

Student Special Services Management Based-Multicultural in the Junior High School

Agustinus Hermino*

Universitas Sari Mulia, Banjarmasin, Indonesia
agustinus_hermino@yahoo.com

Dwi Sogi Sri Redjeki

Universitas Sari Mulia, Banjarmasin, Indonesia
rinacubby72@gmail.com

Imron Arifin

State University of Malang, Indonesia
imron.arifin.fip@um.ac.id

***Corresponding Author:**

Agustinus Hermino

Universitas Sari Mulia, Banjarmasin, Indonesia
agustinus_hermino@yahoo.com

Abstract: The purpose of this research was to find the meaning of implementation student special services management based-multicultural in the junior high school in three junior high schools in the District Ende, Indonesia. This research is qualitative approach with a view of the study is a multi-site study. Research focus are: (1) multicultural-based library services, (2) multicultural-based counseling services, and (3) multicultural-based student extracurricular activities. Research findings: library management is done by involving all teachers based on the vision, mission and objectives of the school and on the consideration of school conditions and situations that the planning contains values of equality and justice; conseling management is arranged together by referring to the vision, mission and objectives of the school and its implementation is adjusted to the situation encountered in the sense that there are considerations between personality and cultural characters; the planning process of extracurricular activities did not show a multicultural process because planning is prepared by each person in charge without the involvement of other parties, but the resulting product planning contains multicultural values. The conclusion of the research: awareness and good cooperation are needed in program management in schools; monitoring and evaluation is required so that the implementation of the program is in accordance with what is planned; and teachers as role models serve as good examples in the implementation of multicultural education.

Keywords: *student special services, multicultural education, management-based multicultural*

Introduction

Indonesian society is very diverse ranging from ethnicity, religion, race, and social status. This difference brings its own uniqueness to the Indonesian people while at the same time giving a positive and negative impact. The positive impact is that the situation is unifying in maintaining a sense of national unity but on the one hand all the problems that arise such as conflicts between ethnic groups, religion, thuggery, violence for minors, narrow fanaticism, radicalism and even terrorism are allegedly due to the lack of meaning and understanding against all forms of multiculturalism that exist in the Indonesian nation. Seeing this phenomenon, the meaning and understanding of multiculturalism is an urgent need that must be applied in all areas of human life. The most relevant solution is the contribution of the world of education especially in the Junior High Schools through special student services because it is based on educational assumptions considered a means of transferring knowledge and values, so that all activities in educational institutions can be used as a means of building and forming multicultural attitudes the students.

Related to multicultural values, the application of student-specific management services is very important in helping students to facilitate students in the power of learning while multicultural interactions are a reference in behaving respecting and respecting diversity and not acting arbitrarily on others can also be real solutions reduce conflicts and problems that have occurred so far. The existence of this activity is expected to have an impact on students to be smart and smart, meaning that being smart in mastering science is also clever in multicultural behavior such as democratic, humanist and pluralist.

Some researchs results by Hermino (2017); Mayes et al (2016); Pekerti & Thomas (2016) argues that the implementation of multicultural-based education in the world of education is expected to be an alternative solution to socio-cultural conflicts that occur in social life. This is in line with what was stated also by Rodriguez (2018), Gao (2020) that multicultural-based education is used as an educational strategy in transforming knowledge and values that help students to produce a society that is moral, socially just and open with differences while forming the character of each student.

Research Method

This study uses a qualitative approach with a view of the study is a multi-site study with a modified analytical induction design, which looks at the conditions in subjects who have similar characteristics to be studied and produce theories that can be generalized substantially. Data collection is done repeatedly, analyzed and used to modify temporary theories (Denzin & Lincoln, 2017; Ward & Delamont, 2020; Deng & Gopinathan, 2016).

There are three Junior Secondary Schools (SMP) as the object of this research. These schools are: SMPK Santa Ursula; SMPK Frateran Ndao, dan SMPN 1 Ende. The location of these schools in the District Ende, Flores Island, East Nusa Tenggara Province, Eastern Indonesia. The focus of this study: (1) multicultural-based library services, (2) multicultural-based counseling services, and (3) multicultural-based student extracurricular activities.

The informants chosen in this study were principals, teachers, students, and parents of students in the three schools studied. Collecting data collected such as data on the number of teachers, number of students, parents' background, facilities and infrastructure in the school. Data collection techniques used are: (1) in-depth interviews, (2) participant observation and (3) documentation studies. Data analysis techniques are used through two stages, namely: (1) a single site analysis that is carried out by collecting data, condensing data, presenting data and drawing

conclusions, and (2) cross-site analysis conducted with the findings on the first site formulated into several Semantara's findings were then tested on the second site, then the temporary findings were compared with the third site, and the findings were combined together and compared the differences to be further formulated into a new theory.

Findings

The findings obtained on the first site (SMPK Santa Ursula), then compared with the findings on the second site (SMPK Frateran Ndao) and the third site (SMPN 1 Ende) sought similarities or uniqueness that appears on each site.

a. Multicultural-based Library Services

When library services in the three Junior High Schools are compared, similarities and uniqueness are found as follows (a) planning is prepared by involving all teachers without exception. Program activities are prepared by referring to the school's vision and mission and taking into account the situation and conditions of the school in terms of the availability of facilities and infrastructure that support and by incorporating cultural diversity that is in the school; (b) organizing is by choosing teachers or staff who have the potential and skills and have participated in several trainings on the library. The types of services provided, the duration of borrowing books, the absence of imposition of fines, the replacement of lost books and the enactment of a library procedure apply to all school personnel regardless of status at school; (c) the type of service provided is open access where each visitor can choose for himself the type of reading needed while teaching honesty and a sense of responsibility; and (d) control of the service and performance of the responsible person is carried out by the principal directly while the report on the statistics of service development is carried out by the person in charge by reporting regularly to the school for further discussion. Basically, all school personnel are involved in indirect service control, that is, every speech, interaction, expression and initiative to ask is used as material for evaluation by the person in charge of the library. These similarities and uniqueness are put forward in Table 1.

Table 1. Similarity and Uniqueness of Multicultural-Based Library Services

No.	Aspech of Management	Site 1	Site 2	Site 3
1	Planning	- Arranged every school year by involving all teachers, in the form of long-term and short-term programs by giving equal opportunities to each visitor without distinguishing status.	- Arranged every school year by involving all teachers, in the form of long term and short term programs that provide equal opportunities for each visitor without discrimination.	- All teachers are involved in the process of preparing activities that include long and short-term activities. - The activity produced is to provide equal opportunities for each visitor without discrimination. - Multicultural values, namely equality and justice.
2.	Organizing	- The person in charge is 2 people who have the potential and are responsible,	- The person in charge is 1 person who has the potential and skills and is assisted by 1 honorarium	- The person in charge is someone who has the potential, skill and responsibility. - Types of services that

	<p>assisted by honorary teachers.</p> <ul style="list-style-type: none"> - The type of service is open access, the length of the loan is 1 week, the maximum amount borrowed is 2 books, there are no fines for books that are late returned, the replacement for the lost book must be exact or close. Library rules apply to all regardless of status. 	<p>person.</p> <ul style="list-style-type: none"> - The type of service is open access, long loans for 4 days for thin books and 1 week for thick books, there is no imposition of fines for books that are late returned but rewards in the form of reprimand and sanctions, replacement for lost books must be exact or close. Library rules apply to all regardless of status 	<p>are given open access, the length of borrowing a book for a maximum of 1 week, the absence of the imposition of fines for books that are late returned and the replacement of lost books must be the same or close to the title of the lost book. The rules apply equally to all school personnel regardless of status.</p> <ul style="list-style-type: none"> - Multicultural value, namely equality.
3. Implementantation	<ul style="list-style-type: none"> - Open access services, not only give freedom for each visitor to choose their own reading material while teaching honesty and responsibility with borrowed books. 	<ul style="list-style-type: none"> - Open access services, not only free visitors to choose reading materials, but also teach honesty and responsibility with books borrowed and help launch the implementation of services that are constrained by the number of officers. 	<ul style="list-style-type: none"> - The type of service provided is open access, which is to free each visitor to choose the type of reading needed at the same time teaching honesty, feeling responsible and helping smooth the service.
4. Controlling	<ul style="list-style-type: none"> - Report on mandatory library state statistics in writing every semester. - Direct visit of the principal without being notified in order to obtain the actual situation. If found there are obstacles the principal does not hesitate to help such as for circulation services, tidying up chairs / reading tables or just giving input. - Make every visitor interaction as a service satisfaction control. 	<ul style="list-style-type: none"> - Teachers report regularly on statistics on the development of library services. - The school principal takes the time to be directly involved with the performance of the person in charge in a light and relaxed situation, the principal is also not reluctant to arrange books, arrange the room or just discuss with the person in charge. - Every opinion, suggestion and speech is the concern of the library officer. 	<ul style="list-style-type: none"> - Multicultural values, namely democracy. - Report statistics on library conditions regularly every semester. - The head of the school office takes the time to get involved in services such as helping circulation services, tidying up tables/chairs, arranging books or just discussing each other lightly. - Every interaction, opinion, suggestion and utterance from the visitor becomes the attention of the person in charge in the future as a control of service satisfaction. - Multicultural value that is loving each other

b. Multicultural-Based Counseling Guidance Service

When the counseling service in the three Junior High Schools (SMP) are compared, we find similarities and uniqueness as follows: (a) the plan is prepared with cooperation with teachers especially for the semester and annual programs while the monthly to daily program is carried out by the guarantor answer; (b) organizing is done by the counseling teachers especially in dealing with students who have problems. The person in charge develops his own method especially in dealing with students who need guidance but are constrained by personal characteristics; (c) the implementation so far includes students who are problematic, therefore the guidance method is adjusted to the problems experienced, while for classical guidance is done by the cooperation of subject teachers to optimize learning activities. Involving the supervising teacher for students who are deemed necessary to get a guidance teacher; and (d) control of service and performance capabilities is carried out by the principal. Controlling problematic students is carried out thoroughly in the sense that the student has been seen to have a better behavior change. The similarities and uniqueness are as shown in the following table.

Table 2. The Similarity and Uniqueness of Multicultural-Based Counseling Services

No.	Aspect of Management	Site 1	Site 2	Site 3
1.	Planning	<ul style="list-style-type: none"> - Planning activities based on the vision and mission of the school taking into account the background characteristics of students, which are divided into daily, weekly, monthly, semester and annual activities. 	<ul style="list-style-type: none"> - Planning activities based on the school's vision and mission taking into account the needs and characteristics of students which include daily, weekly, monthly, semester and annual activities. 	<ul style="list-style-type: none"> - Planning activities based on the vision and mission of the school taking into account the characteristics and needs of students which are divided into daily, weekly, monthly, semester and annual activities. - Multicultural values, namely diversity and equality.
2.	Organizing	<ul style="list-style-type: none"> - Counseling teacher is a teacher who has the ability, skill and reliability. - Informs the cellphone number posted on the counseling room door and pieces of paper, as a form of concern for students who are constrained by personal characteristics such as shy, timid or lack of confidence. - The process of solving problems varies according to 	<ul style="list-style-type: none"> - Implementing the counseling teacher, namely the principal and student coordinator. - Perform attitude engineering to track students who have problems while accelerating problem solving. - The problem-solving process varies according to the type of problem and the personal characteristics of students taking into account cultural characteristics. 	<ul style="list-style-type: none"> - Counseling teachers have the ability, skill and reliability. - Has its own way of tracing students who need guidance but are constrained by characteristics of personal. - The process of solving problems varies according to the identification and type of problem faced, student characteristics and consideration of cultural characteristics.

	the identification of problems and characteristics of students, therefore the methods and methods applied are different.		- Multicultural values, namely mutual respect and diversity
3. Implementation	<ul style="list-style-type: none"> - The implementation of guidance is carried out in the counseling room which is temporary due to the constraints of renovating the building so that the room is rather open and does not guarantee the confidentiality of the students. - Providing guidance teachers based on similarity of beliefs and cultural background, assuming students can be more openly expressing all their complaints. - Responsive guidance given prioritizes student characteristics and problems faced. 	<ul style="list-style-type: none"> - Implementation of guidance is carried out in the counseling room which is somewhat closed by reason of confidentiality of identity and problems faced by students. - Providing guidance teachers namely civic teachers who are known to be firm and disciplined. - Most often solve problems related to disciplinary actions so that the method provided is adjusted to the problem at hand. 	<ul style="list-style-type: none"> - Implementation of guidance is carried out in the counseling room with different methods of settlement according to the problems encountered and characteristics of students. - Guiding teachers who are given the similarity of religion, cultural background and Civics teacher who are firm and disciplined. The guiding teacher is given the freedom to determine the method of problem solving until the problem at hand is completely completed. - Multicultural values, namely mutual respect, tolerance, diversity and democracy.
4. Controlling	<ul style="list-style-type: none"> - Report on service development in writing for the school. - The principal becomes a direct controller of services if there are obstacles and difficulties together will find a way out. 	<ul style="list-style-type: none"> - Report transparently for the school - Exchange ideas in facing obstacles or difficulties encountered by prioritizing mutual trust and mutual respect. 	<ul style="list-style-type: none"> - Report on service progress for the school in a transparent manner. - There is a discussion between the principal and the person in charge of the BK to exchange ideas about the obstacles and difficulties faced by prioritizing mutual trust and mutual respect. - Multicultural value that is loving each other.

c. Services for Multicultural-Based Student Extracurricular Activities

When extracurricular services in the three Junior High Schools (SMP) are compared, the similarities and uniqueness are found as follows: (a) recruitment of extracurricular members and planning activities organized by each person in charge as contained in the annual work program; (b) organizing extracurricular activities arranged by each person in charge including the schedule, learning method, grouping of extracurricular members and time allocation with coordination with other extracurricular person in charge; (c) extracurricular activities are carried out by the person in charge by involving the trainer for several extracurricular activities. Implementation of a time block system for activities to be prepared in the race. Providing opportunities for adventurous Muslim and Christian students to worship; and (d) controlling the development of services carried out by the principal and controlling the students carried out as objectively as possible and educating because as an extracurricular activity it becomes one of the supporting factors when increasing class. The similarities and uniqueness are as shown in Table 3.

Table 3. The Similarity and Uniqueness of Multicultural-Based Extracurricular Services

No.	Aspect of Management	Site 1	Site 2	Site 3
1.	Planning	<ul style="list-style-type: none"> - Recruitment of members is done fairly, students are free to choose through the registration form, distribution of brochures and questionnaires. For extracurricular dance and music arts a selection is held which prioritizes student body posture and student skills. - Activity planning is structured together with dialogue, mutual understanding, mutual assistance which prioritizes the principle of equality for each activity. 	<ul style="list-style-type: none"> - Students are free to choose the type of extracurricular according to the registration form. For extracurricular music art, selection is done because of the limitations of the tools and for the dance arts to prioritize the talents and skills of students. - Planning activities are jointly organized by prioritizing mutual help, understanding and understanding to avoid the occurrence of concurrent activities. 	<ul style="list-style-type: none"> - Recruitment of members is based on registration forms, distribution of brochures and questionnaires. For extracurricular dance and music arts a selection is held which prioritizes the body's posture, talents and skills. - Planning activities are prepared by prioritizing the principle of equality carried out with good dialogue, mutual assistance, mutual understanding and understanding to avoid any colliding activities. - Multicultural values of justice, equality, peace.
2.	Organizing	<ul style="list-style-type: none"> - Compilation of training schedules and allocations is carefully and clearly arranged and the selection of responsible persons is carried out on mutual agreement. 	<ul style="list-style-type: none"> - Preparation of training schedules and time allocations is carefully prepared by prioritizing the principle of justice and the selection of responsible persons carried out on mutual 	<ul style="list-style-type: none"> - Preparation of a training schedule and time allocation are arranged together, carefully and clearly with the principle of justice. Each extracurricular has a reliable person in charge who is chosen

3. Implementation
- The extracurricular activities that are provided are various compulsory and optional extracurricular activities and each student is required to have two extracurricular activities to follow.
 - Internally, extracurricular groups that have many members will be formed with the principle of equality, namely each member is spread evenly without distinguishing cultural background.
 - Different methods of learning such as lectures, questions and answers, discussions and games in determining the method the teacher actively engages students.
 - Muslim students are given the freedom to perform prayers while temporary extracurricular activities take place, on Friday given the opportunity to return home early to worship, while for Christian Adventism the opportunity is given on Saturday.
 - The existence of mutual understanding and understanding for the implementation of extracurricular activities that are prepared to participate in competitions or events by reducing the schedule and
 - agreement.
 - The extracurricular activities provided are quite diverse, including compulsory extracurricular and the choice of each student is required to attend at least two extracurricular activities.
 - Extracurricular which has many members formed by groups based on similarity, each member is spread evenly into groups regardless of class level.
 - Involving students actively in learning activities, the methods used are lectures, discussions, question and answer and games.
 - Muslim students are free to pray during extracurricular activities, on Friday the opportunity is given to return home first and on Saturday Adventist Christian students are given the same opportunity as well as reasons for worship.
 - There is an attitude of mutual understanding and understanding among those responsible for preparing extracurricular activities to participate in competitions or events by reducing training schedules and other extracurricular time allocations.
 - by mutual agreement.
 - Each student is required to have at least two extracurricular activities to follow, namely compulsory extracurricular and elective.
 - There are groupings for extracurriculars that have many members who are principled in common, that is, each member is spread evenly in each group regardless of cultural background and class level.
 - Multicultural values, namely justice, diversity and equality.
 - The learning methods provided are generally diverse, namely lectures, question and answer, discussion and game activities that involve the activity of students such as students' initiative to ask questions or express opinions.
 - For Muslim students free to pray when extracurricular activities take place temporarily. Whereas on Friday the opportunity was given to go home first and for Adventist Christian students on Saturday for reasons of worship.
 - There is a mutual understanding and understanding of fellow in charge of preparing extracurricular activities to participate in competitions or events by reducing the training schedule and time allocation with the assumption that each extracurricular will have the opportunity to be prepared for the

	time allocation of other extracurricular activities.		competition or event.
			- Multicultural values, namely diversity, democracy, tolerance and justice.
4. Controlling	<ul style="list-style-type: none"> - There are differences in the abilities and characteristics of students in extracurricular activities but prioritize student participation carried out objectively because as one of the supporting values of class increase. - There are limitations that the trainer and the person in charge have so that the principal does not hesitate to directly help such as directing students or providing motivation. 	<ul style="list-style-type: none"> - Controlling the participation and participation of students is done objectively based on differences in student characteristics and used as supporting values when increasing class. - The principal takes time to be directly involved during extracurricular activities and does not hesitate to help such as giving direction, reprimand or motivation for students. 	<ul style="list-style-type: none"> - There are differences in student characteristics, therefore controlling partitioning and student participation is done objectively because it supports the grade increase value. - The principal is directly involved during extracurricular activities and is not hesitant to help such as directing students, giving rebuke or motivation. - The multicultural values encountered are justice and compassion.

Discussion

a. Multicultural-Based Library Services

In compiling multicultural based library management on three sites, it was carried out jointly by principals and teachers in each school year starting from evaluating previous services and then arranging short-term programs, long-term programs, budgets to discuss types of services so that the content of planning material offering thoughts from many people with different perspectives so that the resulting planning reflects multicultural (Grant, 2007; Mayes et al, 2016; Darling-Hammond, 2012). Furthermore Pekerti & Thomas (2016); Hermino (2017); Rauch (2002) argue that in involving teachers into the planning process it is possible to translate knowledge, values and skills from the perspective of various backgrounds so that the obstacles faced in previous services can be overcome.

Conclusions are drawn based on the findings of the research on the first, second and third sites that library management in all three settings is done by involving all teachers based on the vision, mission and objectives of the school and on the consideration of school conditions and situations so that the planning contains values of equality and justice.

The above findings are hypothesized that in compiling library management, arranged by giving attention to multicultural values in schools this is assumed to be related to the fact that this school has hundreds of students with diverse cultural backgrounds, so that the programs offered must pay attention to the background behind the ethnicity, language and culture of the student

besides the planning concept must offer a multicultural concept such as justice, equality, diversity and tolerance.

Library service management carried out by the three sites when viewed from multicultural perspectives, there are two values, namely equality and justice, these two values will serve as the basis of service, namely each student has the same rights and obligations in using the library without discrimination.

Library service management must be done carefully and clearly, management is carried out with the aim of dividing a large activity into smaller ones. Uyar et al. (2018); Rodriguez (2018); Rios et al (2015); Cheung et al (2014) suggest that management activities are an invisible hand, meaning that principals and teachers have their own strategies in managing a service based on social experience. Macro principally directs what the person in charge has to do, but on a micro level, the person in charge has the authority to manage a service. Management in this case is done by determining the tasks that must be done, who will work, how the tasks will be grouped, who is responsible and at what level the decision will be taken

The management of library services in all three sites is the responsibility of the library coordinator, this activity involves the preparation of staff and materials including (1) regulation of lending services, (2) providing an efficient system of material and collection services, (3) providing a flexible system for students and groups and teachers to use the library for the teaching and learning process, (4) run a system that allows sources of information in the form of hardware, and (5) supervise and regulate work for other library officers.

Library management in all three settings includes the form of services, namely open-access, long borrowing of books, sanctions for lost books and library rules. The form of service that is in accordance with the condition of the library is open-access students are given the opportunity to search for and choose their own books as needed, long time to borrow books, sanctions for lost books and order. Three backgrounds have no penalties for books that are late returned, but if lost, they must be replaced with the same book or title that is still related to the amount determined by the library officer, as well as an effort to add collection materials to be more varied.

When viewed from a multicultural perspective, management activities for library services are based on three levels of equality values indicated by the form of service, length of borrowing books, sanctions for lost books and order in which there is no distinction for students, teachers, staff or principals.

b. Management of Multicultural-Based Counseling Guidance Services

Counseling services is the process of providing assistance by conseling teacher to students in dealing with problems and difficulties so that students can grow and develop optimally and become useful for the welfare of themselves and the community, to achieve conseling service programs effectively and efficiently there are some things to do, such as an analyzing student needs, determining conseling objectives, analyzing school situations, determining the types of activities, determining the method of implementation, determining the activities of personnel, facilities and costs of activities (Rickinson, 2001; Rauch, 2002; Paris, 2012; Carleton-Hug & Hug, 2010).

The opinion stated above shows that in conseling program management it is not the same as learning management, in planning learning the main principle that is implemented is equality while for planning conseling activities the main principle that is carried out is diversity which begins with analysis of personality traits and cultural character. to be done considering the duty of conseling services is to help overcome all the weaknesses and obstacles students face based on the level and stages of growth. The findings at the three research sites state that the management of conseling

services in all three settings is arranged in each school year with cooperation with teachers based on the school's vision, mission and goals.

The meaning that can be taken from the statement above is that conseling management is arranged together by referring to the vision, mission and objectives of the school and its implementation is adjusted to the situation encountered in the sense that there are considerations between personality and cultural characters. The activity plan that is generated directly on responsive activities, individual planning and system support, while basic services in classical and non-classical are not specifically done but optimize the role of teachers and homeroom in learning activities.

Conseling management research findings in the three schools, when viewed from a multicultural perspective, include the values of justice and equality and avoid the discrimination that appears from the activity program which will be held for one school year divided into daily, weekly, monthly, semester and annual activities.

Implementation of conseling services in three sites is dominated by responsive services in the form of individual counseling and consultation so that the working mechanism is if students arrive at conseling services, meaning subject teachers and homeroom teachers have not been able to solve the problems faced by students.

The implementation of conseling services is based on the consideration of administrative aspects which include: (1) inventory service, namely gathering information about student characteristics that each has its own uniqueness, (2) the information service that is collecting, storing and presenting useful information and supporting the implementation of the usual bombing physical form, (3) counseling service, namely the process of giving guidance, (4) placement service, namely assistance with careers and (5) follow-up and research, namely efforts made to always connect with alumni that can be used to measure success program or as a school promotion.

Reaffirmed that the implementation of conseling services carried out is responsive guidance and individual specialization services so it can be interpreted that guidance is only limited to students who experience problems in the field so that the guidance model provided is tailored to the needs (Anderson, 2012; Arifin & Hermino, 2017; Dinh-Thai et al (2020)).

In the implementation of conseling services, the three sites carried out include collecting information from sources that can help, collecting information in the form of physical records of student data and counseling, namely the process of providing assistance, then before entering the process of providing teacher assistance. must pay attention to the following: (1) understanding the characteristics of students, (2) understanding the cultural background of students and (3) increasing critical analysis skills for problems and issues that arise then inviting them to discussion, teachers doing guidance in the conseling room which deliberately made somewhat closed from other rooms in an effort to maintain the confidentiality of student identity and problems experienced by students and the creation of a comfortable and relaxed atmosphere that helps speed up the resolution of problems. This condition also inline with the statement by El-Batri et al (2019); Ezhovkina & Ryabova (2015); Gao (2017) that counselor is obliged to create a friendly environment related to solving problems faced by students. Furthermore, Ostoj (2020); Uyar et al (2018); Rodriguez (2018) also stated that perhaps in the future the teacher in charge of the conselor must fully understand the injustices, discrimination and achievements of achievement.

These conclusions were drawn based on the findings of the conseling service research in the three settings most often facing problems of disciplinary action so that the problem-solving approaches, methods and techniques for students who need guidance in the three settings are based on the principle of diversity, namely by observing the sources of problems and characteristics of students adjust to the problem at hand.

The finding statement above states that in the implementation of conseling services, the teacher must first know the problem at hand then examine the personal characteristics and cultural characteristics then determine the method in an effort to help solve the problem. There were several problems that could not be resolved by the conseling teacher so that the solution was transferred to the supervising teacher, the selection of tutors on the three sites based on the teacher's personality, such as strict and disciplined teachers, common beliefs, kinship for example from the same tribe and the same residence.

The multicultural value that appears from the implementation of conseling services is diversity that is proven through methods of problem solving given between students with each other differently, besides the value of diversity of mutual values, it appears also in the arrangement of conseling room which are deliberately closed in order to maintain the development of students' psychological conditions.

c. Multicultural-Based Student Extracurricular Activities Service Management

Extracurricular activities program as an activity for developing each student according to their needs, interests, talents and potential. Organizing extracurricular activities begins with the recruitment of extracurricular members, on the first site recruitment of extracurricular members is carried out through the distribution of questionnaires and brochures and traced through the new student registration form while on the second site recruitment of members through search on the new student registration form. In some extracurricular activities, recruitment is done by being selected as modern creative dance whose members are limited so that joining the dance team must go through the selection stage, then selecting members for drumming is due to limited equipment but for students who are willing to buy their own tools there is no selection, multicultural value which can be interpreted from this activity is justice.

In management, extracurricular activities must at least consider the ability of the school, the ability of parents and the environment around the school. Broadly speaking extracurricular management in the three sites there are two plans, namely long-term and short-term plans, for short-term plans of activities carried out, namely the target activities, substance of activities, implementation of activities, time and place and facilities of activities, in preparing planning activities carefully and so that there is no overlap with other activities so that the resulting planning is more mature, planned and clear (Rios et al, 2015; Pekerti & Thomas, 2016; Gay, 2010; Bobrytska et al, 2020).

The planning process of extracurricular activities in the three settings does not show a multicultural process because planning is prepared by each person in charge without the involvement of other parties, but the resulting product planning contains multicultural values. This conclusion can be drawn from the statement of research on extracurricular activities planning in the three settings prepared by each person in charge by including the values of justice, equality and peace.

The meaning that can be taken from the above findings, namely the product of extracurricular planning can be interpreted as the use of personal characteristics and cultural characteristics so that it becomes a strength in shaping multicultural attitudes (Milner, 2011; Feldman & Matjasko, 2007; Epstein et al, 2011). The multicultural planning process is only encountered at the time of preparing a schedule where when each person in charge has arranged a plan and reported it to the school, the school will review the plan while issuing a schedule for each extracurricular.

Scheduled extracurricular services are scheduled on Monday-Friday after the teaching and learning process is 14.00-16.00 while on Saturday starts at 07.00-12.00. To illustrate the

implementation of this activity, this section will focus on the learning method because the place of activity is generally carried out in the classroom/hall and field.

The success of learning depends also on the method provided, so the learning methods provided by each person in charge and trainer of extracurricular activities generally vary. In this condition there are four things that must be considered by teachers in learning, such as: (1) arousing encouragement for students to be eager to learn, (2) explaining concretely the aims and objectives of learning, (3) providing rewards for each student's learning outcomes and (d) forming good habits. This conclusion is based on the statement of the research findings of the three learning method sites that apply in three generally diverse settings such as discussion, question and answer and lecture so that the implementation of learning takes place in a democratic manner by involving students actively in expressing opinions, suggestions and input.

The learning method provided is in the form of lectures, question and answer, discussion and practice, but the practice method is most often used in this activity. The three sites of lecture and question and answer methods are used in the opening activities, in the form of directives and instructions in extracurricular activities and interspersed with discussions between groups of students and between students and teachers.

From the selection of products in the form of diverse learning methods, multicultural values are also found in the interaction of extracurricular activities. Tolerance values can be seen from providing opportunities for Muslim students to carry out their worship during extracurricular activities and the opportunity to return home first on Fridays while for Adventist Christian students to go home first on Saturday to worship.

The time block extracurricular implementation is interpreted as an extracurricular site which is carried out in accordance with the needs and interests, so that the implementation has an impact on other extracurricular activities. The statement of research findings to prepare extracurricular types who will take part in the competition or participate in an event in both settings is done by prioritizing the values of justice, namely that every extracurricular activity prepared in the event gets more attention from the school, longer training time and implementation. other extracurricular activities were temporarily abolished.

The meaning underlying the above statement is that the school supports so that every extracurricular activity can participate in competitions or events so that each extracurricular gets equal attention so that the impact of the extracurricular activities is not an obstacle for other extracurricular activities.

Conclusion

- a. Multicultural-based Library Services needs to pay attention in regard:
 1. Service planning is to involve all teachers through collaboration and discussion. Arranged plans include work plans for one school year divided into short-term and medium-term plans. This activity contains multicultural values, namely the value of equality and justice.
 2. Organizing services, namely choosing reliable and responsible teachers and employees. The organization of this service includes the type of service, the determination of the length of borrowing books, sanctions for those who are late in returning books and the replacement of lost books and library rules. This activity contains multicultural values, namely equality.
 3. The implementation of this service is to refer to the established work plan, namely the implementation of service forms. The form of service provided is open access, each visitor

- is given the freedom to be able to choose and set reading materials as needed. The implementation of this activity contains the value of multicultural democracy.
4. Control of service involves all school personnel, each interaction that occurs is used as service control by the person in charge then periodically the person in charge will provide a statistical report on the state of the library to the school. The principal holds service control and the performance of the person in charge by taking time to be directly involved in every interaction in the library. This activity contains multicultural values that love each other.
- b. Multicultural-based Counseling Guidance Services needs to pay attention in regard:
1. Service planning is done by involving the teacher with discussion. The resulting plan is in the form of an activity plan for one school year which includes a daily, weekly, monthly, semester to annual work plan. This activity contains the value of multicultural diversity and equality.
 2. Pengorganisasian services, namely choosing teachers who have experience, ability and responsibility with concelor. Organizing services includes forms of service and problem-solving methods and methods developed by the person in charge of themselves in dealing with students who are constrained by personal characteristics but need guidance This activity contains multicultural values of mutual respect and diversity.
 3. Implementation of services refers to the planned set up but this service most often faces students who are problematic especially related to disciplinary action so that the implementation given is responsive guidance, giving guidance teachers on similarity of beliefs or tribes and teachers who are well-known discipline and firm. This activity contains multicultural values, namely tolerance, mutual respect, democracy and diversity.
 4. Control of this service is divided into controls in the form of reporting to the school regularly and controlling the performance of the person in charge carried out directly by the principal in a relaxed and relaxed situation. This activity contains multicultural values that love each other.
- c. Multicultural-based Extracurricular Services needs to pay attention in regard:
1. Planning for extracurricular services includes the recruitment of members of planning activities arranged by each person in charge for one school year in the form of a long-term and short-term plan. This activity contains the value of multicultural equality, justice and peace.
 2. Organizing that each student has two extracurricular activities to follow, namely compulsory and optional extracurricular activities. The person in charge and the trainer of each extracurricular have interests, talents, interests, are reliable and responsible. Organizing each type of extracurricular is the responsibility of the officer including the methods of learning given and group arrangements. This activity contains the value of multicultural diversity, justice and equality.
 3. Implementation of extracurricular activities, namely after hours of teaching and learning on Mondays-Fridays and starting at 07.00-finish on Saturday. The learning methods provided are generally different by involving the activities of extracurricular members. There are a number of extracurriculars that implement it with a time block system. Muslim students and Adventist Christians have the opportunity to carry out worship when the implementation of learning is ongoing. This activity contains multicultural values of justice, diversity and tolerance.

4. Control of various services for controlling performance and controlling student participation. The performance control is carried out by the principal by taking time to be directly involved while controlling the participation of students is done objectively and educatively because it is a supporting value for the increase in class. This activity contains multicultural values of mutual love and justice.

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