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Implementation of International Standard Multicultural Education Through Nature School in Yogyakarta City

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Abstract

A quality school is a school in which all components respect each other and appreciate the differences of others, so that teaching and learning activities can run effectively in order to achieve goals. Sekolah Tumbuh Yogyakarta is an educational institution established in 2005 that provides formal education consisting of kindergarten (age 4-5 years), elementary (grade 1-6), junior high (grade 7-9), and high school (grade 10-12). Sekolah Tumbuh was established as the embodiment of an educational institution that is provided open to all students without distinguishing one from the other and to facilitate students who need special assistance so as not to feel isolated. Sekolah Tumbuh comes with the aim of being an inclusive school that provides a place for students to become individuals who feel proud of their potential and respect the differences in society.

Keywords: Sekolah Tumbuh Yogyakarta, Education, Inclusive School

1. INTRODUCTION

Indonesia as a country consisting of religious, cultural, and linguistic diversity is in need of high tolerance to create peace. Tolerance will be present from each individual who has self-awareness of things that are different. Individuals who have this attitude are certainly born from the existence of cultural stability in the family and social sphere. In addition to his family and environment, the education he receives also affects how an individual can understand his surroundings. Proper education, certainly produces a rational attitude to be able to adjust.

School is one of the places where individuals can get the education they need. School is an institution where students carry out education, both education in science and character education in order to create useful people in the future. But in fact, not a few schools in Indonesia whose learning methods are still based on theory because of the lack of educational facilities in the form of props that can support the learning process. Students are required to memorize learning materials that have been taught. This makes students feel uninspired because there is too much material that they have to memorize and remember. As a result, students ' willingness to learn decreases and has an impact on their grades and future. From this case of declining interest in learning, detailed innovation is needed to build an interesting school life and in accordance with the abilities of learners.

Nature School is one of the many alternative education that can be used as a solution. This school utilizes nature as a medium of learning for students. The learning method applied in nature schools is an action learning method (students learn by exploring nature directly). Objectivity is important in education in order to explore many things, including Exploring Science. School with an action plan learning will have a much more positive impact on the

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reason that students can understand directly what they are learning and build a good image of education in students. Based on the explanation above, in this journal The author will discuss further about the development, operation, and organization of the concept of Natural school concerning the essence of the establishment and development of the school, the application of the curriculum used in the school, and analyze the methods accumulated to the students, as well as the application of lesson study in collaborating with the administration of the educational teacher structure.

2. METHOD

This study uses a qualitative approach by conducting interviews with online resource persons and collecting data in depth. This method is a method that focuses on specific observations of a phenomenon in order to produce a more universal study. In this study, the author uses supporting data sources sourced from books, journals, and other sources related to the issues to be analyzed. Thus, the topic that will be studied in this study is growing schools as multicultural inclusive schools.

3. RESULT AND DISCUSSION

The understanding of education is very diverse, with several approaches and certain curricula each school will produce students who have their own competencies. Based on this, the culture that was born as the intensity of our country also needs preservation and development, the culture that was born is certainly the one that brings us to the updates until now. Education as a major effort in making development can be created through the institutions that shelter it. Schools become the main place in providing education-related knowledge, so it takes a great effort in building a more interactive School Organization concept by supplying quality education. So with this, we see one school with a slightly different education than the general School in Indonesia. The school grew as a school that had a different concept of organization, by balancing nature and local culture as the teaching materials used. In addition, the concept of multicultural education applied in this school also has an International School base by adopting Cambridge curriculum books and using English for their daily lives, but still using national decrees passed in Indonesia.

Background and Development

Tumbuh 1 Elementary School is one of the schools that provide the same regular education as in general schools. But in elementary school grow 1 there is a little uniqueness and difference that is by using natural media. This school is formed with the principle that emphasizes the ability of each child and construction of this school, using the concept of natural schools and based on philosophical values so that it can be said that Primary School Tumbuh 1 is an inclusive school. by instilling these philosophical values that trigger the spirit of the students to want to develop this school. The philosophical values instilled are striving for the fulfillment of children's rights and upholding the culture and local wisdom of Yogyakarta (Sartono, 2018:46). The beginning of its establishment has chosen to promote inclusion by using a slogan that believes in the development of each child who has its own characteristics and uniqueness. But until now, Tumbuh 1 Elementary School has many branches and levels of education ranging from kindergarten, elementary, junior high, to high school.

The construction of this school was built with the cooperation of its founder with the palace of Yogyakarta, namely Elga Andriana as the principal of SD Tumbuh with KPH. H.

Wironegoro, M.Sc. who is the son-in-law of Sri Sultan Hamengkubuwono X. This school was built which at that time occupied one of the cultural heritage buildings, the Holland Indische Kweekschool (teacher's School) in Yogyakarta. Due to its location in the Cultural Center in the city of Yogyakarta, the school supports multicultural education by aligning the school with the culture of the Yogyakarta Palace as an effort to preserve and honor the birth of culture. Multicultural education activities as a form of effort to realize a harmonious relationship, through educational activities aimed at cultivating the wisdom of understanding, attitude, awareness, and behavior of students towards the diversity of cultures, communities, and religions that are plural around them (Abdiyah and Arif, 2021:25). Then the progress of school life is very visible by producing students who love culture and have advanced teaching concepts and are not always oriented to the material by moving the practice as teaching material.

As a school that can be said to be new, but Elementary School grow 1 has facilities and education that is very adequate to be used as a provision by each student. Such as special teacher training, teaching aids, fun learning concepts, and habituation to children using English. So that from this learners will be considered able to align themselves with education, culture and needs and skills with special assistance to create a tolerant personality.

Implementation of the School Curriculum is Growing

As explained in the previous discussion, that growing schools have several branches with different school levels. And will be presented the application of curriculum and methods from each branch of the school.

➢ SD grow

SD Tumbuh 1 implements 2 types of curricula where the main curriculum used is the National Curriculum with local wisdom content (Jogja educational spirit), inclusion–multiculture and campus specialty programs (entrepreneurship). Then for enrichment curriculum SD Tumbuh 2 using Cambridge International Primary Program (CIPP) on subjects English, Math, Science

Inquiry learning approach encourages children to actively find and think scientifically in studying something. An individual approach is also taken to develop the uniqueness and potential of each child.

➢ Junior grow

As a national school that implements the national curriculum, SMP Tumbuh is accredited with an “A”predicate. SMP Tumbuh develops a national curriculum with enrichment in the content of learning materials tailored to the needs of children and the context of schools, families, local communities, and the world. In this case, students get the opportunity to express themselves freely, dynamically and fun. The curriculum is directed to the process of cultural development and empowerment of students that lasts throughout life.

SMP Tumbuh has two paths, namely National class and international class. The National class uses the National Curriculum, namely The Independent curriculum for Grade 7 and the 2013 curriculum for Grade 8 and 9. The International Junior High School Class grew up using the National Curriculum and the International Middle Year Curriculum (IMYC).

➢ **Senior high school**

SMA Tumbuh develops a curriculum with objectives, materials, and learning methods tailored to the needs of students. The curriculum is prepared in accordance with the vision and mission of the school, the development of community and global needs. In this case, students get the opportunity to express themselves freely, dynamically, and fun.

SMA Tumbuh organizes learning activities with an inquiry approach that encourages children to be active, creative, independent, explorative, disciplined and Responsible Learners. SMA Tumbuh has 2 class programs, namely National class and international class. The main curriculum used is the National Curriculum, The Independent curriculum. In the international class, some of the subjects in the curriculum are adapted from the Cambridge International Curriculum. The subjects include English, Mathematics, Biology, Physics, Chemistry, Sociology, Geography, Economics, anthropology, and Informatics.

Applied Learning Methods

The use of learning methods in the school grows Yogyakarta is very varied. The collaborative method is one of the learning methods applied in growing Schools. The method can train students collaboratively in groups to achieve shared learning goals. With this collaborative method, students can be actively involved in exchanging information, solving problems, and achieving learning goals in cooperation and able to interact with fellow students. In the learning process, students who are in school grow up to have rules regarding turns in speaking, listening, asking for information and help. All students in the school can help each other with one student to another student. If there are students who refuse help from other students, the rejection is done in a polite way. When a group is created, each group is assigned a task. The atmosphere of the class is created in such a way that a sense of responsibility to help a friend in need can grow.

The project-based learning method is a method that is applied in growing schools and has the aim of emphasizing the student's learning experience through project or practical activities. One of the main focuses of this method is taking care of the environment alive. At the celebration of World Environment Day, Sekolah Tumbuh performs environmental conservation actions involving all students in learning activities. Things that are done in this learning method system are simple things such as the obligation to use water bottles and lunch boxes when carrying provisions to minimize the use of plastic. When disposing of waste must first sort out the type of waste, invite students to maintain the school environment such as recycling used goods, to invite students to help preserve the coastal suburbs through mangrove planting. All of these things are done by all school residents ranging from kindergarten - elementary - junior high school to teachers, staff, parents or guardians of students.

Process-based learning method is a learning system in which students can engage in the process of exploration and understanding of concepts through observation, experimentation and reflection. This method emphasizes the active role of students in building their own knowledge and understanding in interacting with learning materials and the surrounding environment. As applied to the growing SMA in organizing Scout Camps. The students were invited to conduct scouting activities such as setting up tents, ropes, competitions, bonfires to art performances. The system of this learning method has the goal that students are able to survive and be resilient, brave through challenges and can socialize well with anyone such as

in terms of Friendship, Cooperation and leadership. This process-based learning method provides an opportunity for students to understand the concept of learning actively, critically and independently. It is able to encourage students to think critically, creativity and problem solving. In addition, this method helps in students develop process skills such as observation, planning, communication and logical thinking.

The method of learning by involving parents is a method applied by growing Schools. This method is called Parents Participation Day or one of the learning methods that involve parents in teaching and learning activities. Parents are invited to come to school and participate directly in the learning process of their children. It has a purpose that is to improve the skills of children whose development is carried out from parents in accordance with hobbies or professions that are pursued. In addition, this method is expected to increase the active participation of parents in supporting their children's education, so that the more support, the greater the likelihood of future success of the students.

Application of Lesson Study

Teaching and learning activities in Tumbuh schools are considered to run smoothly by the principal and teachers. However, it cannot be denied that there are still a number of learning problems such as the lack of evaluation of learning activities carried out by teachers in order to improve the ability to teach and guide students (Praheto, Andini, 2021: 295). Evaluation of teaching and learning activities is very important to be carried out by teachers in order to maximize learning materials to be more qualified. With the evaluation, the learning method carried out by teachers can identify many shortcomings beyond the awareness made by teachers during teaching. With the implementation of learning evaluation, renewal of the process of teaching and learning activities can be carried out. However, in Yogyakarta growing school, the evaluation of this learning has not been carried out because of one thing and another.

One of the right steps for this problem is to apply the lesson study system at school. Lesson study is a form of professional educator training through collaborative and continuous learning research based on the principles of collegiality and mutual learning, which is a situation where communities can learn from each other in order to form a good learning community (Hendayana, et al, 2009: 5). Lesson study is a collaborative method carried out by a group of teachers in order to know and understand the obstacles that are often encountered in the learning process, create a learning scheme (includes activities to find and sort books, articles, and other teaching materials related to the material to be presented to students); educate students in accordance with the scheme (done by a teacher doing teaching and learning activities, while other teachers listen), often evaluate and improve learning, learn and re-understand learning that has been revised, if it is still not optimal, then the learning must be revised again and share the results first with other teachers. (Susilo, 2009: 3). This is the first step of implementation lesson study in schools grows because lesson study cannot be applied in a hurry, but requires several series in the process. One way that can be taken is by strengthening lesson study through understanding lesson study for teachers to form an effective learning implementation plan that will become a model teacher in growing Schools.

With the implementation of this service, teachers are expected to be better able to apply lesson study at school. Steps that can be applied in the problems in growing schools that have been

described in the observation of the situation is to optimize the teacher's understanding of the lesson study and prepare model teachers who will collaborate in the implementation of the lesson study.

Method of Implementation Lesson Study

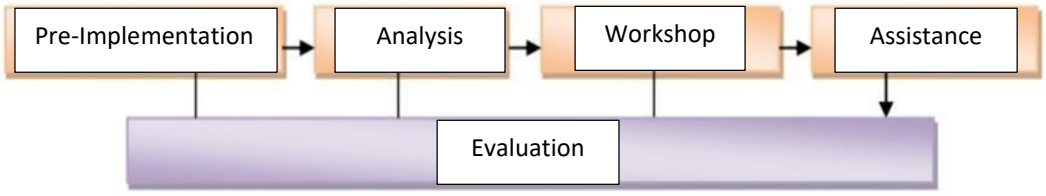


Figure 1. Lesson Study Implementation Flow

In detail, several stages of applying the method of applying lesson study in growing schools are:

- ***Pre-Implementation Stage***

The first phase is carried out with the aim of finding information about the state of the school, the ability, and the problems faced by SD Tumbuh 1 school. This step has been carried out until the preparation of the activity proposal on April 30, 2018 (Praheto, Andini, 2021: 296)

- ***Analysis Stage***

The analysis phase was carried out after the community service contract agreement was signed. At this stage, the community service group will discuss with the teaching group regarding the implementation of the program.

- ***Stage Workshop***

Entering the third stage, namely the workshop stage, the community service group provides an understanding of lesson study and also provide training to teachers to finalize the implementation of lesson study.

- ***Mentoring Stage***

At this stage, the community service team acts as a teacher partner in helping prepare model teachers who will be collaborated in the implementation of lesson study.

- ***Evaluation Stage***

The evaluation stage is the final stage where it will be carried out by discussing the activities that have been carried out and planning the next action..

The implementation of a multicultural education system at Sekolah Tumbuh provides a clear and compelling example of how diverse educational methodologies can be integrated to foster a more inclusive learning environment. By combining both national and international curricula, such as the Cambridge International Primary Program (CIPP), the school offers students a well-rounded education that is both globally competitive and locally relevant. This dual approach not only equips students with essential academic knowledge but also encourages them to develop a deep appreciation for cultural diversity. The integration of local wisdom alongside global standards enables students to embrace their unique cultural identities while preparing them to thrive in an interconnected world. This approach serves to bridge the

gap between local traditions and international knowledge, ensuring that students are well-prepared to engage with global issues while staying rooted in their cultural heritage.

At the heart of Sekolah Tumbuh's educational philosophy is a commitment to inclusivity and respect for diversity, which is vital in a multicultural society like Indonesia. The school has made significant strides in providing education to students from a variety of backgrounds, including those who require special assistance, ensuring that no student feels isolated or excluded. This focus on inclusivity reflects the school's dedication to fostering an egalitarian learning environment, where each student's potential is nurtured, regardless of their background or abilities. Furthermore, the collaboration with the Yogyakarta Palace in the school's establishment and its continuous emphasis on local cultural traditions serve to create a learning atmosphere that is rich in heritage while remaining forward-thinking. These efforts go beyond simply delivering academic content, aiming to nurture students' social awareness and empathy, essential qualities for maintaining harmony in a diverse society.

One of the school's most effective strategies for achieving this goal is its emphasis on active, inquiry-based learningn (Mutadin et al, 2022). By encouraging students to explore concepts through hands-on activities and direct engagement with nature, Sekolah Tumbuh allows students to not only understand academic material but also develop critical thinking and problem-solving skills. This pedagogical approach is designed to promote a deeper, more meaningful understanding of subjects, particularly in fields such as science and environmental studies, by allowing students to interact with real-world phenomena. As a result, students develop a more profound appreciation for the subjects they study and gain the skills necessary to navigate complex challenges. The experiential nature of the curriculum encourages students to take ownership of their learning, which has been shown to improve retention and foster a sense of responsibility for their educational journey (Conklin, 2013).

The application of the Lesson Study model at Sekolah Tumbuh has also played a pivotal role in the ongoing development of the school's teaching practices. According to Ramos et al. (2022), this model provides a collaborative platform for teachers to engage in mutual learning, observation, and reflection, thereby continuously refining their pedagogical approaches. Lesson Study encourages teachers to work together in identifying challenges, sharing strategies, and improving their teaching methods (Quintana & Fernández, 2015). This collaborative approach not only enhances the quality of instruction but also promotes a culture of continuous professional development, ensuring that teaching practices evolve in response to students' needs and educational research. The emphasis on collaboration among educators ensures that the learning environment at Sekolah Tumbuh remains dynamic, with teachers constantly working to optimize their methods for the benefit of the students.

The success of Sekolah Tumbuh's multicultural education model lies in its ability to blend traditional and innovative educational practices. According to Malewski, Sharma, & Phillion (2012), by offering a diverse curriculum that is both inclusive and culturally relevant, promoting experiential learning, and utilizing strategies like Lesson Study to continuously improve teaching practices, the school provides a comprehensive educational experience that prepares students not only for academic success but also for responsible citizenship in a multicultural society. The school's commitment to integrating local culture with international standards ensures that its students are well-equipped to thrive in a globalized world while remaining connected to their cultural roots (Stewart, 2012). As Sekolah Tumbuh continues to

evolve, its focus on inclusivity, cultural awareness, and global competence will undoubtedly remain central to its educational mission, helping to shape the leaders of tomorrow.

4. CONCLUSION

The success of education in each individual one of them is based on the right strategy pattern in each school. Schools that implement the right curriculum and strategy, give influence to students to be able to make adjustments to the surrounding community. The ability and potential of each individual is also considered as an important thing to be able to make adjustments to the desired and needed education. Therefore, organizing in educational institutions is needed to perform efficiency that is suitable for individual development.

Then, the life of a plural social environment certainly produces many differences, in this regard, the attitude of promoting tolerance is very important to uphold unity and peace. Of course things like this, have a relationship with the education he received. Through these issues, we found one of the schools in Yogyakarta, by promoting the concept of nature, culture, with international standards. In this regard, the strategies and objectives applied to the school have been presented.

From the exposure of the information obtained, that elementary school Tumbuh 1 is the result of cooperation with the palace of Yogyakarta and deliberately stands in the center of culture because it is in accordance with the concept of multicultural education. This concept aims for students to have an attitude of tolerance and not discriminate. Until now, the progress and completeness of the necessary facilities are seen as qualified. Second, the curriculum applied in the school uses an international curriculum, namely Cambridge curriculum books but still uses the prevailing national standards, in addition to the application of cultured education through multicultural education related to character is also upheld. Third, the method is accumulated through practice by combining several lessons to provide a more efficient understanding. Then, there is the collaboration of the administrative structure of teachers who have special training so that they are more intensive in realizing the goals. It can be seen from this kind of education that the organization of education in schools determines the success of each school. Therefore, the adjustment of education to each of the students ' skills becomes appropriate to provide knowledge that is not oriented to the old system.

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