THE IMPLEMENTATION OF GLOBAL DIVERSITY IN ENGLISH LEARNING AT SMA NEGERI 1 BELITANG

A THESIS

by

Yuyun Tri Rahayu

060126822260027

Magister **Program in Language Education**

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2024

THE IMPLEMENTATION OF GLOBAL DIVERSITY IN ENGLISH LEARNING AT SMA NEGERI 1 BELITANG

A THESIS

by

YUYUN TRI RAHAYU

06012682226027

Magister Program of Language Education

Approved by:

Advisor 1,

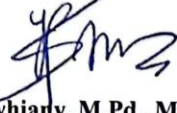Eryansyah, S.Pd., M.A., Ph.D.
NIP. 196907181995121001

Advisor 2,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

Certified by:

Dean,

Dr. Hartono, M.A.
NIP. 196710171993011001

Head of Magister Program of
Language Education,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

THE IMPLEMTATION OF GLOBAL DIVERSITY IN ENGLISH LEARNING AT SMA NEGERI 1 BELITANG

A THESIS

by

YUYUN TRI RAHAYU
06012682226019

Magister Program of Language Education

Had examined and passed on:

Day   : Friday
Date   : July 19, 2024

EXAMINATION COMMITTEE

1. Chairperson	:	Eryansyah, S.Pd., M.A., Ph.D.
2. Secretary	:	Sary Silvhiany, M.Pd., M.A., Ph.D.
3. Member	:	Machdalena Vianty, M.Ed., M.Pd., Ed.D.
4. Member	:	Amrullah, M.Ed., Ph.D.

Palembang, July 23, 2024
Approved by,
Head of Study Program

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

DECLARATION

I, the undersigned:

Name   : Yuyun Tri Rahayu

Student's Number : 06012682226027

Study Program   : Magister Program in Language Education Academic
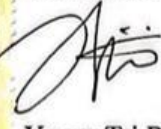
Major   : English Language Education

Certify that data thesis entitled "The Implementation of Global Diversity in English Learning at SMA Negeri 1 Belitang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 19, 2024

The Undersigned,

Yuyun Tri Rahayu

NIM 060126822260027

MOTTO

"Indeed, Allah will not change the fate
of a people until they changethe
situation within themselves"

Qur'an 13:11

DEDICATION

This thesis is sincerely dedicated to:

My beautiful guardian, My parents, Yuli Akamn & Ibu Susdaini.

Thank you for being a part of my life.

Acknowledgment

Palembang, July 19, 2024
The Author

Yuyun Tri Rahayu
NIM. 06012682226027

i

ABSTRACT

This study aims to explore the implementation of global diversity in English learning at SMA Negeri 1 Belitang, a school located in South Sumatera's Belitang Regency, where students hail from various cultural backgrounds such as Balinese, Javanese, Batak, Komering, and Ogan. The primary objectives of this qualitative research are threefold: to examine the manifestation of global diversity in English lessons, to identify the challenges faced by teachers, and to understand the strategies employed to address these challenges. Data collection involves interviews, observations, and documentation, providing a comprehensive analysis of the educational practices at the school. The Findings of this research show that the principles of the Independent Curriculum and the Pancasila Student Profile are well-integrated into the teaching practices at SMA Negeri 1 Belitang. Teachers create an inclusive learning environment by incorporating diverse cultural narratives and multimedia tools, which align with the goals of fostering global diversity and intercultural understanding. The use of teaching materials like "Work in Progress" reinforces these values, promoting mutual respect and cooperation among students. Further, challenges identified include addressing varying levels of prior knowledge and overcoming cultural barriers. To face challenges, teachers employ diagnostic assessments, interactive learning methods, and collaborative activities to personalize instruction and build a supportive classroom atmosphere. These strategies not only enhance students' competencies but also cultivate a sense of community, ensuring students are prepared to thrive in an interconnected world.

Keywords: Multicultural Education, Global Diversity, Pancasila Student Profile, Independent Curriculum

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDECES

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objectives of the study, and the significance of the study.

1.1 Background of the Study

Education is an effort made to develop human potential. Dewey (as cited in Christiana, 2013) said that education is part of life. This can be interpreted as education being a process that helps human development or, in other words, humanizing humans so that these humans do not only have intellectual intelligence but also have personality and morals that are guaranteed. As Ahmad (2016) mentions, education is a purposive, sociological, scientific, and philosophical process that develops individuals and society so that individuals or society can achieve happiness and prosperity. Education can also lead people to become disciplined, persistent, respectful, religious, and creative. It can be interpreted that education is a process and effort made to develop the potential of individuals or groups in forming moral human beings. Quality of education is education that can provide and facilitate the needs of each student while still achieving curriculum targets. Currently, the curriculum used is the Independent Curriculum. Quoted from the page of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), ensuring that the implementation of the Independent Curriculum continues as planned, which will be implemented starting in the 2022/2023 school year. In Independent Curriculum, there is a Pancasila Student Profile project. A Pancasila student profile aims to demonstrate the character of students' Pancasila noble values.

One of the profiles of Pancasila Students is the character of global diversity. Indonesia has diverse aspects of life, including region, ethnicity, religion, race, and class. Diversity is a condition in which each individual owns various differences in social life. Federick A., Miller, and Judith H. Katz (2002) argue that diversity is

about the group's social identity, which includes an organization. Each individual has its own uniqueness and is different from the others, such as cultural differences, ethnicity, social class, regional language, and family background. Ethnic influences also bring diversity to students. For example, students from the Javanese ethnicity have softer voices than students from the Batak ethnicity, who, in class, will have this voice more dominant. This diversity provides challenges to how the learning process can run. In this case, teachers are required to have skills related to the implementation of learning in the class, such as choosing a teaching model that suits the needs of students and can achieve learning goals. In this case, students who have a Pancasila profile with global diversity have a passion for maintaining noble culture, locality, and identity and remain open-minded in interacting with other cultures to foster a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with noble culture.

Global diversity is one of the profile characteristics of Pancasila students, and it is applied to Indonesian education. This character is very important for the development of the character of Indonesian students (Ministry of Education and Culture, 2021). The character of global diversity is an important key element in knowing, respecting, and respecting every culture and reflecting it in responsible social interactions. Therefore, it is very important to strengthen the character of global diversity in students. In Indonesia, diversity emphasizes national values, including different religions, races, ethnicities, cultures, and regional languages. It is this diversity that values must be applied to each student so that they can become good and intelligent citizens. This reinforcement can also be done when learning English. Learning English is one example of education implemented in Indonesia to form human resources that can compete globally. Margana and Sugesti (2013) emphasize that learning English at various levels of education ranging from secondary education to higher education, is a strategic tool for building resources that are competitive in the global era because English has a position as a global language, so it is sure that what is used as a global international communication

tool. Therefore, the ability to speak English is one of the requirements for building human resources that are ready to compete in the global era.

As a country with a large population, Indonesia is one of the largest multicultural countries in the world, with ethnic groups with diverse cultures and languages, beliefs, social conditions, economy, religious diversity, and gender (Suryana, 2015). So that it can be interpreted that cultural diversity is a natural event of meeting various cultures through the interaction of multiple individuals and groups with their respective cultural behaviors, Muzhar and Darlis (2017) view multiculturalism as including the ideas, perspectives, policies, attitudes, and actions of the people of a country that is plural in terms of ethnicity, culture, religion, and so on.

Refer to the facts above, the application of global diversity in education is crucial in such a heterogeneous environment. Global diversity in education can bridge cultural gaps and promote mutual understanding among students from different ethnic backgrounds. By exposing students to various cultural perspectives, educators can cultivate empathy, tolerance, and respect for differences (Wahab, 2007). This is particularly important in a multicultural country like Indonesia, where fostering social cohesion and harmony is essential. Through the implementation of globally diverse teaching practices, students can learn to appreciate the richness of their own culture while gaining a broader understanding of the world around them. In today's interconnected world, the ability to communicate and collaborate with people from different cultural backgrounds is a vital skill. By integrating global diversity into the curriculum, educators can equip students with the intercultural competence needed to succeed in a globalized economy and society.

In this context, in one of the sub-districts in South Sumatera, namely Belitang Regency, is an area whose social conditions are very in line with the main issue of this research. The average citizen who lives in Belitang comes from different cultures, such as Balinese, Javanese, Batak, Komering, Ogan, and others.

Seeing these diverse phenomena, researchers are interested in examining how the concept of global diversity can be applied and accepted by students with different cultural backgrounds.

Regarding this, a number of researchs have analyzed relevant topics. At which point, researcher use these researchs as references. Previous studies have predominantly explored cultural diversity and multicultural education in higher education settings or international contexts, such as Chinh (2013), who examined EFL learners' perceptions of cultural diversity in Vietnam, and Shuja (2022), who investigated the impact of cultural diversity on English teaching and learning at the undergraduate level in Pakistan. However, there is a paucity of research that investigates how global diversity is integrated and perceived in the context of secondary education, particularly in Indonesia. This gap is critical because secondary education is a formative stage for students, and understanding how global diversity is implemented can provide valuable insights for enhancing educational practices and policies.

Furthermore, while earlier research has extensively covered multicultural education, there is a need for studies that address the broader concept of global diversity. Previous studies, such as those by Shafa et al. (2020) and Asrianti et al. (2022), have primarily focused on multicultural-based instruction in higher education, examining aspects like content integration and equity pedagogy. These studies highlight the importance of integrating multiple cultural perspectives within the curriculum. However, they do not fully capture the complexities and challenges of implementing global diversity, which includes not only cultural but also linguistic and experiential diversity, especially at the secondary school level.

The current study seeks to fill this gap by providing a comprehensive examination of the implementation of global diversity in English learning at SMA Negeri 1 Belitang, thus contributing to a more nuanced understanding of how diverse cultural, linguistic, and experiential backgrounds can be effectively integrated into secondary education. In depth, the novelty of this research lies in its

focus on the implementation of global diversity in Indonesian secondary education, its comprehensive approach to examining cultural, linguistic, and experiential diversity, its practical insights into the challenges and strategies of teachers, and its integration of multiple perspectives.

Based on what has been described above, as well as what has been found in previous research and the gaps contained in that research in the context of this research, the researcher decided to conduct research at one of the schools in Belitang which implemented an independent curriculum, with the title "Implementation of Global Diversity in English Language Learning at SMA Negeri 1 Belitang". The purpose of this research is to find out and obtain information about how to implement the Pancasila Student Profile which focuses on global diversity in schools that have students from various cultures and ethnicities

1.2 The Problems of Study

1. How is global diversity manifested in English lessons at SMA Negeri 1 Belitang?
2. What challenges do teachers face in implementing global diversity in learning English at SMA Negeri 1 Belitang?
3. How do teachers face challenges in implementing global diversity in learning English at SMA Negeri 1 Belitang?

1.3 The Objectives of the Study

1. To find out how global diversity is manifested in English lessons at SMA Negeri 1 Belitang.
2. To find out what challenges teachers face in implementing global diversity in learning English at SMA Negeri 1 Belitang.
3. To find out how teachers face challenges in implementing global diversity in learning English at SMA Negeri 1 Belitang.

1.4 The Significance of the Study

       The benefit of this research is that this research can be used as a source of literature and information for policymakers, educators, students, and other researchers who want research on the Implementation of Pancasila Student Profiles. This research can also serve as an illustration of the application of Pancasila student profiles in schools to implement an ideal Pancasila student profile for their educational institutions. Become a guideline for teachers in applying Pancasila student profiles in the learning process. Finally, it serves as an evaluation material or benchmark in the application and application of Pancasila student profiles as well as a reference for revising the existing curriculum and then re-implementing it in the ideal implementation of Pancasila student profiles.

REFERENCES

Alsubaie, M. A. (2016). Teacher involvement in curriculum development. *Journal of Education and Practice, 7*(9), 106-107.

Asrianti, Iskandar, & Patak, A. A. (2022). The implementation of multicultural-based English language teaching in a language institution. *International Journal of Humanities and Innovation, 5*(2), 67-71.

Chau, M. H., Lie, A., Jacobs, G. M., & Renandya, W. A. (2022). Introduction: Promoting diversity and inclusion in language education through research and practice in global Englishes and translanguaging. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(3), 1-3. https://doi.org/10.55593/ej.26103a0

Chinh, N. D. (2013). Cultural diversity in English language teaching: Learners' voices. *English Language Teaching, 6*(4), 1-7.

Choudhury, M. H. (2014). The role of culture in teaching and learning of English. *An International Journal of Multi-Disciplinary Research*, *1*(4), 1-6.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge.

Corbett, J. (2003). *Languages for intercultural communication and education*. London: Longman.

Creswell, J. W. & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Los Angeles: Sage.

Dewi, A. K. T., Degeng, I. N. S., & Hadi, S. (2019). Implementasi pendidikan nilai karakter di sekolah dasar melalui budaya sekolah. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(2). https://doi.org/10.17977/jptpp.v4i2.12011

Fleet, M. (2006). The role of culture in second or foreign language teaching: Moving beyond the classroom experience. *ERIC Journal*.

Gerring, J. (2007). *Case study research: Principles and practices*. Cambridge UniversityPress.

Halimah, L. (2020). *Pengembangan kurikulum dan pembelajaran di era globalisasi*. Refika Aditama.

Hermawan, B., Haryanti, D., & Suryaningsih, N. (2022). *Bahasa Inggris: Work in progress untuk SMA/SMK/MA kelas X*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Johnson, A. P. (2014). Education Psychology: *Theories of Learning and Human Development.* National Science Press.

Kemendikbud. (2022). *Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka.* Jakarta: Kemendikbud Republik Indonesia.

Kemendikbud. (2023). *Buku Saku, Tanya Jawab Kurikulum Merdeka.* Jakarta: Kemendikbud Republik Indonesia.

Khosiah. (2020). Implementasi nilai-nilai Pancasila peserta didik di madrasah ibtidaiyah Mambail Falah Tongas–Probolinggo. *Jurnal Al-Insyiroh: Jurnal Studi Keislaman, 6*(1). https://doi.org/10.35309/alinsyiroh.v6i1.168

Kramsch, C. (1998). *Language and culture*. Oxford University Press.

Krulatz, A., Neokleous, G., & Lorenz, E. (2021). Multiculturalism in English language teaching. *Knowledge – International Journal*, *49*(6), 1-4. https://doi.org/10.3390/languages8020121

McNergney, R. F. and Herbert, J.M., (2001). *Foundations Of Education: The Challenge of Professional Practice.* Boston: Allyn and Bacon.

Shafa, M., Basri, M., Abduh, A., & Patak, A. A. (2020). Multicultural education-based instruction in teaching English for Indonesian Islamic higher education. *Asian EFL Journal Research*, *27*(3), 206-216.

Shuja, B. (2022). Effects of cultural diversity on teaching and learning of English

as a second language. *Psychology and Education*, 59(2), 5-11. https://doi.org/10.59009/ijlllc.2023.0035

Sugiyono. (2007). *Metode penelitian: Pendekatan kuantitatif, kualitatif*. Alfabeta.

Thoriq Abdul Aziz, & Aim Abdulkarim. (2023). Strengthening Global Diversity Values through Profil Pelajar Pancasila in Citizenship Education Learning. *Proceeding International Conference on Religion, Science and Education, 2*, 281–287.

Wahab, Rochmat. (2007). *Multicultural Education: Its Implication for General Education and Gifted Education in Indonesia*. International Conference: Said Nursi on Multicultural Education–for Renewal of Faith and Civilization in the Contemporary World.

Widiani, M. (2013). *Implementasi pendidikan berbasis budaya*. Widyaloka. http://guruku-widyaloka.blogspot.com/2013/04/implementasi-pendidikan-

Whitaker, T. (2019). *What great teachers do differently: Seventeen things that matter most*. Routledg