PROMOTING MULTICULTURAL EDUCATION THROUGH CULTURALLY RESPONSIVE TEACHING IN CITIES AND VILLAGES: UNDERSTANDING THE DIFFERENCES AND IMPLICATIONS FOR EDUCATORS

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Abstract

Multicultural education is an approach to teaching and learning that recognizes and values the diversity of students' backgrounds, experiences, and perspectives. However, the implementation of multicultural education may differ in cities and villages due to differences in population, resources, and cultural norms. This paper explores the differences in multicultural education in cities and villages, and their implications for educators. Drawing on literature from many resources of scientific paper, the paper highlights the challenges and opportunities for multicultural education in both urban and rural settings.

Keywords: *Multicultural Education, Cities, Villages, Diversity, Cultural Norms, Resources, Challenges, Opportunities*

Abstrak

Pendidikan multikultural adalah sebuah pendekatan dalam pengajaran dan pembelajaran yang mengakui dan menghargai keragaman latar belakang, pengalaman, dan perspektif siswa. Namun, implementasi pendidikan multikultural dapat berbeda di kota dan desa karena perbedaan populasi, sumber daya, dan norma-norma budaya. Makalah ini mengeksplorasi perbedaan pendidikan multikultural di kota dan desa, serta implikasinya bagi para pendidik. Dengan mengacu pada literatur dari berbagai sumber karya ilmiah, makalah ini menyoroti tantangan dan peluang pendidikan multikultural baik di kota maupun di desa.

Kata kunci: *Pendidikan Multikultural, Kota, Desa, Keragaman, Norma Budaya, Sumber Daya, Tantangan, Peluang*

INTRODUCTION

The provided search results include several studies and articles related to culturally responsive teaching and multicultural education. One study examines how teachers implement culturally responsive teaching as part of multicultural education in higher education in Indonesia (Nurbatra, L.H., & Masyhud, M., 2022) Another study focuses on the experiences and perceptions of teacher candidates of color regarding culturally responsive teaching in teacher education programs in the USA. (Navarro, O., Ronan, B., & Reyes Patron, I., 2022) A third study explores the determinants of culturally responsive teaching self-efficacy in a sample of Canadian preservice teachers (Chahar Mahali, S., & Sevigny, P.R., 2021). A fourth study evaluates how culturally responsive teaching is practiced and modeled in technology-supported learning environments for preservice teachers in marine education for sustainable development (Cheng, M., Lacaste, A.V., Saranza, C., & Chuang, H.:2021). Finally, a fifth study examines the relationship between culturally relevant pedagogy, responsive teaching strategies, and teacher self-efficacy in working with students of color (Jenkins-Martin, T., 2014). These studies provide insights into the importance of culturally responsive teaching and multicultural education in promoting equity and inclusion in education.

Multicultural education has become increasingly important in contemporary society due to the increasing diversity of student populations. However, implementing multicultural education may differ in cities and villages due to differences in population, resources, and cultural norms. This paper explores the differences in promoting multicultural education through culturally responsive teaching in cities and villages, and their implications for educators.

RESEARCH METHOD

This paper use a library research for the research design. Identify your research topic: Start by identifying the topic or question you want to explore. This will help you focus your research and identify relevant sources. Some step that researcher use such as develop research questions, conduct a preliminary search, refine search terms, Conduct a comprehensive search, Evaluate sources. Then, analyze and synthesize information: Analyze and synthesize the information you have gathered to develop a deeper understanding of your research topic. Identify patterns, themes, and gaps in the literature. Organize the findings

DISCUSSION

Differences in Multicultural Education in Cities and Villages

One of the key differences between cities and villages is population. Cities tend to have larger and more diverse populations, while villages tend to have smaller and more homogenous populations. This can impact the implementation of multicultural education, as educators in cities may have to deal with a wider range of cultural backgrounds and experiences, while educators in villages may have to work with a more limited set of cultural backgrounds (Pillay & Pather, 2013)

Then, another important factor is resources. Cities tend to have more resources in terms of funding, technology, and educational materials, which can facilitate the implementation of multicultural education (García & Kleifgen, 2010). In contrast, villages may have limited resources, which can make it more challenging to implement multicultural education effectively (Akkari & Poutiainen, 2010).

And, cultural norms can also impact the implementation of multicultural education. In some villages, there may be strong cultural norms that emphasize conformity and uniformity, which can make it more challenging to introduce diverse perspectives and experiences into the curriculum (Pillay & Pather, 2013). In contrast, cities may be more open to diversity and multiculturalism, which can create more opportunities for multicultural education (García & Kleifgen, 2010).

Implications for Educators

Multicultural education is an approach to teaching and learning that recognizes and values the diversity of students' backgrounds, experiences, and perspectives. This approach aims to create an inclusive and culturally responsive learning environment that promotes understanding and respect for different cultures and perspectives. (García & Kleifgen, 2010; Ladson-Billings, 2014)

However, the implementation of multicultural education may differ in cities and villages due to differences in population, resources, and cultural norms. (Akkari & Poutiainen, 2010; García & Kleifgen, 2010; Pillay & Pather, 2013) For instance, cities tend to have larger and more diverse populations, while villages tend to have smaller and more homogenous populations. Additionally, cities tend to have more resources in terms of funding, technology, and educational materials, which can facilitate the implementation of multicultural education. In contrast, villages may have limited resources, which can make it more challenging to implement multicultural education effectively. (Pillay & Pather, 2013)

Moreover, cultural norms can also impact the implementation of multicultural education. In some villages, there may be strong cultural norms that emphasize conformity and uniformity, which can make it more challenging to introduce diverse perspectives and experiences into the curriculum. In contrast, cities may be more open to diversity and multiculturalism, which can create more opportunities for multicultural education. (Pillay & Pather, 2013; Zembylas, 2005)

Despite the challenges, there are also opportunities for multicultural education in both cities and villages. For example, in cities, educators can leverage the diversity of their student populations to create a rich and engaging learning environment that promotes understanding and respect for different cultures and perspectives. In villages, educators can work to introduce diverse perspectives and experiences in a way that is respectful of cultural norms and traditions.

Educators in both cities and villages may face challenges when implementing multicultural education. In cities, educators may struggle to navigate the diverse cultural backgrounds and experiences of their students (Zembylas, 2005), while in villages, they may face resistance to the introduction of diverse perspectives and experiences (Pillay & Pather, 2013). Additionally, educators in both settings may face challenges related to resources, such as limited funding or access to educational materials (Akkari & Poutiainen, 2010).

Despite these challenges, there are also opportunities for multicultural education in both cities and villages. In cities, educators can leverage the diversity of their student populations to create a rich and engaging learning environment that promotes understanding and respect for different cultures and perspectives (Ladson-Billings, 2014). In villages, educators can work to introduce diverse perspectives and experiences in a way that is respectful of cultural norms and traditions (Pillay & Pather, 2013). There are some strategies for Overcoming Challenges such as:

Professional Development: Educators can participate in professional development opportunities to gain a deeper understanding of multicultural education and how to implement it effectively (Lloyd & Bowers, 2014).

Culturally Responsive Teaching: Culturally responsive teaching is an approach that recognizes the importance of culture in learning and teaching. Educators can use this approach to tailor their teaching methods to the cultural backgrounds and experiences of their students (García & Kleifgen, 2010).

Building Relationships: Building positive relationships with students and families from diverse backgrounds can help to create a sense of trust and respect in the classroom. This can involve getting to know students and their families, learning about their cultures and traditions, and incorporating this knowledge into the curriculum (Moll et al., 1992).

Collaboration: Educators can collaborate with colleagues, community members, and other stakeholders to support the implementation of multicultural education. This can include partnering with local organizations, inviting guest speakers from diverse backgrounds, and working with colleagues to develop culturally responsive curriculum materials (Akkari & Poutiainen, 2010).

Assessment: It's important for educators to assess the effectiveness of their multicultural education efforts. This can involve collecting feedback from students and families, monitoring student progress, and making adjustments to teaching methods and curriculum as needed (Tseng & Seidman, 2007).

Culturally Responsive Teaching In Engaging Multicultural Education In Citites And Villages

One strategy for implementing multicultural education is to use culturally responsive teaching. Culturally responsive teaching is an approach that recognizes the importance of culture in learning and teaching. Educators who use culturally responsive teaching tailor their teaching methods to the cultural backgrounds and experiences of their students. (García & Kleifgen, 2010)

For example, educators can incorporate culturally relevant materials into their lessons, such as literature, music, and art from different cultures. They can also incorporate students' personal experiences and perspectives into the curriculum, and create an inclusive learning environment that values and respects different cultures and perspectives.

Culturally responsive teaching can help to create a more engaging and meaningful learning experience for students from diverse backgrounds. It can also help to promote understanding and respect for different cultures and perspectives, which is a key goal of multicultural education.

Culturally responsive teaching is an approach to teaching and learning that recognizes the importance of culture in the learning process. This approach emphasizes the need for educators to be aware of and responsive to the cultural backgrounds, experiences, and perspectives of their students. By incorporating culturally relevant materials and incorporating students' personal experiences and perspectives into the curriculum, educators can create an inclusive and engaging learning environment that promotes understanding and respect for different cultures and perspectives. (García & Kleifgen, 2010; Ladson-Billings, 2014)

Culturally responsive teaching is grounded in the idea that students learn best when their backgrounds and experiences are valued and incorporated into the curriculum. This approach recognizes that students from diverse backgrounds may have different learning styles and preferences, and that educators need to be flexible and adaptable in their teaching methods to meet the needs of all students. There are several key principles of culturally responsive teaching (Ladson-Billings, 2014; Villegas & Lucas, 2002), including:

Valuing and incorporating students' cultural backgrounds and experiences into the curriculum

- Using culturally relevant materials and resources in the classroom
- Building positive relationships with students and their families from diverse backgrounds
- Encouraging student participation and input in the learning process

- Creating an inclusive and welcoming classroom environment that values and respects different cultures and perspectives.

Culturally responsive teaching is an important strategy for implementing multicultural education, as it recognizes and values the diversity of students' backgrounds, experiences, and perspectives. By using this approach, educators can create a more engaging and meaningful learning experience for students from diverse backgrounds, and promote understanding and respect for different cultures and perspectives. (Banks, 2015; García & Kleifgen, 2010) In order to effectively use culturally responsive teaching, educators may need to participate in professional development opportunities to gain a deeper understanding of the cultural backgrounds and experiences of their students. Additionally, building positive relationships with students and their families from diverse backgrounds can help to create a sense of trust and respect in the classroom, which is essential for culturally responsive teaching to be effective. (Ladson-Billings, 2014)

Then, educators are able to assess the effectiveness of their culturally responsive teaching practices by assessing the effectiveness of culturally responsive teaching practices is an important step in ensuring that educators are meeting the needs of their diverse student populations (Ladson-Billings, 2014). Here are some ways educators can assess the effectiveness of their culturally responsive teaching practices:

- Student feedback: Educators can ask their students for feedback on their teaching practices, including how well their practices incorporate students' cultural backgrounds and experiences. This feedback can be gathered through surveys, focus groups, or individual interviews.

- Student performance: Educators can also assess the impact of their culturally responsive teaching practices on student performance. This can be done by tracking student progress over time and comparing the performance of students who have been exposed to culturally responsive teaching practices to those who have not.

- Classroom observations: Educators can have their teaching practices observed by colleagues, administrators, or outside experts to provide feedback on the extent to which their practices are culturally responsive.

- Assessment data: Educators can analyze assessment data, such as standardized test scores or classroom assignments, to determine whether their teaching practices are leading to improved student outcomes.

- Professional development: Educators can participate in ongoing professional development opportunities to learn about new strategies and approaches to culturally responsive teaching, and to continually improve their practices (Ladson-Billings, 2014).

It is important for educators to regularly assess the effectiveness of their culturally responsive teaching practices to ensure that they are meeting the needs of their diverse student populations. By using a variety of assessment methods, educators can gain a comprehensive understanding of the impact of their teaching practices on student learning and success.

Implementing culturally responsive teaching practices can be challenging for educators, particularly if they are not familiar with the cultural backgrounds and experiences of their students. Some challenges that educators may face when implementing culturally responsive teaching practices (Ladson-Billings, 2014) include:

- Limited resources: Educators may not have access to the resources, materials, or professional development opportunities needed to effectively implement culturally responsive teaching practices. For example Educators can seek out free or low-cost resources, such as online teaching materials or community-based organizations, to support their efforts to implement culturally responsive teaching practices. They can also advocate for additional resources and funding to support these practices.

- Time constraints: Educators may feel pressure to cover a lot of material in a short amount of time, which can make it difficult to incorporate culturally responsive teaching practices into their lessons. For instance Educators can prioritize culturally responsive teaching practices and find creative ways to incorporate them into their lessons, such as by integrating culturally relevant materials into existing lesson plans.

- Resistance to change: Some educators may be resistant to changing their teaching practices or incorporating new ideas, particularly if they have been teaching for a long time and are used to their current methods. For example, Educators can participate in professional development opportunities to learn about the benefits of culturally responsive teaching practices and gain the knowledge and skills needed to effectively implement them.

- Lack of knowledge or understanding of different cultures: Educators who are not familiar with the cultural backgrounds and experiences of their students may struggle to effectively incorporate culturally responsive teaching practices into their lessons. For instance Educators can work to learn about their students' cultural backgrounds and experiences, such as through personal interactions and community events, and incorporate this knowledge into their teaching practices.

- Cultural norms and expectations: Cultural norms and expectations in the school or community may not align with culturally responsive teaching practices, which can make it challenging for educators to implement these practices effectively. Educators can work to build relationships with students, families, and community members to better understand cultural norms and expectations, and find ways to incorporate culturally responsive teaching practices into their lessons that align with these norms and expectations.

- Language barriers: Educators who do not speak the same language as their students may struggle to effectively incorporate culturally responsive teaching practices into their lessons. Example, Educators can work with bilingual or multilingual colleagues, interpreters, or community members to overcome language barriers and effectively incorporate culturally responsive teaching practices into their lessons.

- Stereotypes and bias: Educators may hold stereotypes or biases about certain cultures or groups of students, which can make it difficult to implement culturally responsive teaching practices effectively. Educators can examine their own beliefs and biases, and work to overcome them through ongoing self-reflection, professional development, and personal interactions with students and families from diverse backgrounds.

Overall, overcoming the challenges associated with implementing culturally responsive teaching practices requires a commitment to ongoing learning, relationship building, and flexibility in teaching and learning approaches. By working to overcome these challenges, educators can create more inclusive and culturally responsive learning environments that support the success of all students.

It is important for educators who are implementing culturally responsive teaching practices to be aware of these challenges and to work to overcome them. This may involve participating in professional development opportunities to gain a deeper understanding of their students' cultural backgrounds and experiences, building positive relationships with students and their families, and being open to new ideas and approaches to teaching and learning.

CONCLUSION

Multicultural education is an important approach to teaching and learning that values diversity and promotes understanding and respect for different cultures and perspectives. However, the implementation of multicultural education may differ in cities and villages due to differences in population, resources, and cultural norms. Educators in both settings may face challenges, but there are also opportunities for promoting multicultural education. By using strategies such as professional development, culturally responsive teaching, building

relationships, collaboration, and assessment, educators can overcome challenges and create a more inclusive and culturally responsive learning environment for all students.

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Promoting Multicultural Education through Culturally Responsive Teaching in Cities and Villages: Understanding the Differences and Implications for Educators

154

Humanistika: Vol. 9 No 2 2023