning, students and teachers can interact directly through online media, for example through chatting facilities, audio-video conferences, videostreaming, and online tests or quizzes.[42]

b. **Various kinds of online learning**

Internet connection is very important in the era of globalization to increase human activities in various economic, cultural, defense, and many other activities (Fallows, 2004). In this era of globalization, technology is able to advance human life, one of which is in the field of education. With the use of technology, teaching and learning activities are now not only carried out in schools, but can also be do

---

[42]Ng Poi Wong, "Rancang Bangun Pembelajaran Online SistemOperasi Windows 7 dengan HTML 5" *JurnalSifoMikroskil*, 1(2011), 23.

remotely.[43]There are several distance learning facilities that can be used, such as[44] :

1) Video conference (face to face online)

Face to face online is a facility that can be used in distance learning. Students and teachers can seem like they are facing and observing each other. This facility makes it easy to conduct performance appraisals in the form of practice. Teachers can give questions or orders to students to demonstrate the knowledge they already have, then the teacher observes and gives assessments according to predetermined aspects. In using this facility, you can take advantage of applications such as whatsapp, zoom, google meet, etc.

2) Learning Management System (LMS)

LMS is an integrated online learning management system through an application. In this LMS there are several features that not only support learning, but also include learning assessment. Teachers can provide performance appraisals by giving assignments to make a product related to the subject being studied, then students can enter it into the LMS according to existing features. Then the teacher can check and assess student products according to predetermined aspects.Virtual learning provides unique features of a learning management system, for instance, authoring tools, rubrics,

---

[43]Ahmad Ridho, *Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia,* English Language Teaching Educational Journal ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173

[44]DirektoratJenderal Guru danTenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, *Panduan Pembelajaran Jarak Jauh: Bagi Guru selama Sekolah Tutup dan Pandemi Covid-19 dengan semangat Merdeka Belajar* (2020), 9.

feedback tools, chat discussion, comment field, assignment submission, and files or document sharing.[45]

3) Digital portfolio

Digital portfolios are collections of student work within a certain period of time but the collection is digital. In practice, educators can use applications or platforms that can make it easier for students to send their work.[46] This assessment is relevant at the creating level of Taxonomy Bloom so that students can create, design, design, invent, and produce. So that teachers get a better understanding of the abilities and knowledge of their students.

---

[45]Rojabi, A. R. 2020. "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia." *English Language Teaching Educational Journal.* ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173

[46]Yuliana, 2020. "*Ragam Penilaian online dalam Pembelajaran Jarak Jauh*" Webinar Indonesia Edu. (https://guruberbagi.kemdikbud.go.id/aksi/ragam-penilaian-online-untuk-pembelajaran-jarak-jauh/diakses tanggal 23 Oktober 2020)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents an overview of research methodology related to research design, research location, research subject, data collection techniques, data analysis, data validity, and research stages.

A. Research Design

The approach taken in this research is qualitative research. Cresswell states in his book that "Qualitative is a type of educational research in which the researcher relies on the views of the participants, asks broad general questions, collects data consisting of words (or texts) from the participants, describes and analyzes these words. of the theme, and conduct investigations subjectively, based on. "This study uses a qualitative approach because the researcher wants to investigate, understand and research the strategies used by English teachers in embedding the values of multicultural education.

This type of research is a case study. A case study is a method for collecting and analyzing data about a case. Something is usually used because there are problems, difficulties, obstacles, deviations, but there is also something. make a case even though there is no problem, instead, it is made a case because of his superiority or success. The researcher chose to use the case study method because the researcher wanted to analyze the strategies used by the teacher. So with this type of case study research, researchers will get an overview and information about the strategies used by English teachers in embedding the values of multicultural education.

34

B. Research Location

The location of the research indicates where the research is to be carried out. The research area usually contains the location (village, organization, events, texts, etc.).[44] The location used as a place for this research is SMAN 4 JEMBER with the consideration of the diversity of students from regions, cultures, languages, beliefs, and others. Thus researcher wants to know how the English teachers embed the multicultural education values in students so they can respect other student's culture and get to know their own cultures.

C. Research Subject

Research subjects are data sources that provide the information needed in research. The research subjects in this study were determined by the purposive sampling technique. This technique is the technique of determining the selected informants with specific considerations and goals. This particular consideration the person who is considered to know the most about what the researcher expects, or maybe he is the ruler so that it make easier for the researcher to explore the object or social situation under study.

For this reason, in this study, the researcher involved school components at SMAN 4 Jember.Subjects that were used as informants included:

1. Principal of SMAN 4 Jember
2. Assisstant Principal of Curriculum SMAN 4 Jember

---

[44]Tim penyusun, *Pedoman*, 49.

3. Two English teachers of SMAN 4 Jember (Teacher of class X and XI. They are selected based on the diversity of the class that they teach)

4. Students of SMAN 4 Jember (Muslim student and non Muslim student from class X and XI)

Research subjects were recruited using of purposive sampling techniques, namely selecting people who provide the required information such as English teachers because they are the main subject of the study.

D. Data Collection Techniques

The data collection technique is the most strategic step in research because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the established data standards.[45]

Research at SMAN 4 Jember uses several methods of data collection during the research process, including the following:

1. Observation

The form of data collection tool is carried out using observation or observation which includes the activity of loading attention to an object by using all the senses.[46] In this method, the researcher observed closely how the learning process is so that the data cannot be engineered or fabricated.

The type of observation used by the researcher was non-participatory observation. It is called non-participatory observation when the researcher is not involved with the daily activities of the person being

---

[45]Sugiono, *Metodologi Penelitian Kuantitatif, Kualitatifdan R&D*, (Bandung: Alfabeta, 2008), 224.

[46] Nana SyaodihSukmadinata, *Metode Penelitian Pendidikan*, (Bandung: RemajaRosdakarya, 2007), 157.

observed or who is used as a source of research data. The researcher also do not feel the joy and sorrow of what the data sources are doing. With this non-participant observation, the data obtained show the real.

The data obtained by researchers using observation techniques are as follows,

a. The online learning process that contain multicultural education values at SMAN 4 Jember

b. The strategy of english teacher in embedding multicultural education values in online learning at SMAN 4 Jember

In observation, the researcher collected data about online learning process by following the class zoom meeting.

2. Interview

Data collection done using the interview method, interviews are activities carried out to obtain information directly by expressing questions to informants, and activities are carried out orally. Besides, the researcher brings other instruments as a guide in interviews such as voice recorders, pictures, brochures, and material.[47]

Collecting data by interview allows the researcher to know more deeply about the participants in interpreting the situations and phenomena that occur, which cannot be found through observation. The type of interview used in this study is a semi-structured interview that falls into the in-depth interview category, where the implementation is freer when

---

[47]Sugiono, *Metodologi Penelitian,* 139.

compared to structured interviews. The purpose of this interview is to find more open problems, where the participants are asked for their opinionand his ideas.[48]

The data obtained from this interview process are as follows,

a. English teacher's understanding of multicultural education.

b. English teacher strategy in embedding multicultural education values in online learning.

c. The learning activities in online learning.

In the interview, the researcher asked several questions to the research subject that the researcher has already prepared in the form of instrument grid. Interviews with students are also delivered in Indonesian to avoid miscommunication.

3. Document Review

The next method is document review. Document review is a method of collecting data by looking for data about things or variables in the form of notes, transcripts, lesson plan, and videos.[49]

The data collected with documentation are as follows.

a. Profile of SMAN 4 Jember

b. Videos of online learning process in embedding multicultural education values at SMAN 4 Jember

c. Lesson Plan of English Teachers at SMAN 4 Jember

---

[48]Sugiono, *MetodologiPenelitian,* 233.
[49]Surhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), 206.

E. Data Analysis

The data analysis process in this study will begin by examining all the data that had been obtained. Bogdan said that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be understood, and the findings can be shared with others.[50]

Data analysis in this study use field data analysis by Milles and Huberman's model. Data analysis is carried out when data collection takes place, and after completing data collection within a certain period. If the data obtained is deemed unsatisfactory, the researcher can search for data again until it is deemed credible.[51] Activities in data analysis, namely; data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Miles, Huberman, and Saldana argued, "datacondensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the datathatappear in the full corpus (body) of written-up field notes, interview transcripts". Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes and transcripts.[52]

In this stage, the researcher will selects, focuses, simplifies, and transforms the teacher's strategy in embedding the values of multicultural

---

[50]Surhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006) 224.

[51]Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2018) 246.

[52]Miles, Huberman dan Saldana, *Qualitative Data Analysis* (America: SAGE Publications, 2014),12.

education and discards what is deemed unnecessary in the data collected. So that the condensed data provides a specific picture of how the teacher's strategy is in the embedding of multicultural values and facilitating further data collection.

2. Data Display

After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it will be easier to understand what happened, plan the next work based on what has been understood.[53]

In this section, the researcher will present research data regarding what strategies the English teacher uses to embed multicultural education values during online learning in the form of short descriptions, clear charts, tables or flowcharts, and the like to make it easier to understand the implementation of further research.

3. Conclusion drawing/verification

The next step is drawing conclusions or verification. Conclusions in qualitative research are new findings that do not yet exist. The findings can be in the form of descriptions or descriptions of objects that were previously dim or dark so that after being studied it becomes clear, can be in the form of causal or interactive relationships, hypotheses, or theory.

Conclusions in qualitative research may be able to answer the formulation of problems that have been formulated from the start, but

---

[53]Sugiono, *Metodologi,* 249.

maybe not, because it has been argued that problems in qualitative research are still temporary and will develop after the research is in the field.[54]

In the final step of data analysis, the researcher concluded the data that had answered the research problem formulation, namely what strategies were used by English teachers in embedding multicultural education values during online learning and making it easier for researchers to carry out further activities in processing data.

F. Data Validity

Testing the validity of the data needs to be done in qualitative research to show the confidence of the findings using proof by the researcher on the fact that is being studied.

The validity of data in this research tested by data triangulation. In this credibility test, data checking is seen from various sources in various ways, and at various times. Thus there is source triangulation, triangulation of data collection techniques, and time triangulation.[55]

The validity of this study used data source triangulation and technical triangulation.

1. Source Triangulation

Source triangulation means to get data from different sources with the same technique This source triangulation can be achieved by: 1) Comparing the observed data with the interview data 2) Comparing what people say in public with what is said in general personal 3) Comparing

---

[54]Sugiono, *Metodologi,* 253.
[55]Sugiono, *Metodologi*, 273.

what people say about the research situation with what is said over time 4) Comparing the circumstances and perspectives of a person with various opinions and views of others 5) Comparing the results of the interview with the contents of a related document.

2. TechniqueTriangulation

Technique triangulation means that researchers use different data collection techniques to obtain data from the same source. The researcher used non participant observation, in-depth interviews, and document review for the same data source simultaneously.[56]

In conclusion, to conduct data validity, the researchers use those two techniques to find out the validity of the data obtained by the researchers easily. Both of those techniques are carried out by collecting different data such as observations about activities during learning, interviews about teaching strategies, and taking documentation to prove research implementation. From this, the researcher compared the data he obtained to get valid research results about the strategies of English teachers in embedding the values of multicultural education during online learning.

G. Research Stages

In this research, there are several steps that the researchers will do, namely:

1. Pre Field Stage (Preparation)

The pre-field stage is the stage that is carried out before the research is carried out. The activities are in the pre-field stage, namely:

---

[56]Hardani dkk, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 155.

a. Prepare a Research Plan

The design of this research is the background of the problem and the reasons for conducting the research, the selection of the location, the determination of the research schedule, the design of data collection, the design of data analysis procedures, and the design of checking the validity of the data.

b. Exploration Study

An exploratory study is a visit to the research location before the research before implementation, to know the research location and all conditions to be studied.

c. Licensing

In connection with research that is outside the campus and is a government institution, this research requires the following permissions and procedures, namely a request for a cover letter from the Jember State Islamic Institute (IAIN) as a research permit application submitted to the school.

d. Preparation of Research Instruments

Activities in the preparation of research instruments include compiling a list of questions for interviews, making observation sheets, and recording required documents.

2. Implementation Stage

In the implementation stage, activities that will be carried out include:

a. Data Collection

Data collection was carried out with a predetermined schedule using observation, interview, and documentation techniques.

b. Data Processing

Data processing from the results of data collection in research is intended to facilitate data analysis.

c. Data Analysis

After everything is collected and arranged, data analysis can be carried out using qualitative analysis techniques, namely presenting a description of what has been obtained during data collection. The results of the analysis are described in the data exposure and research findings.

3. Reporting Stage

The reporting stage is the preparation of research results in the form of a thesis following the applicable guidelines in the Jember State Islamic Institute (IAIN) program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents data such as the results of observations, interviews, and documentation that are directly related to the focus of the research. After researching the relevant data sources of the problem of the English teacher's strategy in embedding multicultural education values in online learning at SMAN 4 Jember.

A. **School Profile**

a. School Description

SMA Negeri (SMAN) 4 Jember, is one of the senior high schools at Jalan Hayam Wuruk 145sub-district Kaliwates, Jember and right on the edge of the provincial road and not far from the Tawang Alun terminalfrom thedirectionof Surabaya.

SMAN 4 Jember wasfounded in 1977 under thename SMA FIP with the status of a private school and is under the support of the University of Jember as an educational laboratory. Then in 1978, it changed to SMAN 4 Jember with the supportof the Department of Education.

b. Vision, Mission, and Goal

1. Vision

"The Realization of Intelligent, Skilled, and Character Humans"

2. Mission

To realize the vision, SMA Negeri 4 Jember determines the strategic steps stated in the following mission:

45

a) Building a religious school culture with a spirit of togetherness.

b) Forming school members can manage time effectively and efficiently.

c) Forming skilled human beings who are ready to compete in the global era

d) Implementing quality learning and training effectively and efficiently in the development of science and technology.

e) Improving academic achievement based on Graduate Competency Standards.

f) Improving extra-curricular achievement.

g) Realizing superior human beings, personality and critical to face life's challenges.

h) Developing an honest attitude, discipline, responsibility, care for the environment, and love for the homeland.

c. School Goals

From the vision and mission that formed, SMAN 4 Jember has the following objectives:

1) Equipping school members can communicate actively in English.

2) Equipping students with Information and Communication Technology (ICT) based skills.

3) Equipping students with science and technology so that graduates can to continue to higher education levels.

4) Establishing a culture of punctuality in every activity.

5) Forming school citizens who are personality and critical so that they can to make decisions in looking at the future.

6) Forming school residents to become people who are pious and have noble character.

7) Embedding an unyielding attitude in competing, adapting to the environment, and developing an attitude of sportsmanship.

8) Embedding awareness in all school members intensively to always behave honestly, be disciplined, responsible, environmentally friendly, and love the homeland.

9) Optimizing implementation of Active, Innovative, Creative, Effective, and Fun Learning.

d. The Profile of Teachers at SMAN 4 Jember

Human resources are the most important factor in realizing and implementing the education and teaching process, in this case, students, teachers, and administrative staff, where all three systematically carry out school functions in realizing the goals and ideals of education in schools.

The total number of teachers who teach at SMAN 4 Jember is 47 teachers, consisting of 29 PNS teachers and 18 non-PNS teachers. The recruitment of teaching staff adjusted to their potential and capacity. The following is a table of teacher data and the subjects :

Table 4.1
Teacher and subject data

No.	Subject	Total hours	Teacher
1	Islam Education and Moral	81	Abdul Halim, S.Ag
			Dra. SitiMardiyah
			MidrorunNiam, SH
2	Pancasila and Civic Education	54	Muhammad Amin, S.Pd, M.Pd
			Edi Supangkat, S.Pd
3	Indonesian	108	IDA ERNAWATI, S.Pd. M.Pd
			Dra. Sri Harmini

			SofiatulAnnisa, S.Pd
			Elisa DwiJanuarita, S.S.
			Drs. Abdul Muis, M.Pd
			Adhitya Tri Nanda, S.Pd.
4	Mathematics	178	Dra. Harwati
			NurKomari, S.Pd
			EkoSubiyantoro, S.Pd
			HandokoHadi, S.Pd
			FindaDwiPermatahati, S.Pd.
			RO'SIL QOHHAR LEOGIMAH WAKHADA, S.Pd
			LindaKusumawardani, S.Pd.,M.Pd.
5	Indonesian History	83	Dra. Riyati, M.Pd
			Drs. PurwoNugroho
			Agustini, S.Pd
6	English	112	Muhammad Salim, S.Pd
			Drs. BambangSunardi, M.Pd
			Yuliati, S.Pd, M.Pd
			PutriFirdaNurulIstiqomah, S.Pd
7	Art and culture	54	PradhitaIntanFahrindianti T., S.Pd
			Elvira KurniaRamadhani
8	Physical Education and Health	81	Dra. ReviCahyoEndrawati
			Andika Fence HijratulAchmad, S.Or
			RonyIwanRiswanto, S.Pd
9	Craft and Entrepreneurship	54	Dian Sandy Utama, S.Kom
			MokhamadRiyanArdiansyah, S.Pd
10	Biology	87	Drs. Tohar Ahmad
			Dra. Tri Wahyuti
			Drs. Amir Mahmud, M.Pd
11	Physics	91	JujunEndahPratiwi, S.Pd
			Dra. EnySetyowati
			Siva NurIsmaya, S.Pd
			Muhammad Effendi, S.Pd, M.Pd
12	Chemistry	70	Dra. TutikDaryati, MM
			Han Nanik, S.Pd
			HARTUTIK HANDAYANI, S.Pd.Kim
13	Geography	29	Ike Fatmawati, S.Pd
14	Sosiology	29	YettyNoermaningsih, S.Pd, M.Pd
15	Economy	59	ERVA VERA DINATA, S.E
			Yayuk Sri RahayuBudiawati, SE
16	Local Content	36	MiftakhulKhusnah, SS

e. The Profile of the English teacher at SMAN 4 Jember

The effectiveness and suitability of a learning process is the duty and responsibility of teachers in schools, especially in the current conditions that requires teachers to more enthusiastic in teaching. In forming the student's personality, all teachers need to be involved in it, especially the role of the English teacher. Learning a foreign language is unusual and even requires more effort to realize the desired goal. The details of the English teacher as well as the status, and when they start teaching:

Table 4.2
English Teacher Data Table

No.	Name	Status	Education	Time
1.	Muhammad Salim, S.Pd	PNS	S1	01/12/1987
2.	Drs. BambangSunardi, M.Pd	PNS	S2	01/12/2000
3.	Yuliati, S.Pd, M.Pd	PNS	S2	01/01/2009
4.	PutriFirdaNurulIstiqomah, S.Pd	NON PNS	S1	01/07/2019

f. The Profile of the students of SMAN 4 Jember

Students at school are part of the educational process because the educational process will not take place wellwithout it. After all, the main component is students who are the container in the process of transforming knowledge. The following is the state of the students in May that I got through a document review:

Table 4.3
Students Data Table

No	Class	Total Before mutation	After Mutation
1	X	314	315
2	XI	318	318
3	XII	317	327
Total		949	950

B. **Research Findings**

1. The Expository Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

Multicultural education at SMAN 4 Jember, is not only limited to a description of the subject at school, but also the teacher connects learning with multicultural attitudes. It makes students to fair, humanism, and plural with the diversity in schools because multicultural education is very important for students. This is supported by one of the English teachers, Bambang Sunardi at the school.

> "Multicultural education is very important for students and tenageers, now because it has many advantages so that the school community is tolerant of each other and lives in harmony. Even they have different religions and languages. But they respect and respect each other, do not corner each other, belittle, bully, and most importantly do not prove their group." [57]

So, teachers still embed the multicultural education values in online learning.

In this conditions of online learning, schools as places of learning must provide the facilities needed by teachers and students. SMAN 4 Jember provides online learning facilities such as LMS (Learning Management System) and online learning applications such as zoom, google classroom and others. However, this LMS is only used to input student scores. Every teacher, especially the English teacher at SMAN 4 Jember, uses applications in online learning such as Google Meet and Zoom.

---

[57]Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

The explanation above is strengthened by the results of the researcher's interview with Mr. Bambang as an English teacher:

"...... schools also give LMS but only for enter of student values during online learning." [58]

In addition, teachers are also required to be creative in delivering material because the teacher is the main source for students to give knowledge. So the teachers need strategies to still embed the multicultural education values in online English learning.

The expository strategy is a strategy used by English teachers in embedding multicultural education values at SMAN 4 Jember. This strategy is carried out by several learning activities. The following are English learning activities in implementing expository strategies in inculcating multicultural educational values:

a. The English teacher conveys learning objectives,

b. The English teacher prepares students by asking them to pray. This learning activity is supported by Mrs. Putri as an English teacher :

   "In particular, the insights and multicultural education values in this school are not directly embedded in students. But every time we carry out learning, teachers make habits to pray before the class begins that show we must tolerate each other in the diversity differences that exist in schools."[59]

c. The English teacher delivers the material,

d. The English teacher guides student training and provides feedback on students' understanding. This is in accordance with the lesson plan of class X by Mrs. Putri[60] and class XI by Mr. Bambang Sunardi.[61]

---

[58] Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[59] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli
[60] Putri, *Telling Past Events RPP,* (X : SMAN 4 Jember), genap

This expository strategy has steps for carrying out learning where these steps are contained in learning activities in the lesson plan. So that, in carrying out this strategy the English teacher needs to prepare a lesson plan before learning begins. During online learning at SMAN 4 Jember, all teachers are required to make lesson plans to make it easier for them to teach. This matter, below are the results of an interview with Mr. Bambang as an English teacher:

> "In this online learning, teachers are required to use one sheet of lesson plans considering the reduced lesson time, this lesson plan ready before delivering material to students to make it easier for us as teachers in the process of learning English in online classes." [62]

In addition, the researcher also interviewed Mr. Amir Mahmud of the assisstant principal of curriculum in the online learning process at SMAN 4 Jember, the results were as follows:

> "The teacher's learning strategy uses RPP because it makes easier to attract student responses and stay active during online learning." [63]

In this case, the English teacher at SMAN 4 Jember did not directly inform that they used expository strategy in embedding multicultural educational values in online learning. The following presentation of the results of the interview with Mrs. Putri as an English teacher:

> "Actually there is no specific strategy in embedding the multicultural education values in English learning. I usually give stories that I take from western culture which has a culture of respect and democracy.." [64]

---

[61] Bambang, *Cause and Effect RPP,* (XI : SMAN 4 Jember), genap

[62] Bambang, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

[63] Amir, Deputy Principal of Curriculum at SMAN 4 Jember, interview on 4th May 2021 in Mangli

[64] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

So based on observations, interviews and document reviews that researchers did, in embedding the multicultural education values, the expository strategiy was carried out through several online learning activities. The English teacher at SMAN 4 Jember gives a story that contain multicultural education values from western culture, English teachers also get used to praying together according to their religion before starting online learning. In addition, the teacher provides feedback and guides the practice regardless of the student's background. From these learning activities, it can be concluded that the English teacher at SMAN 4 Jember uses expository strategies in embedding multicultural education values in students when learning online.

2. The Heuristic Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

In embedding multicultural education values in online learning, SMAN 4 Jember also uses a heuristic strategy. This strategy is carried out through several activities by the English teacher. In carrying out this strategy, students are given the opportunity to be active in the learning process. The following is the process of carrying out the heuristic strategies in online English learning at SMAN 4 Jember:

a. The teacher prepares learning materials according to student development using student worksheet and power point. This process is supported by the statement of Nur Kholik Aziz who is a student of class XI IPS 1:

"In my opinion, English lessons in online learning are quite fun, because the material delivered is according to our knowledge and the delivery of the material is friendly and fun so that I as a student do not find it difficult."[65]

b. The teacher forms an independent study group. In determining study groups the teacher divides the students equally and does not see their background. This is part of embedding multicultural education values in students. The following are the results of an interview with Cornelius Loius Nathan class X IPA 6:

"There is no difference and discrimination that English teachers do to students during online learning. Even when we are given group assignments without distinguishing and seeing our diverse backgrounds."[66]

c. The teacher uses the technique of asking questions when the material has been delivered to increase students' knowledge and develop problem solving. In this activity the English teacher provides a stimulus through a story then students are asked to conclude the message that can be taken from the story. In accordance with Mrs. Putri as an English teacher:

"I usually give a story that I take from western culture to attract student responses in terms of asking questions about learning materials and embedding multicultural education values."[67]

In this activity, the English teacher also did not discriminate and did not only ask one student to answer. This is indirectly an embed of multicultural education values in students. The following are the results of an interview with Nur Kholik Aziz, a class XI IPS 1 student:

---

[65] Aziz, Student of XI IPS 1 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text
[66] Louis, Student of X IPA 6 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text
[67] Putri, English Teacher at SMAN 4 Jember, interview on 4th May 2021 in Mangli

"When I asked for help by the teacher whether it asked to choose one of the students to work on questions or read, I once appointed a friend of a different religion and did not always appoint my friend who was of the same religion as me."[68]

d. The teacher asks students to observe, identify[69] and analyze[70] English material in online learning to improve students' thinking skills.

In carrying out this heuristic strategy, students are more involved in applying multicultural education values during in online English learning. The division of students into independent study groups makes them successful in solving problems in English material because they do not prioritize their respective opinions and do not see their religion. When given a story students are also able to solve the moral message that can be taken from the story that the English teacher conveys.

So based on observations, interviews and document reviews that researchers did, in embedding the multicultural education values, the heurictic strategy was carried out through several online learning activities. The English teacher at SMAN 4 Jember prepares learning materials through student worksheets and power points. In addition, the teacher uses a questioning technique so that students are more active in the classroom so they can develop their thinking skills as well as in problem solving. The questions that are often asked by English teachers when learning online are what is the meaning and purpose of the material or what is the moral message that students can convey from the teacher's story. From these

---

[68] Aziz, Student of XI IPS 1 at SMAN 4 Jember, interview on 9th June 2021 via Whatsapp Text
[69] Putri, *Telling Past Events RPP*, (X : SMAN 4 Jember), genap
[70] Bambang Sunardi, *Cause and effect RPP*, (XI : SMAN 4 Jember), Genap

learning activities, it can be concluded that the English teacher at SMAN 4 Jember uses heuristic strategies in embedding multicultural education values in students when learning online.

The following is a table of the results of the English teacher strategy research:

No	Strategy	Result
1.	Expository Strategy	The English teacher conveys the learning objectives then asks students to pray before starting the lesson. After the students were ready, the English teacher delivered the material followed by a joint discussion about the material and provided feedback on students' understanding. This is in accordance with the lesson plans of every English teacher.
2.	Heuristic Strategy	The English teacher prepares teaching materials according to student development by using student worksheets and then forming independent study groups. After they had a discussion, the teacher used a questioning technique to find out students' understanding then the teacher asked the students to observe, identify and analyze the material to develop problem solving thinking skills.

C. Research Discussions

1. The Expository Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

The educational institution of SMAN 4 Jember has diverse students, both religious, ethnic, linguistic, and social, so during online learning, multicultural education values are still embedded in order to

remain in line with the school's goals. Banks identified the purpose of multicultural education to take advantage of the role of schools in seeing diversity, and to assist students in being positive about cultural differences so that through learning that embeds multicultural education values, students can reduce discrimination.[71] Therefore, educators are an important factor in embedding multicultural education values in schools. English teachers also have an important role in multicultural education, because if a teacher has a mindset about understanding multicultural diversity, he will also be able to teach and embed multicultural education values through classroom learning.

The results of the presentation of observation data, interviews and document review, SMAN 4 Jember carried out an expository strategy. According to Anissatul Mufarokah, expository learning is the teacher presenting in a form that has been prepared neatly, systematically and completely, so that students just need to listen and digest it in an orderly and regular manner.[72] In the expository learning strategy, the teacher processes the material thoroughly before it is delivered in class because the teacher plays a very dominant role while the students act as passive.[73]

The carry out of the expository strategy in online English learning is carried out through appropriate steps. The English teacher is active in the classroom by delivering material, and providing feedback on students'

---

[71] Suparlan dan Sri Utari, *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia* (Malang: Madani Media, 2018), 4-5

[72] Annisatul Mufarokah, *Strategi Belajar Mengajar,* (Yogyakarta: Teras, 2009), 60.

[73] Iskandarwassid dan Dadang, *Strategi Pembelajaran Bahasa,* (Bandung: Rosda Karya, 2018), 29-30

understanding. In addition, the English teacher does not discriminate between students when guiding the training and providing opportunities to answer. The learning activities carried out have indirectly embedded multicultural education values to students through habits in the classroom. The process of learning activities has been in accordance with the steps in carrying out of the expository strategy which include:

a. Teacher conveys the objectives and prepares the students

b. Teacher demonstrates the material and practice

c. Teacher guides the training

d. Teacher checks understanding and provides feedback

e. Teacher provides opportunities for students to do advanced exercises.[74]

The selection of teacher strategies in embedding multicultural educational values during online learning is expected to help realize multicultural-based English learning and make it easier for teachers to convey English material well during online learning. For an English teacher, conveying multicultural education values is an obligation as an acceptance of diversity so that both online learning and face-to-face teachers can foster a broad attitude towards diversity by presenting multicultural education values in learning English. The expository strategy also has the following advantages:

a. With expository learning strategies the teacher can control the sequence and breadth of the learning material, thus he can find out the extent to which students master the subject matter presented.

---

[74] Abdullah Sani, Ridwan, *Teaching and Learning Strategies*, (Depok: Raja Grafindo, 2019), 175

b. Expository learning strategies are considered very effective if the subject matter that must be mastered by students is quite broad, while the time they have for learning is limited.

c. Through expository learning strategies, besides students can hear through narratives about a subject matter, students can also see or observe (through the carry out of demonstrations).

d. Another advantage is that this learning strategy can be used for large numbers of students and class sizes.[75]

Thus the presentation of the findings the expository strategy carried out by the English teacher in online learning at SMAN4 Jember. In planting multicultural education values, it can be seen that schools have embedded these values as schools that have a diversity of religions, ethnicities, and languages that uphold the love of the homeland and can be applied in daily interactions in the school environment.

2. The Heuristic Strategy In Embedding Multicultural Education Values In Online Learning At SMAN 4 Jember

The strategy has the essence to provide convenience or facilities to students towards achieving the goals of their own learning.[76] In addition to using expository strategies, the English teacher at SMAN 4 Jember also uses heuristic strategies. The heuristic strategy assumes that learning activities must be able to stimulate students to be active in the learning process, such as understanding subject matter, being able to formulate

---

[75] Haudi, *Strategi Pembelajaran, (Sumatera Barat: CV Insan Cendikia Mandiri, 2021), 89-90*
[76] Suparlan dan Sri Utari, *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia* (Malang: Madani Media, 2018), 75

problems, establish hypotheses, look for data/facts, solve problems and present them.[77]

The heuristic strategy requires students to be more active than teachers in the learning process. In heuristic strategy, the main stresses of learning in this strategy are, (1) developing thinking skills, (2) increasing the ability to practice research methods and techniques, (3) training specific skills, and (4) finding things out. [78]

The carry out of the expository strategy in online English learning is carried out through appropriate steps. The expository strategies in online English learning is carried out through appropriate steps. The English teacher prepares student worksheets and power points about the material to be discussed in the lesson then the teacher forms independent study groups to discuss with each other. The formation of this group was carried out randomly without discriminating against students and looking at students' backgrounds. This activity is a form of embedding multicultural education values to students so that students do not feel discriminated against. In addition, the teacher also asks questions when learning is carried out. This activity is to develop students' thinking skills in solving a problem. As an assessment of these knowledge and skills, the English teacher asked to analyze and identify the material they had studied in order to determine their understanding of the material. Similar to group formation, each student is given the opportunity to answer the question. So that learning activities carried out indirectly have embedded multicultural education

---

[77]OemarHamalik, *Proses BelajarMengajar*, (Jakarta, BumiAksara, 2001), 219
[78]Dimyati dan Mudjiono, *Belajar…*, 173

values in students through habits in the classroom. The process of learning

activities has been in accordance with the steps in carrying out expository

strategies which include:

a. Plan a learning in accordance with the reasonableness of mental
    development (*developmentally appropriate*) students.

b. Form an independent learning group (*independent learning group*).

c. Provide an environment that supports self-regulated learning.

d. Considering the diversity of students (*diversity of students*).

e. Pay attention to students' multiple intelligences.

f. Using questioning techniques to improve student learning, problem
    solving development, and higher order thinking skills.

g. Applying an authentic assessment.[79]

From the activity process in applying heuristic strategies, these

strategies can help realize multicultural-based English learning and make it

easier for teachers to convey English material well during online learning.

This heuristic strategy also provides advantages such as:

a. Requires teachers to skillfully stimulate students to express and
    activate students towards learning materials that are mastered and
    owned.

b. Students will gradually form positive attitudes towards themselves,
    including: creative, critical, innovative, confident, open and
    independent.[80]

---

[79] Nurhadi and Agus Gerrad, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: State University of Malang, 2003), 20-21

So that through embeddng multicultural education values, the social life of school residents at SMAN 4 Jember which has multicultural diversity with differences in religion, race, ethnicity, and culture will have a positive impact on making students and other educational components aware of differences. The practice of this heuristic strategy also provides benefits for students to express a good social life and form an open attitude towards diversity in the classroom.

Thus the discussion regarding the findings of expository and heuristic strategies carried out by English teachers in embedding the values of multicultural education in online learning at SMAN4 Jember. Schools use these two strategies in embedding values in order to achieve school goals that uphold love for the homeland and can be applied in daily interactions in the school environment. So that it is expected to be able to develop humans in differences because education is a process of developing all the potential in humans, such as intellectual, social, moral, religious, politeness and culture. So that it expected to able to develop humans in about differences because education is understood as a continuous or a lifelong process. It requires the highest respect for human dignity.[81]

---

[80] Erawati, *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2012), 12

[81]EtyKurniyati, *The Urgency of Multicultural Education to Islamic Learning in Schools EAS J Humanit Cult Study,* East African Scholars Publisher, Kenya Vol-2: Iss- 5 (May, 2020) 163

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the results of research that the author did at SMAN 4 Jember about embedding multicultural education values, it can be conclude that :

1. Based on data analysis and discussion, it is proven that the practicing of the expository strategy is carried out with the right steps in the online learning process in embedding multicultural education values at SMAN 4 Jember. The application of this expository strategy makes it easier for teachers to embed the values of multicultural education even in the online learning process because the teacher can control the learning process in the classroom.

2. In carrying out the heuristic strategy, students are more active than teachers when learning English online. This heuristic strategy stimulates students to express, activates students towards learning materials that are mastered and owned and develops thinking skills in solving problems because the main concept of this heuristic strategy is problem solving. So that students can form a positive attitude towards themselves and the surrounding environment to be open and accept diversity.

B. SUGGESTION

Based on the results of the research that the authors have done, starting from the conclusions and discussion of the research results described

above, related to the implementation of expository and heuristic strategies in inculcating multicultural educational values in online learning at SMAN 4 Jember, the researchers propose several suggestions:

1. The researcher add knowledge about strategies in embedding multicultural educational values in learning and are expected to be able to make a positive contribution to embedding   multicultural educational values in English learning.

2. The results of this study allow for an in-depth follow-up on the strategy of English teachers in embedding multicultural education values at SMAN 4 Jember.

3. The multicultural education values are also expected to be directly or indirectly into English learning materials that will be delivered in learning activities.

REFERENCES

Abdullah Sani, Ridwan. *Strategi Belajar Mengajar*. Depok: Raja Grafindo, 2019.

Ahmadi, Abu, dan Joko Tri Prasetyo. *Strategi belajar Mengajar.* Bandung: Pustaka Setia, 1997.

Andersen dan Cusher. "Multicultural and Intercultural Studies" in C. Marsh (ed), *Teaching Studies of Society and Environment.* Sydney: Prentice-Hall, 1994.

Arikunto, Surhasimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta, 2006.

Azhar, Nurul. The English Teacher's Competence in The English As A Foreign Languavve Learning At MA MADANI ALAUDIN PAO-PAO, GOWA South Sulawesi (Thesis). Makassar. Alauddin State Islamic University, 2016.

Basri, Hasan. The Implementation of Multicultural Education In Islamic School : A Study in MTs Ar-Rahmah jabung Malang (Thesis). Malang : Universitas Islam Negeri Maulana Malik Ibrahim, 2017.

D. Sarode, Ravindra. "Teaching Strategies, Styles, And Qualities of A Teacher : A Review for Valuable Higher Education."*International Journal of Current Engineering And Scientific Research.*Vol. 5.Issue. 5, 2018.

Dimyati dan Mudjiono. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta, 2013.

Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan. *Panduan Pembelajaran Jarak Jauh: Bagi Guru selama Sekolah Tutupdan Pandemi Covid-19 dengan semangat Merdeka Belajar,* 2020.

Djamaroh, Syaiful Bahri , dan Aswan Zain. *StrategiBelajarMengajar.* Jakarta: Rineka Cipta, 2002.

Erawati. *Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri 006 Pasir Sialang Kecamatan Bangkinang Seberang Kabupaten Kampar.* (Universitas Islam Negeri Sultan SyarifKasim Riau Pekanbaru, 2012.

EtyKurniyati. The Urgency of Multicultural Education to Islamic Learning in

Faiqoh, Nur. "Implementasi Pendidikan Berbasis Multikultural Sebagai Upaya Penguatan Nilai Karakter Kejujuran, Toleransi, dan Cinta Damai Pada

Anak Usia Dini di Kiddy Care, Kota Tegal."*Early Childhood Education Papers (BELIA) : http://journal.unnes.ac.id/sju/index.php/belia,* 2015.

Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta : Bumi Aksara, 2001.

Hardani, dkk. *Metode Penelitian Kualitatif & Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu Group, 2020.

Hasbullah, Juhji, Ali Maksum. "Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam."*Edureligia.* Vol 3, No.1, 2019.

Haudi*, Strategi Pembelajaran.* Sumatera Barat: CV Insan Cendikia Mandiri, 2021.

https://www.cnnindonesia.com/nasional/20200305175927-20-480869/bentrok-antar-suku-pecah-di-ntt-warga-sebut-lima-tewas

Ibrahim, Rustam. Pendidikan Multikultural: Pengertian, Prinsip dan Relevansinya dengan Tujuan Pendidikan Islam. Universitas Nahdatul Ulama (UNU) Surakarta, Jawa Tengah. *ADDIN, Vol. 7, No. 1,* 2013.

Irwansyah, Dedi. Pendidikan Multikultural dan Pengajaran Bahasa Asing.' *ADDIN*.Vol. 7, No. 1, 2013."

Iskandarwassid, dan Dadang. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosda Karya, 2018

Kamanto, Sunarto. "Multicultural Education in School, Challenges in Its Implementation."*Jurnal Es,* 2004.

Kardi dan Nur M. *Pengajaran Langsung*. Surabaya :Unipres IKIP Surabaya, 1999.

Kunandar. *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: PT Raja Grafindo Persada, 2009.

Miles, Huberman dan Saldana. *Qualitative Data Analysis*. America: SAGE Publications, 2014.

Mufarokah, Annisatul. *Strategi Belajar Mengajar.* Yogyakarta: Teras, 2009.

Mufarokah, Annisatul. *Strategi dan model-model pembelajaran*. Tulungagung: STAIN Tulungagung Pres, 2013.

Muhajir, Noeng. *Ilmu Pendidikan dan Perubahan Sosial: Teori Pendidikan Pelaku Sosial Kreatif*. Yogyakarta: Rake Sarasin, 2000.

Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan. *The Nobel Qur'an.* Medina: Dar-us Salam Publications, 1996.

Nurdiansyah, Edwin. Improving Social Sensitivity in Society with Internalization Value of Multicultural Education *Department of Civic and Pancasila Education Sriwijaya University. Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9th,* 2016.

Nurhadi and Agus Gerrad. *Pembelajaran Kontekstual dan Penerapannya dalam KBK.* Malang: State University of Malang, 2003.

Parmila, Rini. Pembelajaran Berbasis Multikultural Pada Mata Pelajaran Sosiologi. *Jurnal Basic Edu Volume 2 Nomor 2,* 2018.

Puspita, Yenny. Pentingnya Pendidikan Multikultural. Prosiding Seminar Nasional 21 Universitas PGRI Palembang. *ISBN 978-602-52451-0-7,* 2018.

Rojabi, Ahmad Ridho. "Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia." *English Language Teaching Educational Journal.* ISSN 2621-6485 Vol. 3, No. 2, 2020, 163-173, 2020.

Sada, Clarry. "Multicultural Education in Kalimantan Barat."*Jurnal Mess,* 2004.

Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.* Jakarta : Kencana, 2006.

Schools EAS J Humanit Cult Study. *East African Scholars Publisher, Kenya Vol-2: Iss- 5 May,* 2020.

Schunk, Dale. *Learning Theories An Educational Perspective.* Yogyakarta :Pustaka Pelajar, 2012.

Sugiono. *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta, 2008.

Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan.* Bandung: Remaja Rosda karya, 2007.

Suparlan dan Sri Utari. *Pendidikan Multikultural : Strategi Inovatif Pembelajaran dalam Pluralitas Masyarakat Indonesia.* Malang: Madani Media, 2018.

Suprijono. *Cooperative Learning dan Aplikasi Paikem.* Yogyakarta: Pustaka Pelajar, 2010.

Suryana, Rusdiana. *Pendidikan Multikultural.* Bandung: CV Pustaka Setia, 2015.

Tim penyusun, *Pedoman Pendidikan S-1.* Jember : IAIN Jember, 2017.

Wahdini, Lili. *Integrating Multicultural Values in Teaching Speaking.* Padang : SELT, 2014.

Wahdini, Lili. *Integrating Multicultural Values in Teaching Speaking,* Padang : SELT, 2014.

Wong, Ng Poi. "Rancang Bangun Pembelajaran Online Sistem Operasi Windows 7 dengan HTML 5" *Jurnal Sifo Mikroskil*, 1, 2011.

Yuliana. Ragam Penilaian online dalam Pembelajaran Jarak Jauh"*Webinar Indonesia Edu*. https://guruberbagi.kemdikbud.go.id/aksi/ragam-penilaian-online-untuk-pembelajaran-jarak-jauh/ diakses tanggal 23 Oktober, 2020.

Zainal Abidin, dkk, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19" *Jurnal Ilmiah Profesi Pendidikan,* 1. Mei, 2020.

STATEMENT OF WORK'S ORIGINALITY

I am the student with following identity :

Name	: Dahlia Indahsari
Student's Number	: T20176024
Study program	: English Department
Faculty	: Tarbiyah and Teaching Training
Institution	: UIN KHAS Jember

Certify that thesis entitle : "**English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember** " Is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Jember, November 2021
Sincerely,

Dahlia Indahsari
T20176024

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESEARCH	RESEARCH METHOD	RESEARCH QUESTION

An Analysis of Teacher Strategies in Embedding Multicultural Education Values in English Learning In Online Class	1. English Teacher
	2. Multicultural Education
	3. Online Class
		1. Teacher Strategies
		2. Multicultural Values
		3. English Learning in Online Class
			1. Teaching and embedding values
			2. Humanist
			3. Tolerance
			4. Democratic
			5. Pluralism
				SMAN 4 JEMBER	1. Approach and Kind of Research
					  a. Qualitative
					  b. Descriptive
					2. Data Collection
					  a. Observation
					  b. Interview
					  c. Document review
					3. Participant determination method
					  a. Purposive sampling
						1. How are multicultural values embedded in English Learning in online class?
						4. What is the strategy of the English teacher in Embedding multicultural values in learning English in online class?

RESEARCH INTRUMENTS

No	Question/ Interview guidelines	Subject Research
	How is the history of the establishment of SMA Negeri 4 Jember?	Headmaster of SMAN 4 Jember
	What are the visions and missions of SMA Negeri 4 Jember?	
	How is the diversity of students at SMAN 4 Jember?	
	What are the factors that cause diversity in SMAN 4 Jember?	
	What are the positive impacts of the diversity of students at SMAN 4 Jember?	
	What are the negative impacts of the diversity of students at SMAN 4 Jember?	
	How can the school handle differences between students at SMAN 4 Jember?	
	What kinds of religions, races are there in SMAN 4 Jember?	
	Has the school provided facilities for online learning?	
	What are the strategies used by English teachers in online learning?	English Teacher
	Does this strategy require infrastructure or facilities that support it?	
	How are the values of multicultural education embedded by an English teacher in learning activities or outside learning activities?	
	According to you, what is the purpose of embedding multicultural education values in students?	
	How are the ways in which these values are embedded in online learning?	
	What strategy is used embedding multicultural education values at SMAN 4 Jember?	
	Are there any obstacles in the implementation of online learning?	
	How can a teacher solve this problem during online learning?	
	Did the school make its own curriculum related to the embedding of these multicultural education values?	
	Are there evaluations routinely carried out by English teachers related to embedding of multicultural education values in students during online learning?	
	Are there activities carried out as a way to embed multicultural educational values in the form of religious tolerance during online learning?	

	How are the interactions between the English teacher and students of other religions during online learning?	
	In accordance with the observations of the English teacher, How are the interactions of Muslim and non-Muslim students in online learning activities and in social interactions?	
	What is the impact felt embedding of multicultural education values in these students?	
	Do students feel that it is important to embed multicultural education values?	
	What is the background of the student?	Muslim students
	What is his opinion about English lessons and learning during online learning?	
	Are there several policies implemented in schools? what do you think? is there a positive impact for you?	
	Are there any activities carried out on the big day?	
	What do you think about your diversity in the classroom?	
	What do you think about the attitude of Islamic English teachers with non-Muslim students? and vice versa	
	Are there activities carried out to strengthen religious tolerance during online learning?	
	When the non-Muslim holidays, what do other Muslim students do?	
	How do you interact during learning English online?	
	What forms of religious tolerance are you doing?	
	Is there any direction or appeal from the English teacher to respect each other?	
	Are there any difficulties in online learning activities with non-Muslim students?	
	How do you feel about being friends with non-Muslim students?	
	What is the student's background?	Non Muslim Student
	What is his opinion about English lessons and learning during online learning? (study environment, English teacher, what do you like and dislike about learning English online?)	
	Are there any policies implemented in schools for non-Muslim students?	
	Are there any activities carried out on the big day?	
	What do you think about your diversity in the classroom?	
	What do you think about the attitude of Islamic English teachers to non-Muslim students? and vice versa	
	Are there activities undertaken to strengthen religious	

	tolerance during online learning?	
	During Muslim holidays, what do other non-Muslim students do?	
	How do you interact while learning English online?	
	What forms of religious tolerance do you take?	
	Is there any direction or appeal from the English teacher to respect each other?	
	Are there difficulties in online learning activities with Muslim students?	
	How do you feel friends with Muslim students?	

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jalan Hayam Wuruk 145 Jember Tel. 0331-421819 Fax. 0331-412463
Website: www.sman4jember.sch.id - Email: admin@sman4jember.sch

RENCANAPELAKSANAANPEMBELAJARAN(RPP)

SatuanPendidikan   : SMA Negeri 4
Jember Mata Pelajaran   : Bahasa
Inggris(Wajib) Kelas/Semester   :
X/Genap
MateriPokok   : Telling past events (Simple past tense and Present perfect)
AlokasiWaktu   : 3 X 50

1. **Tujuan Pembelajaran KD3.6 dan 4.6**
   - Peserta didik mampu mengidentifikasi perbedaan fungsi simple past dan present perfect
   - Peserta didik mampu menggunakan simple past dan present perfect dalam sebuah konteks percakapan dengan tepat dan benar.
2. **Media Pembelajaran**
   Google classroom, Zoom meetinng
3. **Langkah-Langkah Kegiatan Pembelajaran**
   a. Kegiatan pendahuluan:
      1. Guru memberi salam kepada siswa melalui WhatsApp group dan meminta siswa untuk mengisi absensi.
      2. Guru menyampaikan tujuan pembelajaran.
   b. KegiatanInti: (Pertemuan ke 1)
      1. Guru mereview materi regular dan irregular verb yang telah dipelajari di SMP
      2. Siswa mencari dan mencatat materi tentang perbedaan fungsi simple past dan present perfect
      3. Siswa mengumpulkan foto catatan di google classroom
      Kegiatan Inti: (Pertemuan ke 2)
      1. Melalui zoom meeting, guru memberikan feedback tentang catatan siswa
      2. Dengan bimbingan guru siswa mengidentifikasi perbedaan fungsi simple past dan present perfect
      3. Siswa mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung
      Kegiatan Inti: (Pertemuan ke 3)
      1. Siswa menggunakan simple past dan present perfect dalam sebuat konteks percakapan dengan benar.
   c. Kegiatan Penutup : Guru memberi feedback dan apresiasi untuk setiap tugas siswa.

4. **Penilaian:**
   - Sikap   :Tepat waktu, tanggung jawab,disiplin dalam mengumpulkan tugas
   - Pengetahuan   : Siswa mengidentifikasi perbedaan fungsi simple past dan present perfect
   - Keterampilan   :Siswa membuat percakapan dengan fungsi simple past dan present perfect

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jalan Hayam Wuruk 145 Jember Tel. 0331-421819 Fax. 0331-412463
Website: www.sman4jember.sch.id - Email: admin@sman4jember.sch

---

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan	: SMA Negeri 4 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI /Ganjil
MateriPokok	: Cause and Effect
AlokasiWaktu	: 4 x 45 menit

1. **TujuanPembelajaran: K.D. 3.6 & 4.6**
   a) Peserta didik mampu ***mengidentifikasi*** makna, tujuan komunikasi, struktur teks, dan unsure bahasa yang terdapat dalam teks interaksi transaksional lisan dant ulis yang terkait dengan hubungan sebab akibat.
   b) Peserta didik mampu ***meminta*** dan ***member*** informasi tentang informasi terkait hubungan sebab akibat, dengan menggunakan struktur teks yang tepat.
   c) Peserta didik mampu ***menganalisis*** dan ***mendiskusikan***: Fungsi Sosial, Struktur Generik dan Ciri-ciri kebahasaan pada informasi terkait hubungan sebab akibat.
   d) Peserta didik mampu ***membuat*** dan ***mempresentasika***n tulisan informasi terkait hubungan sebab akibat baik individu atau kelompok kepada teman-temannya.

2. Langkah-Langkah Kegiatan Pembelajaran
   2.1. Materi Pembelajaran:
   Because, The reason for, On account of, Bring about, Give rise to, Created by, Contributed to   , Led to, Due to, For this reason, Unless
   2.2. Metode Pembelajaran:
   Cooperative Script
   2.3. Kegiatan Pembelajaran
   a) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.(Character Bulding)
   b) Membaca dan menirukan percakapan transaksional dan interpersonal dari informasi terkait hubungan sebab akibat. (Literacy)
   c) Melakukan role-play berdasarkan percakapan transaksional dan interpersonal dengan berpasangan. (Collaboration)
   d) Menganalisis beberapa ungkapan informasi fungsi informasi terkait hubungan sebab akibat sesuai dengan penggunaannya. (Collaboration)
   e) Menemukan bentuk lain informasi terkait hubungan sebab akibat dari sumber lain. (Critical Thinking)

3. Penilaian Pembelajaran:
   A. Teknik Penilaian:
      1) Penilaian Sikap   : Observasi/pengamatan
      2) Penilaian Pengetahuan : Tes Tertulis atau Lisan
      3) Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofoli
   B. BentukPenilaian:
      1. Observasi   : Jurnal guru
      2. Testertulis   : Uraian dan lembar kerja
      5. Portofolio   : E-Portofolio

<div align="right">

Jember, 13 Juli2020
Guru Mata Pelajaran

Drs. Bambang Sunardi, Mpd
NIP. 19680416 199903 1 004
</div>

ANGKET VALIDASI

**ENGLISH TEACHER STRATEGY IN EMBEDDING MULTICULTURAL
EDUCATION VALUES IN ONLINE LEARNING AT SMAN 4 JEMBER**

Nama Validator   : Ninuk Indrayani

Pekerjaan   : Dosen Prodi TBI UIN KHAS Jember

Keterangan Jawaban

S   : Setuju

TS   : Tidak Setuju

NO	PERTANYAAN	PILIHAN JAWABAN	
		S	TS
1.	Apa arti pendidikan multikultural menurut anda sebagai guru bahasa inggris?	✓	
2.	Bagaimana nilai-nilai pendidikan multikultural ditanamankan oleh guru bahasa inggris dalam aktifitas pembelajaran online?	✓	
3.	Strategi apa yang anda gunakan dalam menanamkan nilai-nilai pendidikan multikultural terutama selama pembelajaran online ini?	✓	
4.	Apakah sekolah membuat kurikulum sendiri yang sesuai dengan keberagaman warga sekolah untuk menanamkan nilai-nilai pendidikan multikultural?	✓	
5.	Apakah ada rutinitas kegiatan yang dilakukan antara guru bahasa inggris dan siswa sebagai bentuk penanaman nilai-nilai pendidikan multikultural selama pembelajaran online?	✓	

Mohon untuk memberi tanda (✓) pada setiap jawaban

Interval Skor	Kategori
S = 5	Sangat valid
S = 4	Valid
S = 3	Cukup
S = 2	Kurang valid
S = 1	Sangat kurang valid

Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Cukup
4. Kurang valid, butuh revisi
5. Tidak valid, butuh revisi

(mohon untuk melingkari nomor sesuai dengan kesimpulan bapak/ibu)

Jember, 10 November 2021

Validator,

Ninuk Indrayani

Nomor   : B. 1504/In.20/3.a/PP.00.9/05/2021   04 Mei 2021
Sifat   : Biasa
Lampiran : -
Hal   : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 4 Jember
Jl. Hayam Wuruk No. 145, Kec. Kaliwates, Kab. Jember, Prov. Jawa Timur

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama   :   Dahlia Indahsari
NIM   :   T20176024
Semester   :   VIII
Prodi   :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***English Teacher Strategy in Embedding Multicultural Education Values in Online Learning at SMAN 4 Jember*** selama **40 (empat puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Moh. Edi Suyanto, M.Pd.
Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah SMAN 4 Jember
2. Waka Kurikulum SMAN 4 Jember
3. Guru Bahasa Inggris SMAN 4 Jember
4. Siswa SMAN 4 Jember

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 04 Mei 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

DOCUMENTATION

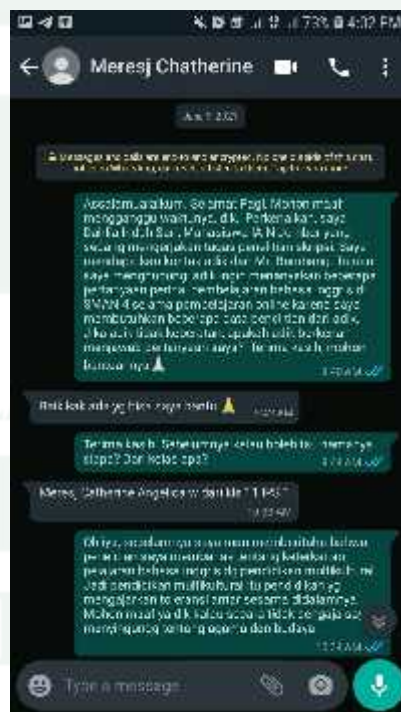**Interview with Mrs Putri Firda Mr. Bambanhg as English Teacher at SMAN 4 Jember**
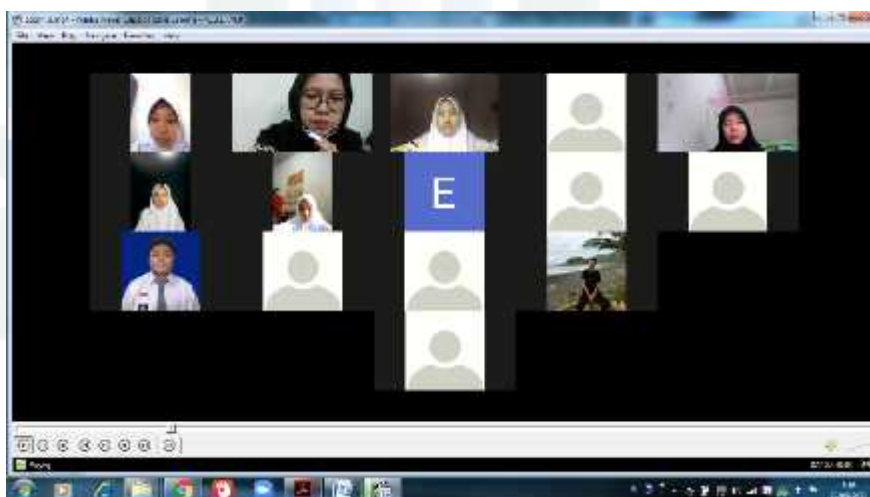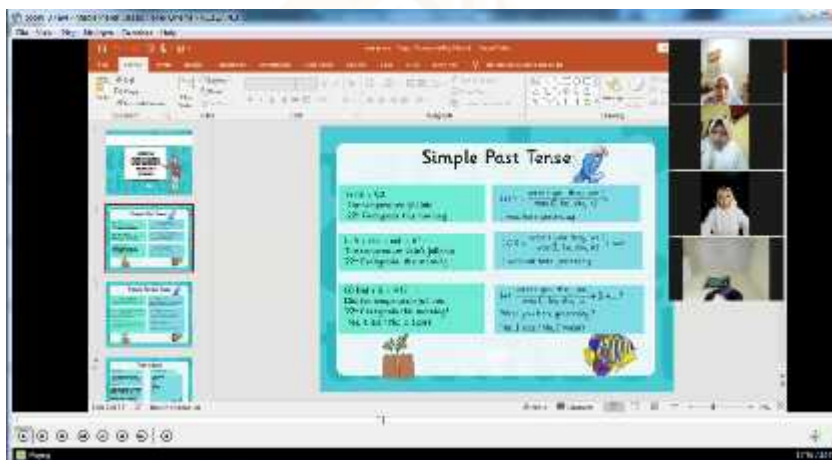

Online class with Mr. Bambang

Interview with students of SMAN 4 Jember

Online class with Mrs Putri Firda

BIODATA PENULIS

Name	: Dahlia Indahsari
Date of Birth	: Jember, 29th April 1999
Student's Number	: T20176024
Study Program	: English Education Department
Faculty	: Tarbiyah & Teacher Training
University	: KH. Achmad Siddiq State Islamic University of Jember
Address	: Mlokorejo, Puger, Jember
Phone Number	: 0838-3558-8991
E-mail	: dahliaindah294@gmail.com

Educational Background   :

- TK Darma Wanita Mlokorejo, Puger
- SDN 2 Mlokorejo
- SMPN 2 Puger
- MAN 3 Jember
- UIN KHAS Jember

i