

DEVELOPING STUDENTS' SOCIAL SKILL THROUGH MULTICULTURAL BASED HISTORY LEARNING

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ABSTRACT

The paper is based on the research on difficulties in history learning particularly in developing the students' skill. History as one of the national school subjects can be utilized as a medium in developing students' social skill in order to cope with the complex society. The method can be conducted through multicultural based history learning.

The formulation of the research is based on the following questions; why do teachers should apply the multicultural learning system? How to develop a lesson plan and its learning implementation?, how to develop an evaluation on multicultural based history learning?, moreover ,does the multicultural based learning method able to upgrade students' social skill?.

Qualitative research is applied as the research paradigm and action research method is conducted as the tools of analysis. The subject of the study is the 11th grade students of SMA negeri 3 Bandung. The results of the study point out that firstly, the composing of multicultural based lesson plan is applied on the objective formulation, material arrangement, learning method development, and development of learning evaluation. Secondly, the implementation of multicultural based history learning can be elaborated by various learning strategies, particularly strategies involving students' activity. Thirdly, the learning evaluation on multicultural based history learning shows a positive progress on students' activity and teachers' performance. Finally, the well designed multicultural based learning system extends a positive impact on students' social skill.

Key Words: *history learning, multicultural education, social skill*

Introduction

All these years, history learning in schools is more of a transfer of knowledge from teachers to their students. The method makes a teacher as the central of learning activity and students sit as passive participants who only receive materials from their teacher, (Supriatna, 2002). In that position, a teacher is not sensitive enough about society development with the result that the context of the teaching materials is not suitable with the real life in the students' social life (Sumantri, 2001). The phenomenon happened because of the learning system which focusing more on the standardized material. Thereby, that kind of learning

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model tends to focus more on intellectual development than the development of affective and psychomotor aspect.

The objective of history subject is to set-up reliable agents of change, the ones who are able to participate and respond to recent society issues (Friere, 1970; 1973; Duncan-Andrade, 2005). History learning is given not only given to develop academic skill but also to guide students in applying their history understanding on their social life. Therefore, the history learning applied in schools should involve multicultural values that acceptable in a complex society.

Multicultural education is an educational strategy optimizing various cultural backgrounds of the students as one of the power to set a multicultural attitude among the students. The strategy is useful for schools at least in setting up a common understanding on cultural concepts, cultural differences, equity and democracy as a whole (Liliweri, 2005). Multicultural education is defined as a social policy based on principals in maintaining culture and respect among cultural groups in the society. Basically, multicultural education is an education program for the nation to create an ideal democratic life (banks, 1993).

In a wider context, multicultural education tries to unite the nation democratically by emphasizing on pluralism perspective in the society. Thus, the schools are preconditioned to reflect the democratic values. The school curriculum is designed to meet the plurality situation; students are able to learn about respect among them and honor the cooperative values. It can alleviate prejudice among students toward social difference.

Multicultural based learning is based on philosophical idea about freedom, justice, equity, and human rights protection. Multicultural education is not a policy that administered to institutionalization of education, inclusive learning or pluralism propaganda. Multicultural based learning is designed to encourage students in developing their respect and understanding towards cultural differences. The learning method also can help students to acknowledge various points of views, to help them cooperate with other people. Moreover, the method can help students to develop their pride for their cultural heritage (Savage & Armstrong, 1996)

Thereby, the success of multicultural based learning can be seen when the students are able to perform a number of social skills. It means that it is a skill used by human when he/she interacts with other people. One of the skills is aware and responds to a certain social environment. Furthermore, students' skill such as acknowledging other people opinion, cooperating with various people, and appreciating differences are social skills needed by the students to live in a certain social environment.

The relevance of multicultural based history learning in Developing Social Skills Phillips (1984) in his article concerning Social Skills: History and Prospect, he states some points about social skills. According to Libet and Lewinsohn (1973) Social skills is the complex ability both to emit behaviors which are positively or negatively reinforced and not to emit behaviors that are punished

or extinguished by others”. Meanwhile, Bellack and Hersen (1977) define social skills as an individual ability to express both positive and negative feelings in the personal context without suffering consequent loss of social reinforcement. Based on those definitions, the source of social competencies or social skills is derived from positive power in interacting with others without any resistance or pressure. In other words, social skills can be situational. It is a common thing that someone’s difficult or successful experiences depend on the situation he/she faced. The situational characteristic relating to the development of social skills is as follows, (1) intimacy level; this process can set up a positive or even negative feeling, (2) human characteristic based on status, age, and sex; (3) verdicts that guide how people should respect others. (4) the people in that situation. Other dimensions affected that situational condition are knowledge, anxiety to the situation, discussion topic, personal value to acknowledge other, and so on.

In addition, Philips (1984;6) defines “...he or she can communicate with others in a manner that fulfills one’s rights, requirements, satisfactions, or obligations to a reasonable degree without damaging the other person’s similar rights...” based on the definition, swapping ideas, mutual relations and responsibility are needed in developing social skills. Therefore, social skills are proactive, prosocial, and mutually produce a reciprocal supportive manner.

Another definition about social skills is defined by Richard M. Mcfall. Mcfall (1984;22-23) emphasize social skills into two ways; related to stable characteristic or turn to specific components of a behavior. Mcfall defines “a social skill is the component processes necessary for producing situational responses that will be considered competence”. A behavior can be noticed as social competency when there is empowering values inside an individual. Skill is an important ability needed to produce a suitable behavior in gaining certain goals. Generally a different task will demand a different skill. It is because of specific form of behavior will be varied depends on the tasks. In addition, skills are also relative since it is related to values that standardized a competency.

Jarolimek states three social skills that should be gained by students:

1. Living and working together, taking turns; respecting the rights of others; being socially sensitive
2. Learning self-control and self direction
3. Sharing ideas and experience with others

From the statement above, it can be seen that social skills consist of life skill and cooperation; self control, interactive skill, sharing opinion and experience so that people can create an enjoyable atmosphere for each member of the current group.

Joyce and Brooks (1979; 139) have their own opinion about social skills that should be gained by students. They stated that students need to have the following social skills; responsibility, willingness to cooperate, and contribute to the group project. Thus, a student is capable to have social skills when he/she can communicate appropriately among others in the group. In other words, a

medium in form of group to communicate is a vital requirement in implementing students' social skills. A productive group is a group that rich with goals and able to provide the member needs. Group productivity is heavily tied with group motivation, togetherness, and leadership.

According to Knoff (2002), the development of social skills is focused on six substances: (a) survival skills at school (such as, listening to and following instruction), handling problem, diction choice, and self respect skills; (b) Intrapersonal skill (such as anger management, able to occupy themselves, sharing) to share information and opinion, able to ask for permission and information, joining certain activity, able to queue patiently in a line, having self confidence; Interpersonal skill (such as, able to get along with others, have a friendly personality, well-mannered, open and reliable; (d) Cooperative ability (such as attractive, helpful and certifiable, inclusive and responsive to others' problems. (e) Solving problem skill (such as asking for help, asking forgiveness, handling consequences, and deciding what to do) (f) resolving conflict skill (able to endure with bywords, flexible in handling conflict, mature in coping with failure, able to handle pressure)

Social skills can be learned as is academic skill. By all means, it can be learned if there is a systematic approach that can guide students to learn how to interact accurately and productively in a group. Education, is not only for developing academic skills but also for helping forward students' social skills so they can survive on their environment. Thereby social skills are important for the students in facing social problems and social competitiveness in today's global era.

Ability to work together in a group will rise in students if they understand the reality of social plurality in the society. Multicultural based learning is derived from philosophical idea about freedom, justice, equity and human rights protection. The essence of multicultural based learning is to actively prepare students to a world of equity and variety. The learning help students to accept and acknowledge others, at the same time, it will build up their pride of their traditional heritage. Thus they will understand each other and will reduce the risk were cultural conflicts happen. The comprehension about variety in society is a tool for students in developing their social skill to live in a complex society.

Research Method

Class action research is conducted as the research method. The objective of the method is to improve teachers' performance in the class. Wiraatmadja (2005; 75) states that the initial purpose of action class research is to repair the learning implementation in the class.

The conducted research procedure is refer to Kemis & McTaggart model (McTaggar, 1991; 32; Hopkins, 1993;48; Wiraatmadja, 2005; 66-67). The model

is chosen because it will recycle four principal activities such as plan, action, observation and reflection. By recycling the four principle, the problem will be detected and analyzed for an appropriate solution in form of newly fit corrective planning, well prepared action, and reflected by feedback discussion to produce the next steps.

Results of the Study

Based of the cycled model that has been conducted in SMA negeri 3 Bandung, the results are as follows:

1. First action analysis

Based on the initial planning designed by the researcher and partner, initially a teacher should perform apperception; a lesson opening by encouraging students to share their opinions their basic knowledge about the topic.

The aspect was appropriately taken by the teacher and the teacher was able to merge a contemporary situation by putting the US president as an example of how minorities are accepted in a political world, this will give a clear view about the toleration and equity values. However the example was not fully suitable since the actual topic that discussed in the class was about the Hindu – Buddha and Islam acculturation in Indonesia.

Then, the discussion used to stimulate students' activity was not optimum enough. Only few students were involved in the discussion. Moreover it was not a good discussion since there was only one way communication and lack of response from the students. The event tend to happened because the class setting was not decent for a nice discussion and the teacher was not active and gave the discussion fully to the student who acted as the moderator at that time.

The teacher's did not fully comprehend about the implementation of multicultural based learning. Thus, in this first cycle the researcher n her partner discussed and shared their opinion about how to integrated multicultural values in history learning, particularly in the learning strategy. Furthermore, the teacher did not close the session appropriately; the teacher did not give a conclusion and did not ask for feedback from the students about the discussed topic.

2. Second action analysis

In the second cycle, the teacher has already understood the implementation of multicultural values and it was strengthen by supporting material that suitable with the learning values. The new setting of classroom supported the condition to stimulate every group to express their questions or opinions. Then, by adding an extra task after class students were given a chance to explore the topic for the next day.

The observation instrument designed by the researcher and her associate had an important role in terms of knowing the level of social skills. In the second

cycle activity the students indicated a more active manner towards the learning, dare to ask and deliver their opinion. However in terms of appreciate others opinion, the students needed more orientation.

In addition, the class management was suitable, the role of the teacher as a moderator was fully functioned but there was a need a rearrangement in case of equal chance for students to express their opinion. Overall, the second cycle has shown a progress in learning activity both in the way the teacher facilitated the students and in the way the students acquiring the multicultural values.

3. Third action analysis

In this step, the researcher and her partner came into a conclusion that the multicultural based history lesson has reached a significant progress. The way the teacher in developing honoring values toward cultural differences and others opinions has integrated into the class materials.

In the third cycle, students' activity progressed steadily; more students were able to deliver their opinion and questions. The students were also able to defend their opinion, but still need more understanding in accepting others' opinion.

The teacher effort in connecting historical events with the real life situation was useful in developing the students' social skills. This kind of skill is needed to prepare students in coping with their ability to cooperate in a group, particularly to face the competitiveness of globalization era.

The ability to cooperate in a group will rise within the students if they are able to understand the reality of complex society. Thus, multicultural based learning is strongly bond with the development of social skills. Multicultural based learning is derived from philosophical idea about freedom, justice, equity and human rights protection. The essence of multicultural based learning is to actively prepare students to a world of equity and variety. The learning help students to accept and acknowledge others, at the same time, it will build up their pride of their traditional heritage. Thus they will understand each other and will reduce the risk were cultural conflicts happen. The comprehension about variety in society is a tool for students in developing their social skill to live in a complex society.

4. Fourth Action Analysis

In the final cycle, the researcher saw a satisfying progress in implementing multicultural based history learning and in developing students' social skill. Students and teacher activities has improved greatly comparing to the previous cycles. By doing after class tasks, students were able to improve their ability in cooperating inside a complex group. The group discussion and evaluation activity has given a deep impact in their responsibility and shown a significant progress in dealing and finishing tasks in time.

In terms of learning atmosphere, students were enthusiastic and enjoy the learning activity. The researcher came into a conclusion that the fourth cycle was the peak of teacher and students performance in implementing multicultural based history learning. Therefore the fourth cycle was the final cycle in the research.

According to James and James (1982; 10-11) there are several steps that can be useful in developing a learning program;

1. Identifying the learning objectives
2. Designing programs to achieve the objective
3. Organizing an appropriate program suitable with the objectives
4. Evaluating the program in a suitability context with the objectives.

Based on James and James statement, in developing a multicultural history learning there are three aspects that should be known; planning, actualizing learning program, and evaluating. Moreover, James and James states:

Teaching planning is a major determinate of what is taught in schools. The curriculum as published is transformed and adapted in the planning process by additions, interpretations and by teacher decisions about pace, sequence and emphasis. And in elementary classrooms, where a teacher is responsible for all subject matter areas, planning decisions about what to teach, how long to devote to each topic, and how much practice to provide takes on additional significance and complexity. Other functions of teacher planning include allocating instructional time for individuals and groups of students, composing student groupings, organizing daily, weekly, and term schedules, compensating for interruptions from outside the classroom and communicating with substitute teachers.

Based on the opinion, it can be concluded that planning has an important role in determining what the teacher and students should do in the classroom. Lesson planning is an adaptation of the curriculum where teacher can interprets and add more suitable materials for the students. in other words, lesson planning will determine what will happen in the classroom.

Reece and Walker (2003:21) show that there are at least two functions of lesson planning:

1. A strategy or plan for "teaching"
2. A series of cues to be used during the lesson

Lesson planning is established for helping teachers in processing classroom learning logically and it should be done in details. However, essentially lesson planning is tentative and flexible. Lesson planning is not limited only to the standard procedure but also depends on the situation in the classroom at that time.

In a traditional view, lesson planning is positioned as a rational-linear model (Arends, 1989; Lang&Evans, 2006). Based on that point of view, the goals and objectives are set as the initial step. Then, it is continued by a lesson plan that supports the objectives. Lastly, the plan is finalized by developing an appropriate with the goals and objectives. Based on the rational-linear model, a good lesson plan is indicated by a specific lesson objective, a supportive learning process,

and an adequate evaluation on students ability. The model can be drawn in the following figure:

Rational-Linear Planning Model



However, the model was criticized by Weick (Arends, 1989:89), he stated that in the real life, planning is just a symbol, or a guide to begin with. The model is formerly known as Nonlinear Planning Model, it is designed to develop some other approaches for the lesson plan. However, in spite of the accomplishment of goals and objectives, the model is a cyclical model with a trial and error system inside it. Arends described the model in the following figure:

Nonlinear Planning Model



Another supportive opinion is mentioned by Lang and Evans (2006: 218), they believed that planning is not always linear. When designing a planning, it does not have to be started by objectives development and then finish at evaluation. A lesson plan arrangement can be started from the priority needs and a certain and specific skill development. A planning can be started from any spots, for instance, a lesson plan can be made based on what the students' needs and the students' character, then the teacher would be able to develop a specific objective.

According to Lang and Evans (2006:04), there are at least four major sources In developing a lesson plan, and they are: (1) goals and objectives, (2) subject matter (i.e, knowledge of content, content specific information, concepts, generalizations, skills and processes, ordering of content for instruction); (3) knowledge of teaching models, strategies, methods.

According to Lang and Evans (2006:04), there are at least 4 main sources in developing a lesson plan. They are (1) goals and objectives; (2) subject matter (i.e. knowledge of content, content-specific information, concepts, generalizations, skills and processes, ordering of content, for instructions); (3) knowledge of teaching models, strategies, methods and skills (i.e. selection and use of these are based on their effect on motivation, classroom management, and factors such as student motivation, a task orientation, and rate of success); and (4) learner characteristics and differences (i.e. aptitudes, post achievement, personality, home life and peer influences).

In addition, Wiggins and McTighe (Lang and Evans, 2006:204) developed an approach in designing lesson plan which is called *backward* design. This approach has three steps in developing lesson plan: (1) identify desired results, (2) determine acceptable evidence, and (3) plan learning experiences and instruction.

A well-developed lesson plan can provide good instructions for both students and teachers in the teaching and learning process. The effect of lesson planning for both teachers and students are found in several researches. Duschatel and Brown (in Arends, 1989:90-91) showed that learning objectives help students to focus on the learning activities and accomplish the learning objectives better. Moreover, a research by John Zahorik (Arends, 1989:90-91) shows that there is a difference in terms of teachers' behavior between those who developed lesson plan and those who did not. Teachers who developed lesson plan tended to be more sensitive to their students compared to those who did not develop a lesson plan.

In regard with a teacher's responsible as a designer of a teaching and learning process, it is advised to plan the lesson before he come to the class. "Planning a lesson is a fundamental skill all teachers must develop and hone, although implementation of this skill in actual teaching can, and usually does, take some time. Being able to develop an effective lesson plan format is a core skill for all who teach" (Kizlik, 2008). Hence, it is important for teacher to develop a lesson plan as the first step in conducting a teaching and learning process.

The importance of multicultural education in education process requires a teacher to develop the plan in the instruction. Teacher has to be able to manage and organize the content, process, situation and school activities in multicultural way. It is expected that each student from different ethnic, gender, and socio-cultural background has a chance to develop himself with respect to the differences.

Being able to respect the differences, be responsible, and work together with others are parts of social skills. Consecutively, when a teacher develops a multicultural-based history lesson plan, he also develops students' social skills.

The next step after planning a lesson is conducting it. A teaching and learning process should not go beyond the developed lesson plan. Arends (1989:211) stated that "when teacher plan the lesson carefully, they are doing much to assure good classroom management. When teacher plan ways to allocate time to various learning activities or consider how space should be used in the classroom, they are again making important decisions that will affect classroom management." In accordance to the statements above, a consistency between teaching and learning process and the lesson plan is necessary. Moreover, it is stated that consistency demands the teacher to make the same moral judgments in relevantly similar situations (www.philosophyetic.net).

The coherence between lesson plan and its implementation is, to some extent, related to the theory of consistency. According to the theory, a statement is considered as true if it is coherent or consistent with the previous statements which are also considered as true (Suriasumantri, 1990:5). In addition, Katsoff (1996:184) suggested that truth is a condition in which the intended meaning corresponds with the fact or reality.

Consistency, in this case, is that the implementation of teaching and learning process is coherent with the developed lesson plan. The instruction strategy,

method, and media should be in accordance with the lesson plan. Although the process depends on the condition and situation in the classroom, the process should not go beyond the grand design which was developed in advance.

An example to the above point is the implementation of instruction strategy. Instruction strategy is “a purposeful combination of student activities supported by the use of appropriate resources to provide a particular learning experience (process) and/or to bring about the desired learning (product). In line with the statement, it is advised that the strategy applied by the teacher gives benefit to students by creating supportive learning condition.

Prior to choosing instruction strategy, it is suggested to conduct analysis on learning objectives. Therefore, the learning objectives and the strategy are consistent. The following are some suggestions by Reece & Walker (2004:37) which shows the consistency between instruction strategy and learning objectives:

When your objectives is to teach a motor skill	When your objective is to impart knowledge and understanding	When your objective is to change attitudes
Assignment Demonstration Individual practice Tutorial Project	Case study Project Seminar Individual learning Problem solving Lecture Question and answer Assignment	Case study Discussion Role play

Related to the research problem, when a teacher develops a multicultural-based history lesson plan, the plan should be consistent with its implementation later. Thus, an effective teaching and learning process, which covers all cultural elements, is needed. Such teaching and learning process requires instruction strategy and content which are sensitive towards culture. It would assure equal chance for each student’s improve academic achievement and encourage self-development (Chrisholm, 1996). As a result, the teacher should be able to develop multicultural education in teaching and learning process.

There are various models in developing multicultural education, namely: Multicultural Collaborative Problem-Solving Model through Case Study, Multicultural Education Typology by Gary Burnett, and Multicultural Education Model by Wendy Schwartz. We can choose one of those methods or develop our own method which is suitable with particular socio-cultural background of a society.

The implementation of the multicultural-based history education model will influence the selection of the approach and strategy, which emphasize more on student’s activeness. The available strategies for the instruction model are also relevant with the social skills development. The strategies are Cooperative

Learning which is combined with Concept Attainment and Value Analysis; and Social Investigation. These strategies are implemented simultaneously and reflected in the steps of the multicultural-based instruction model. Thus, when a teaching and learning process, which is based on the model promoting students group activities, is conducted, two advantages are attained. It (1) promotes a learning process on history which is based on multicultural values and (2) develops students' social skills.

The teacher's role is not only conducting the learning process but also being responsible in monitoring students' progresses or achievements in the process. In a sense, teacher is also an evaluator. The evaluation is not only to measure students' achievement in the learning process but also to measure how far the program has gone. There aims of such evaluation system suggested by Davies (1981:227) are to:

1. monitor on a continuous basis the progress that learners are making toward mastery,
2. identify strengths and weaknesses, so that help can be given in a timely manner,
3. identify and reward special ability and efforts beyond a mastery level, and
4. determine when mastery has been achieved.

There are two terms which related with measuring students' progress: evaluation and assessment. Those two terms are similar in meaning; both related to teacher's effort in measuring certain objectives. Yet, they are in fact different, which Lang and Evans (2006:132-134) elaborated as follows:

“Assessment usually meant collecting a full range information about students. It is gathered to make judgments about student progresses and your instruction. Performance assessment provides information on the learning tasks that require students to be actively engaged in a practiced behavior. Evaluation is the process of making judgments or decisions about achievement of learning objectives or the degree of value or merit of a particular program, activity, or approach.”

Another explanation about the difference between assessment and evaluation is also provided by Davies (1981:226) below.

“Assessment is concerned with people. Evaluation is concerned with program and courses. Both involve measurement in one form or another. However, the end products are different. Evaluation is a post mortem. It is terminal activity. Assessment is not terminal; it is ongoing. Assessment is concerned with keeping people on target. It is a continuous process.”

In general, evaluation and assessment are efforts to collect full range information on students' achievement covering knowledge, concepts, attitude, value, and process skills. Yet, based on the observations I had conducted, the measurement most teachers applied is only final evaluation focusing on cognitive

aspect; other evaluation aspects seemed to be neglected. Some teachers might not pay a close attention on assessing students' activity in teaching and learning process. As a result, only limited information about students' social skills is revealed, as well as the evaluation result on multicultural-based history education. Therefore, further research is needed to develop assessment tool which measure multicultural-based history education and students' social skill as well. By developing other ways of measurement, a teacher can minimize the limitation in the previous evaluation systems.

One way of measurement a teacher can develop is portfolio assessment. It is stated that "A portfolio is a chronological collection of student work over an extended period" (Lang & Evans, 2006:137). Portfolio assessment can provide students real information about the progress they have achieved. It also gives teacher full picture of students' progress in various aspects, not only the result of their tests. Another advantage of the assessment is that it guides students to be more creative, responsible, and learn how to evaluate themselves (self-evaluate). Furthermore, this assessment guides students to be independent learners.

One thing which seems to be forgotten by a teacher is evaluating the conducted teaching and learning process. It does not only measure the students' progress but also measure the teacher's teaching and learning program implementation. By conducting such evaluation, we can identify the strong and weak points of the conducted teaching and learning process.

L. Dee Fink (Honolulu.hawaii.edu) mentioned few reasons why it is important for a teacher to evaluate the program he has developed. They are presented as follows:

1. Each person, in this case the teacher, has the potential to improve his ability. The improvement takes place if he continuously improves his ability. Fink described it in the diagram below:
2. Teacher is a professional career in which other people needs to know the quality of the teacher.
3. It gives mental and psychological satisfaction.

According to Gagne (1975:3-4), teacher's role in instruction process is divided into:

1. The designer of instruction; a teacher usually plan instruction for particular topic in a framework corresponding to the curriculum.
2. The manager of instruction; teacher usually attempts to give effective instruction, both through teacher talk or other media. In other words, teacher has to manage the instruction so that the students achieve the learning objectives.
3. An evaluator of student learning; teacher evaluate student's progress by, for example, conducting test or quiz.

In line with Gagne, Davies (1981: 13) mentioned four teacher's roles, in which teacher (1) Plans, (2) Organizes, (3) Leads and (4) Evaluates. Furthermore, Davies explained that the roles has its respective function and activity but they

are intertwined one another. Thus, instruction planning, implementing, and evaluating are a unity, a system.

A system can be defined as a set of independent elements which are interconnected each other. The views on system are based on these fundamental ideas: first, all phenomena can be seen as a network of various elements, or a system; second, all systems have its respective patterns, behaviors, and properties which can be identified and used to widen a particular insight towards a more complex phenomenon (wikipedia.org). As a system, the coherence of planning, implementing, and evaluating multicultural-based history instruction can be analyzed through theory of system approach.

Theory of system was introduced for the first time by Ludwig von Bertalanffy (1901-1972) who developed “General System Theory”. There are five main objectives of the general system theory developed by Bertalanffy (Poloma, 2004:176-177):

1. In various disciplines, whether they are natural or social, there is a tendency to integrate.
2. The integration seems to head to a general system theory.
3. The theory may be an important medium to lead us to exact disciplines of non-physics.
4. The development of the uniting principles moved vertically to the universal disciplines, which will bring us closer to the aim of disciplines unity.
5. It will lead to the integration which is necessary in scientific education.

The theory of system was later developed in social science by Talcott Parson who is well-known for his theory of social system. In his theory, Parson elaborated the interrelation of each system by stating that “in concrete, each empirical system covers the whole, in which there is no concrete individual who is not an organism, a personality, a member of a social system, and a participant in a cultural system” (Poloma, 2004:183).

In accordance to the above explanation, instruction planning, implementation, and evaluation is an intertwined unity. Although each aspect has its respective function and role, each works in a unity and is interconnected. It suggests that it is necessary for instruction planning, implementation, and evaluation to agree one another.

In a wider perspective, Arends viewed school as a social system. At school, from Arends’s (1989:442) point of view, both the individuals and the elements of the school act in a larger context, a network. Thus, there has to be a synergic connection between the program developed by the teacher and the learning process conducted by the students. The program which is developed and going to be implemented has to be able to encourage harmonious relation with the skill demanded by the society.

Education is a process to develop not only academic skills but also social skills which will help students to participate in the school, home, and society. It is necessary to develop such skills which enable student to work together with

others, mainly in the global context. The ability to work together can be developed if student is able to understand the difference exist in daily life.

In a sense, the multicultural-based history instruction model is related with the development of social skills. The lesson is based on the philosophical principles of freedom, justice, equality, and protection to human rights. The nature of the model encourages students to give respect towards different cultural background, give chance work together with people from different ethnics, or race. The model also helps students to accept of different cultural views, encourage them to be proud of their national heritage, and make them aware that the different cultural values often trigger conflict within a society. The understanding on cultural differences and the diversity within a society is beneficial in developing student's social skills which encourage them to be able to work in heterogeneous group.

In conclusion, when a teacher develops such instruction model, he also develops student's social skills. The skills, as elaborated previously, are the competence to work in heterogeneous group, to accept and respect other people with their respective cultural backgrounds, and to develop responsibility.

Conclusion

History education requires a teaching and learning process which provides not only fact and collective past experiences but also critical thinking practice which helps them in acquiring the points and values from historical events. In a sense, learning history also holds a role in teaching moral values which is aiming on humanistic education, focusing on acquiring values, norms, and understanding on past events. Furthermore, it also emphasize on how the values are reflected in social skills.

Considering the importance of an understanding towards subjects in history, an education application which promotes the values and development of social skills is needed. Furthermore, it has to emphasize on actual social problems in the society. Hence, it is necessary for teachers, as the curriculum developers in classroom, to be aware of social phenomenon by developing a teaching and learning process which is society-oriented.

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