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PROCEEDING INTERNATIONAL CONFERENCES ON EDUCATION AND TRAINING

**2nd ICET Theme:**

**“IMPROVING THE QUALITY OF EDUCATION AND TRAINING THROUGH STRENGTHENING NETWORKING”**

# Malang, 4-6 November 2016

**at A3 Building Universitas Negeri Malang**

**BOOK 1 PROCEEDING**

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**PREFACE**

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of eduaction and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the filed of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference commite decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conferenece as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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# THE DEVELOPMENT OF CULTURAL SENSITIVITY TRAINING GUIDE TO PREVENT THE POTENTIAL CONFLICTS OF CULTURE FOR JUNIOR HIGH SCHOOL STUDENT

## Hariyadi Kusumo; Arbin Janu Setiyowati; Yuliati Hotifah

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**ABSTRACT**

*This study aims to develop of Cultural Sensitivity Training Guide to develop Cultural Sensitivity junior high school students so that potential cultural conflicts among junior high students can be minimized. The design of the study is a developmental research. Subjects of this study include expert BK, and prospective users are junior high school counselors. The research instrument used was a questionnaire. The data were analyzed descriptively by percentage. The research result is cultural sensitivity training guide for junior high school students that has been validated to experts Guidance and Counseling (BK) in terms of content/material showed score of 81.3%, and included a valid category. Based on the validation results of potential users that the counselor showed score of 77.1% and include a valid category. The conclusion of this study is cultural sensitivity training guides were developed suitable to develop cultural sensitivity in junior high school students.*

***Keywords:*** *development, cultural sensitivity training guide, conflict of culture, junior high school*

Cultural Sensitivity is their sensitivity to other cultures different from their own culture, but cultural differences do not cause any problems. Cultural Sensitivity is required in conditions of a pluralistic nation like Indonesia nation today and Cultural Sensitivity these should be developed early on to the avoidance of conflict or the disintegration caused by the differences in cultural backgrounds. Cultural Sensitivity is also one of the characters that need to be grown is shared by all layers of the Indonesian nation is known as a pluralistic.

Cultural sensitivity is absolutely owned by each individual. The social interaction today is no longer limited by time and distance are narrow. Information communication global nature confronts people on keanaekaragaman culture that exists around them. The impact of the global world is that every individual is required to be able to interact with other people of different cultures with their own.

Junior high school students is an age- characteristic thinking ability has entered the formal operational phase. Expected according to the cognitive abilities, begin to grow their sensitivity that there is a culture that is different from its cultural background, so it will grow tolerance and mutual respect to the junior high school student. Cultural Sensitivity expected with growth of junior high school students to prevent conflicts or divisions backdrop of cultural differences.

Free Cultural Sensitivity training is needed to help junior high school students to understand and be sensitive to its own culture and their cultural background different from their cultural background. If this understanding grows within him the possibility of the birth of potential conflicts

related to cultural differences will be minimized. It is therefore essential drilled Cultural Sensitivity early as possible is at the level of junior high school age students.

Cultural sensitivity training should be given since they were students in secondary education, where at this time the students start looking for recognition and social acceptance from peers and the surrounding environment. Students who do not get the recognition and social acceptance because the assessment is based on social prejudices / stereotypes would lead to a number of social issues such personal brawl, discrimination, bullying and unhealthy personality development.

Based on the overview of the needs and cultural sensitivity models support the development of cultural sensitivity training models for junior high school students. Training model developed is a complete manual that includes material cultural sensitivity, training manual for counselors and training guide for junior high school students. Training Cultural Sensitivity to students need to consider how to make the process of training students can be more easily understood and can be practiced in everyday life. Gresham, Sugai, and Horner (in Forgan, 2002) suggested that educators teach social skills in a setting that is natural, using the example that exist in real life and learning that are incidental as well as the teachable moment, that is by utilizing a variety of events that occurred naturally.

Cultural Sensitivity training using several movies based on true stories so that students have a real experience of other people's experiences and successes of others to develop Cultural Sensitivity. The use of video media / film has been shown to help students to acquire the knowledge, understanding and self-

reflection of the different situations with him (Sinetar, 1993; Rosenstein, 2002). Media video / film also can be used to convey messages of culture (Stepherd, 2007).

Before the cultural sensitivity training guide

**Table 1. Summary of Test Results Candidate User (BK Teachers ) for Cultural Sensitivity Training Guide**

**Scor**

can be used by junior high school counselor for

**No Candidat User**

**Cultural Sensitivity Training**

cultural sensitivity melatihkan to junior high school students, it is necessary to do validation of guidelines developed. The purpose of this study was to test the effectiveness of test validation and cultural sensitivity training guide for junior high school students.

#### METHOD

The research design used in this study are research development, entry on the stage of the validation test and test the effectiveness of the guidelines. The subjects were 2 expert BK, 2 junior counselors who each as a test subject experts and 11 students as a guide the effectiveness of the test subject. The data collection was conducted using questionnaires, observation sheets and student worksheet. Analysis of the data used in this research is descriptive analysis. Descriptive analysis is applied to analyze the processes, products, and various suggestions input of experts on cultural sensitivity training guides were developed.

#### FINDING AND DISCUSSION

**Presentation of Preliminary Data Field Test Results**

This development research the products with cultural sensitivity training guide for junior high school students, consisting of cultural sensitivity training materials, guidance counselors and student guides. Initial field tests conducted on the subject of which is the response expert expert BK, and the subject of potential users that BK teacher / counselor. Test data will be presented as follows.

Test expert content / materials are needed as an evaluator to guide cultural sensitivity training that has been developed by researchers. Data obtained in the form of quantitative and qualitative data through validation sheet given to the expert researcher content / material. Expert validation results will be presented in the table below.

From the data we can see the results of recapitulation product eligibility rate of testing experts have reached an average of 81.3%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.Exposure to test data validation of potential users / teacher BK is presented in the table 2 below.

**Guide**

1 BK Teachers 1 84.03

2 BK Teachers 2 70.1

**Total Cost (%) 154.13**

**Average (%) 77.1**

From table 1 it can be seen the results of recapitulation product eligibility rate of testing experts have reached an average of 77.1%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.

#### Data Product Effectiveness Test Results

The subject of research in a limited test groups totaling 11 students of class VIII SMP Lab UM. Students are selected based on the diversity of age, gender, ethnicity, religion, and based on the willingness to follow the entire process from start to finish training. The overall implementation of the research carried out in 11 meetings, namely: a) three meetings for the measurement before treatment, b) 6 meetings for giving treatment, and c) two meetings for measurement after treatment.

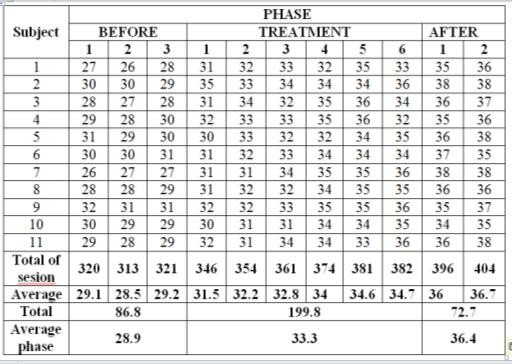
Measurement before treatment were conducted three times to reflect the scores are relatively stable. Measurement before treatment is done by observing the behavior and interviewing students. After measurement prior to treatment, research activities continued with the treatment by applying the Cultural Sensitivity Training Guide (CSTG), facilitator of the implementation of CSTG are a team of researchers.

Measurement instruments using observation sheets and student worksheet. The measurement results were assessed using a rubric, with a low scale range (0- 32). Medium (33-66) and high (67-100).The effectiveness of CSTG concluded assessment based on a comparison of each measurement range is divided into measurement before treatment stage, the stage of treatment and after the treatment phase. Measurement stage before treatment is done before the CSTG are given to students. While the treatment phase measurements carried out over a range of treatments such as training CSTG. For the measurement phase after the treatment is done at specified intervals after treatment.

Phase giving treatment conducted in six sessions to train the ability to know and understand his own culture, the ability to know and understand the cultural similarities between himself and others, and the ability to know and understand the cultural differences between himself and others.

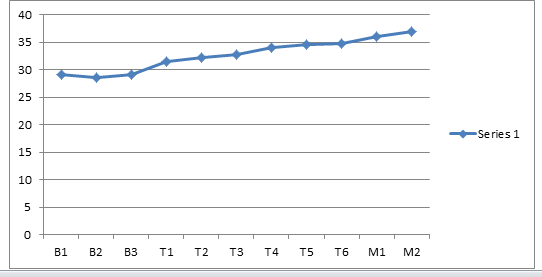
The measurement results presented in graphs visualize the score to see the changes from the stage prior to treatment, the treatment stage and the stage after the treatment. The analysis is done by looking at changes in the level and slope, using an analysis of conditions in order to change the condition of cultural sensitivity of the subject before and after treatment can be seen and measured. Description of the measurement results described above on the analysis of individuals in the following table as a group.

Table 2. Data Capabilities Cultural Sensitivity Junior High School Students



#### Graph Results Measurement Capabilities Cultural Sensitivity

To analyze the data score obtained, the data the ability cultural sensitivity of junior high school students Lab, converted into a cultural sensitivity graph below.



Graph 1.Cultural Sensitivity capability

From the table presented above, it appears that there is a change of culture sensistivitas ability junior high school students between the stage prior to treatment, the treatment stage and the stage after the treatment. Cultural sensitivity capabilities junior high school students tend to increase. At the stage prior to treatment, the average score obtained was 28.9. At this stage of treatment the average score obtained was 33.3. While on stage after treatment was 36.4. The effectiveness of the test results show that cultural sensitivity training guides were developed proven equally effective to foster

cultural sensitivity capabilities junior high school students.

#### FINDINGS AND DISCUSSION

**The validity of Cultural Sensitivity Training Guide (CSTG)**

Cultural sensitivity training guides were developed, intended for use by junior counselor in cultural sensitivity training junior high school students in order to prevent potential conflicts of culture. Before the cultural sensitivity training guide can be used by junior high school counselors, need to do a validation test to determine the feasibility of cultural sensitivity training guide based on aspects of usability, feasibility aspects, aspects of accuracy and propriety aspect.

Validation is done by expert guidance and counseling (BK), and prospective users are counselors and junior high school students. Based on the results of validation of the content / materials done by experts and also by the validator junior counselors as potential users stated that cultural sensitivity training guide has validity in both criteria. Besides validation, moral comics were also revised based on suggestions and comments validator.

The selected intervention strategies in the development of cultural sensitivity training guides junior high school students this is the technique of cinema education / videoterapi. Cinema education is a technique that utilizes the medium of film / video as a stimulant in behavior modification efforts. Media film / video is considered to be in accordance with the characteristics of junior high school students who prefer the activity of watching movies / videos. Besides film / video has the advantages of easy to attract attention, moral message conveyed implicitly through each scene and conversations in it, and the character in the image of everyday life. For cultural sensitivity training for junior high school students have been chosen material film / video components that correspond to the cultural sensitivity that will be trained and well adapted to the characteristics of junior high school students, as well as psychologically safe. Given keterbatas BK service time at the school, then cutting the time duration of the media film / video use.

Cultural sensitivity training manual was developed with consideration of evaluation / assessment. It is intended that the guidelines developed effective to improve cultural sensitivity junior high school students. Measurement sensitivity to the ability of junior high school students is important that the counselor SMP can easily view the progress or change the behavior of students. This is consistent with Gysbers (2006) about the importance of evaluativ in any activities that are educational.

Cultural sensitivity training guide developed this guide to aesthetics as a book. Selection of images, selecting the right vocabulary, sentence structure, and giving examples of cases are aspects to consider in developing this guide. Expected cultural sensitivity

training guide developed on target and able to meet the needs of counselors as users and students as the target user.

Based on the test results it can be said that the effectiveness of cultural sensitivity training guides developed a guide that is eligible for use in developing cultural sensitivity capabilities junior high school students. The use of cultural sensitivity training guide also can not be separated from the competence of the counselor as a user. Counselors are required to be able to demonstrate personal competence, professional and pedagogical in using this guide. This is important because the use of these guidelines are applied in a group setting and rich discussion. The ability of the counselor as faislitator will determine the success of the media guide as to facilitate the development of cultural sensitivity capabilities junior high school students.

#### Effectiveness of Cultural Sensitivity Training Guide (CSTG)

Based on analysis of single subject that has dipaprkan. It can be seen that in general the research subjects are students of SMP increased cultural sensitivity capabilities stably. This proves that the implementation of cultural sensitivity training guides can give the effect of an increase for junior high school students. Data on the increase in the ability of junior high school students earned the cultural sensitivity of the results of observations at this stage of the treatment is ongoing, and the results of student worksheets stuffing outside the hours of training. Student responses during the training activities and response to student worksheet is a performance of cultural sensitivities.

During the intervention phase, there are several factors which allegedly also affect the performance of junior high school students as research subjects. Such factors include the conditions of the students of both physical and psychological, the timing of training, where training conditions and the condition of the school while training takes place. These factors, if not addressed properly will cause the student is not able to show the real performance.

Based on the results of measurements at the stage prior to treatment, the treatment stage and the stage after the treatment does indicate a change or an increase in the ability of junior high school students of cultural sensitivity. However, this increase can not be used as a benchmark that the efforts of cultural sensitivity training junior high school students has ended due to someone may have a high cultural sensitivity capabilities required training and habituation in a sustainable manner. Cultural sensitivity not only involve aspects of cognition

but also the affective aspects necessitating continuous development efforts.

#### CONCLUSION

From the research development training guide cultural sensitivity in order to prevent potential conflicts of culture for junior high school students, the conclusion as follows: 1) A training manual cultural sensitivity for a junior high school student who has been validated to experts Guidance and Counseling (BK) in terms of content / material showed score gains amounted to 81.3%. Thus this training guide includes a valid category. 2) Free cultural sensitivity training for junior high school students that has been validated to BK teacher / counselor shows the summary score of the acquisition amounted to 77.1%. Thus the cultural sensitivity training guide includes a valid category.

1. The test results showed an increase in the effectiveness of cultural sensitivity capabilities junior high school students, thus effectively guide cultural sensitivity to foster cultural sensitivity junior high school students. Based on the results of the study, submitted suggestions in implementing cultural sensitivity training guides as follows. 1) Use of Cultural Sensitivity Training Guide for junior high school students should be followed by the mentoring of junior counselor so that students can truly understand the material and messages of good training guides. 2) The application of this sensitvity cultural training guides need to be enriched with exemplary behavior. Expected counselor can embrace the entire school personnel to jointly exhibit behaviors that are tolerant of cultural diversity in schools.

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