OPTIMIZING EDUCATIONAL RESEARCH FINDINGS TO IMPROVE THE QUALITY OF LIFE
THE INFLUENCE OF USING MIND MAPPING TECHNIQUE IN TEACHING NARRATIVE TEXT TOWARD STUDENTS’ READING COMPREHENSION
Widyani Solihat ................................................................. 707

COMPUTER- BASED NATIONAL EXAMINATION: INVESTIGATING ITS EFFECTS TO THE STUDENTS
Hartini.................................................................................. 716

BIPA LEARNING AS A GRADUATE PROFILE OF LEARNING AND ACHIEVEMENT OF EDUCATION STUDY PROGRAM IN INDONESIAN LANGUAGE PGRI STKIP SUMBAR
Refa Lina Tiawati R.............................................................. 722

BETTER MATERIAL FOR BETTER QUALITY, TEACHING CONVERSATIONAL SKILLS IN AVIATION CONTEXT OF PASSENGER-HANDLING
Anisa Putri Cahyani ............................................................ 726

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) AS MATHEMATICS LEARNING APPROACH IN 21ST CENTURY
Naila Milaturrahmah1, Mardiyan2, Ikrar Pramudya3 ......................... 731

ANALYSIS OF TEACHING MATERIALS ON WRITING KID STORIES FOR THE FOURTH GRADE OF ELEMENTARY SCHOOL IN SURAKARTA
Yermia Tri Utami1, St. Y. Slamez1, Winarno3 .................................. 737

DEVELOPMENT OF LEGAL EDUCATION IN SAUDI ARABIA
Muamar Salameh ................................................................... 741

INDONESIA CORRUPTION MUSEUM (ICM): AS AN ANTICORRUPTION EDUCATION LEARNING RESOURCE FOR THE COMMUNITY TOWARD CULTURAL INTEGRITY OF NATION
Dimasfahrudin1, Jenny Ayu Rahmawati2 .................................. 747

ANALYSIS OF VOCATIONAL HIGH SCHOOL STUDENTS’ ENGLISH-LEARNING MOTIVATION AND ENGLISH NEEDS (STUDY AT VOCATIONAL HIGH SCHOOLS IN SEMARANG)
Nurjannah Mutiara Gayatri1, Eko Budi Wibowo1 .......................... 752

AN ANALYSIS OF TEST ITEM IN TAHSIMUL QUR'AN EXAMINATION USING RASCH MODEL
Irfa Ma'alina Li'illyyina1, Fajar Nur Cahyani2 ............................... 759

MULTICULTURAL KNOWLEDGE INTEGRATION IN DEVELOPING INSTRUCTIONAL MATERIALS FOR CURRICULUM 2013 IN ELEMENTARY SCHOOL
Latifatul Jannah1, Suharno2, Triyanto3 ....................................... 765
MULTICULTURAL KNOWLEDGE INTEGRATION IN DEVELOPING INSTRUCTIONAL MATERIALS FOR CURRICULUM 2013 IN ELEMENTARY SCHOOL

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Abstract

The aims of research consist of the following (1) to conduct need analysis of Curriculum 2013 instructional materials in elementary school (2) to develop instructional material based on multicultural values. The study employs descriptive qualitative method which the data are collected by interview, observation, and document analysis. The observation and interview results about instructional materials of Curriculum 2013 in some elementary school in Surakarta consist of the following: (1) there is no applicable instructional material for Curriculum 2013 yet (2) teachers need additional materials in order to deliver suitable material of Curriculum2013 for students. (3) teachers get difficulties in selecting suitable additional material. (4) teachers need additional material which can develop students good characters by adding Indonesian multicultural knowledge in all subjects thematically and integrating it through the following steps: (1) wrapping multicultural knowledge as connector among basic competencies (2) adding multicultural knowledge in all students’ books thematically (3) highlighting multicultural values in the end of material. (4) exemplifying multicultural knowledge in arts in SBdP subjects. (5) adding real photographs of multicultural diversities around Indonesia. By enriching and developing multicultural values for students so it can be integrated in instructional materials such as tolerance, nationalism, and spirit of unity in diversities.

Keywords: Multicultural, instructional materials, Curriculum 2013

1. Introduction

In the teaching and learning process there are various variables in order to deliver knowledge for students optimally. Instructional materials is one of main support. Instructional materials can be applied as information source which is needed for teacher in order to plan, select, and implement learning process [1]. In short, instructional materials is tool used by teacher to support learning process which can be obtained from various sources and arranged systematically. An elementary school textbook is organized thematically. Books are provided by the government which can led to innovative learning, but Instructional materials are limited for teacher books and student books. Thus, teachers should provide additional Instructional materials independently from various sources. Observations in several primary schools in Surakarta have found that in seeking additional materials teachers used Instructional materials in the previous curriculum such as book packages published by Yudistira and Erlangga.

These statements are reinforced on the basis of observations made by in-depth interviews on teachers in some elementary schools in Surakarta using Curriculum 2013, SD Muhammadiyah 24, SDN Begalon II, SDN Kleco , SDN Keratonan, SDN Bayan and SDN Semanggi Kidul. The result of in-depth interviews was found that; (1) there are still many shortcomings in students' books (old Instructional materials); (2) the need for additional new unique Instructional materials. The addition of Instructional materials is not authentically made but is always tailored by many things so it is more than the existing Instructional materials needed.

The development of Instructional materials not only can increase knowledge but also can help to overcome the current educational problem of students’ character formation [2]. The students’ character in the modern era that needs to be improved and developed, such as respect for diversity, tolerance and nationalism. The destruction of a nation will begin with the decline of its character [2]. So, character issue needs special attention in the world of education.

Indonesia is well-known as a country which rich in cultures. Ki Hajar Dewantara has three concepts about culture that are creativity, values and intention. Culture comes from budhi and dhaya, which is then simplified into mind (intelligence) and power (ability and strength)
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