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ETHICAL AND VALUE CONFLICTS' IMPACT ON MULTICULTURAL TEACHING

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Abstract

Values and ethics are very important and necessary in multicultural teaching so that teaching can take place effectively and optimally. Students and teachers must contribute to each other in realizing effective teaching by applying good and polite values and ethics. In multicultural teaching, not everything goes according to what is expected. Obstacles often arise, making it a problem or conflict of values and ethics in multicultural teaching. The existence of differences in ethnicity, nation, culture, economy and background between fellow students and teachers is one of the factors in the emergence of conflicts in values and ethics. The aim of this research is to describe the value and ethical conflicts that occur in multicultural teaching, as well as finding solutions that can be implemented to minimize value and ethical conflicts in multicultural teaching. This research uses quantitative methods, data obtained through distributing questionnaires. The questionnaire was distributed using Google Form, stating several statements to be answered by respondents. The results of this research explain that there is a conflict of values and ethics in multicultural teaching which can have an impact on the multicultural teaching process. The implication of this research is to find out what value and ethical conflicts exist in multicultural teaching and find solutions to these problems so that the teaching process can take place optimally and run effectively.

Keywords: Conflict, Values, Ethics, Teaching, Multicultural

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INTRODUCTION

Education is a planned learning process that aims to develop the potential of students in both academic and non-academic fields (Supardi, 2014). Education also aims to make students have spiritual soul strength who are afraid of God's prohibitions and obey God's commands (Sujana, 2019). Education also has a very important goal, namely to change bad attitudes and ethics into good ones so as to produce someone who has good character and produces quality human resources as well (Julaeha, 2019). Education can not only be obtained at school, but education can also be obtained from experience and the surrounding environment. Teaching provided by teachers at school is one of the teaching activities by providing or transferring values and ethics as an educator in order to try to create good and harmonious communication in teaching and learning activities, so that the objectives of learning can be achieved.

The diversity of cultures, ethnicities, religions, customs and backgrounds of students also results in mutcultural teaching (Griner & Stewart, 2013). Multicultural teaching itself is a concept that refers to the existence of diversity and differences in unity and equality. Where multicultural teaching really upholds the values of togetherness and differences between each other. Multicultural teaching educates students to be able to appreciate every difference and be able to uphold a sense of nationalism and democracy in heterogeneous diversity (Wu, 2015). In multicultural teaching, students are required to be responsible for understanding the Indonesian nation as a nation with cultural plurality and also as a pluralistic nation. Multicultural education can not only be obtained through formal education, but can also be obtained from informal education. Where every region in Indonesia has its own diverse customs, giving birth to diverse cultures too (Wagner et al., 2016). This can certainly influence the teaching process that occurs at school.

This diversity of cultures and customs has had an impact on the ongoing teaching process(Gorski, 2016). So it can be found that there is a conflict in values and ethics from these differences (Ma`arif, 2019). Values and ethics are very important things, especially for students and educators, because these are symbols of the personality of the student and educator. The existence of good values and ethics from students and educators is part of character education, in other words the goal of education can be achieved. Conflicts in values and ethics occur due to differences in background, individual, ethnic and cultural differences which then give rise to the feelings of the majority and minority (Kirkpatrick &

Liddicoat, 2017; Tumonggor et al., 2013). The impacts that can arise from the conflict of values and ethics include the ease of conflict between people, mutual exclusion of each other, so that the concept of individualism emerges (Aragón et al., 2017). The occurrence of value and ethical conflicts in multicultural teaching certainly cannot be avoided but can only be minimized through several methods, including respecting each other's differences, upholding values and a sense of unity as fellow Indonesian citizens, and not provoking each other's cultures.

The purpose of this research is to describe the influence of value and ethical conflicts in multicultural teaching and the influence resulting from these value and ethical conflicts. It is equally known that in multicultural teaching there is a diversity of ethnicities, cultures, customs and also different backgrounds, so that it is very easy for value and ethical conflicts to occur, both between fellow students and educators. This research was also carried out to find out solutions that can be implemented so that value and ethical conflicts can be minimized, because value and ethical conflicts cannot be avoided, especially in multicultural teaching.

METHODS

The research model carried out in this research is to use quantitative methods, the type of quantitative method used is by distributing questionnaires or surveys. Quantitative research is research that aims to describe the phenomena that occur and then explain them by using the percentage results from questionnaire answers that have been distributed via the Google Form link. Quantitative research itself is a research model in the form of numbers and statistical data, so it can be said to be a scientific method because the results can be measured, are rational and objective. The survey carried out was in line with the aim of the research, namely to obtain and analyze data related to the influence of value and ethical conflicts in multicultural teaching.

This research was carried out by distributing questionnaires using Google Form. First, the researcher collected a number of statements related to the influence of value and ethical conflicts in multicultural teaching, then distributed them to the research objects. The results of the percentage of respondents' answers are then expressed in a quantitative method. This technique was chosen to make it easier for researchers to conduct research, save time so that research is more flexible. This quantitative research is a method of

measuring quantitative data through scientific calculations based on a sample of a number of people who were asked to answer a number of statements related to the survey. The results of the research data that have been collected are then analyzed using quantitative by looking at the percentage of each question item that has been distributed.

The method used is to ask several questions to several respondents which will then be answered via Google Form (Rowley, 2014). Some of the advantages of using this quantitative method are that the results or data obtained can be more relevant if respondents can answer them well, research can proceed systematically so that the results obtained are more specific and more detailed. The data obtained in this research was from a number of respondents who had filled out a questionnaire on Google Form, which was then developed using quantitative methods and presented in table form.

RESULTS

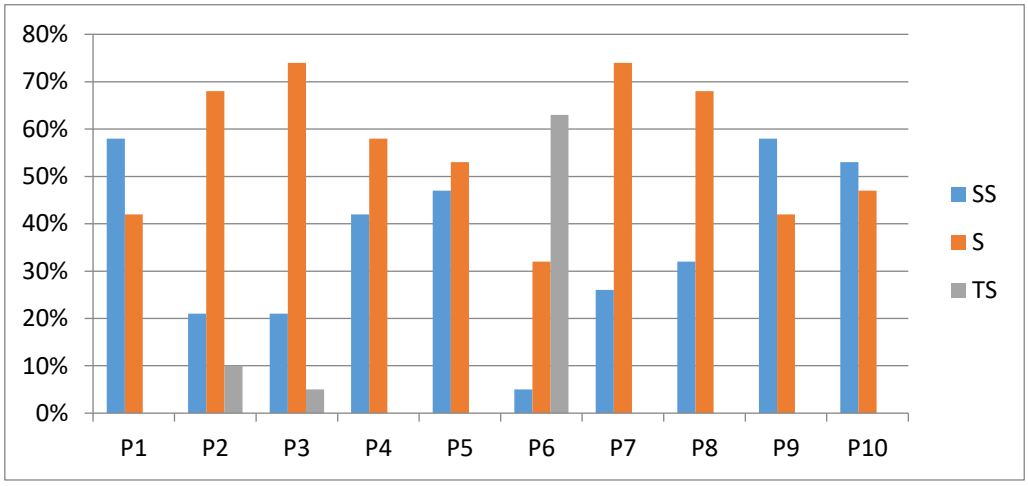
Researchers conducted research related to the influence of value and ethical conflicts in multicultural teaching. The researcher submitted several statements which were distributed via Google Form. To find out how value and ethical conflicts influence multicultural teaching, a survey was conducted by distributing questionnaires via Google Form. It is hoped that the distribution of this questionnaire can be filled in by respondents truthfully in order to support the running of this research well, so that it can realize the objectives that have been set. Value and ethical conflicts greatly influence multicultural teaching because they can disrupt the ongoing learning process. Conflicts in values and ethics occur because of significant background differences between each other.

Table 1. Percentage of Respondents on the Influence of Value and Ethics Conflicts in Multicultural Teaching

NO	Question	Answer		
		Strongly agree	Agree	Don't agree
1.	Values and ethics are important in multicultural teaching	57,9%	42,1%	0%
2.	There is a gap in values and ethics in multicultural teaching	21,1%	68,4%	10,5%
3.	Conflicts of values and ethics cannot be avoided	21,1%	73,7%	5,3%
4.	Teachers and students must contribute to resolving value and	42,1%	57,9%	0%

	ethical conflicts			
5.	Value and ethical conflicts often occur today	47,4%	52,6%	0%
6.	There is no way to overcome value and ethical conflicts in multicultural teaching	5,3%	31,6%	63,2%
7.	Value and ethical conflicts can be minimized	26,3%	73,7%	0%
8.	Conflicts of values and ethics is a big problem	31,6%	68,4%	0%
9.	Parents play an active role in shaping a child's good ethics	57,9%	42,1%	0%
10.	A person's values and ethics are influenced by relationships	52,6%	47,4%	0%

Based on the table of statements above, it can be seen that the highest percentage of several statements that have been submitted is that respondents gave an agreeing response to the statement that conflict in values and ethics cannot be avoided. However, several respondents also responded strongly agree and disagree. This proves that value and ethical conflicts will always occur in the multicultural teaching process. As is known, Indonesia itself is an archipelagic country consisting of many islands stretching from Sabang to Merauke, which makes Indonesia have diverse cultures and customs that cannot be separated and form a unified whole. This cultural diversity also has an impact on the teaching process, where students also come from different ethnicities, cultures and backgrounds, making it a multicultural teaching.



Picture 1. Graphic of Respondents on the Influence of Value and Ethics Conflicts in Multicultural Teaching

Based on the graphic results above, it can be seen that a number of respondents stated that they agreed with the influence of value and ethical conflicts in multicultural teaching. Several things that become problems in multicultural teaching include the lack of a sense of nationalism among students, where they prioritize personal interests over common interests. The understanding that develops in students is that they feel above everything compared to other people, always feel superior to others and underestimate others. This is what causes value and ethical conflicts to arise in multicultural teaching. The consequences of conflicting values and ethics in multicultural teaching can be felt directly by students and educators alike. For example, there are students who are ostracized by their friends just because their ethnicity is different from theirs, this can also have the impact of bullying at school.

DISCUSSION

Multicultural teaching must focus more on the context of the diversity of the Indonesian nation, where teachers must be able to instill the values of nationalism and togetherness in students, with full awareness that the Indonesian nation has a lot of cultural diversity and also customs and these differences cannot be separated from each other (Setyono & Widodo, 2019). By instilling the values of nationalism and togetherness by teachers, students will know more about the meaning of cultural diversity and be able to accept their friends who have different cultures, ethnicities and backgrounds (Hachfeld et al., 2015; Novayani, 2018). This will certainly be able to minimize bullying in schools as well as value and ethical conflicts, so that multicultural teaching can run optimally and effectively.

From several previous studies, the researcher concluded that there were general similarities with previous research, where the research both discussed multicultural teaching. It's just that there is a difference between the two studies, namely that the previous study focused more on discussing the basic concepts of multicultural teaching, whereas in this study the researchers predominantly discussed the value and ethical conflicts that occur in multicultural teaching and looked for solutions and tips on what can be done so that can minimize the occurrence of value and ethical conflicts in multicultural teaching (Supardi, 2014). The researcher's hope for future research is to be able to conduct further research regarding value and ethical conflicts in multicultural teaching, because this

is very important to discuss in the world of education which will be useful for improving performance in the world of education.

CONCLUSION

Multicultural teaching does not always run smoothly as expected, often in the process it experiences problems and obstacles. One of the problems that often occurs in multicultural teaching is the conflict of values and ethics. Conflicts in values and ethics occur because of very significant differences in ethnicity, culture, customs and background, so that students cannot accept these differences wisely. The effects resulting from this conflict of values and ethics include being ostracized by peers and even to the level of bullying. The existence of value and ethical conflicts in multicultural teaching certainly cannot be avoided, but can only be minimized in several ways. Among the tips that can be done to minimize the conflict of values and ethics is by instilling in students the values of nationalism and togetherness, instilling the understanding that the Indonesian nation is an archipelagic country which gives birth to various cultures and customs and is one unified unit. intact.

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