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Teaching Material for Human Literacy: Multicultural-Charged Explanatory Text for Reducing Social Conflict

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Abstract

Language is a social phenomenon that is not separate from the speaker community. The existence of text represents the speaker in various interaction functions. This research was conducted to produce Indonesian language material with multicultural content to reduce social conflict in the younger generation and optimize the implementation of the 2013 curriculum. The subject of this research is teaching materials for explanatory texts in which there are real multicultural values in society. Research data was collected through a focus group discussion between researchers and a number of Indonesian language teachers. The development of a factual model was carried out by researchers with a team of Indonesian Language lecturers with reference to the findings of the theoretical teaching material model. Indonesian teaching materials with multicultural content in reducing social conflict in the younger generation are developed in aspects of content, language, and presentation. The diversity of the Indonesian nation on the one hand has a positive value, but on the other hand it stores negative values that are unavoidable as innovations in the aspect of content. The diversity of the Indonesian people turned out to be vulnerable to acts of violence due to social conflict, especially in the younger generation. Multicultural awareness is needed on the young generation of Indonesia through learning Indonesian as a form of humanist literacy.

Keywords: humanist literacy teaching material, multicultural explanatory text, social conflict

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1. Introduction

Language is a social phenomenon that cannot be separated from the construct of the reality of society. The embodiment of lingual interactions where people actually use language, both oral and written, is text. In other words, text is a language that is carrying out certain tasks in the context of real situations both oral and written (Halliday & Hasan, 1992; Santoso, 2008). The language used by Indonesian people reflects cultural diversity.

Indonesian society has a variety of cultures that develop dynamically (Tilaar, 2004: 29; Zulaeha, 2014: 1). Cultural diversity in the country has two consequences. On the

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one hand, cultural diversity is an incomparable wealth and must be grateful, while on the other hand, the diversity of traditions and religions is vulnerable to friction between various communal groups which can lead to social violence. The diversity of the Indonesian culture turned out to be vulnerable to acts of violence due to social conflict, especially in the younger generation. Their emotions are still relatively unstable, easily influenced by the environment, both positive and negative influences. Social violence has emerged in several regions in Indonesia (Unwanullah, 2012; Zulaeha, 2014). For this reason, multicultural awareness in Indonesian society needs to be instilled through learning Indonesian, especially for the younger generation.

Indonesian learning in 2013 curriculum refers to a text-based approach. Indonesian teaching materials for people with diverse cultures should be designed so that students can better understand the diversity of cultures that are intertwined around them. Students' understanding of cultural diversity is the basis for respecting friends or other community members. This understanding and appreciation is the provision to accept a different culture or be prepared differently from friends or others.

This multicultural society situation requires humanist literacy competencies so that each individual is accustomed to reading and understanding and empathy to others. This Indonesian multicultural teaching material is intended as an effort to reduce social conflict in the younger generation which tends to occur. The young generation realizes the diversity of cultures that surround them as a manifestation of their having humanist literacy habits. Systematic and structured explanations of natural phenomena and multicultural charged social phenomena to the younger generation are precisely presented in Indonesian text material, including explanatory texts, anecdotal texts, observation report texts, complex procedural texts, repeated story texts, short story texts, and pantun text. These texts were developed in the research on the development of multicultural Indonesian language teaching materials in reducing social conflict in young generation (Zulaeha et al., 2015).

This second year research was conducted with the aim of producing a model of Indonesian language teaching materials, one of which was explanatory text presented to young generation students, including (1) what is explanatory text, (2) how the explanatory text structure, (3) how linguistic rules become its peculiarity, (4) why the multicultural charged explanatory text was studied: (a) how to deal with conflict how) and (b) the reflection of multicultural values contained in the explanatory text. This multicultural charged explanatory text teaching material is presented in the form of a learning book.

2. Method

The research design used was Research & Development (Borg & Gall, 2003) which focused on determining the design of Indonesian teaching materials with multicultural content to reduce social conflict in the younger generation (Zulaeha et al., 2015: 16-18) so as to produce teaching materials products presented in the form of enrichment books. The subject of this research is explanatory text teaching material in which there are real multicultural values in society. These explanatory texts are chosen with regard to the principles that are characteristic of teaching materials developed to reduce social conflict in the younger generation. The explanatory text has been developed through the focus of the group disscusion (FGD) Indonesian Language teachers to produce an initial draft model of teaching materials, documentation studies and literature studies on the development of prototype teaching material models, and FGDs of Indonesian Language lecturers to validate prototype teaching material models. Data analysis is done by qualitative techniques. The validity and reliability of the data is done by semantic and intrarater techniques (users: teachers and students), as well as discussions between researchers or interrater reliability.

3. Results and Discussion

This model of Indonesian multicultural teaching materials in reducing social conflict in the younger generation produced is based on the conditions of Indonesian language teaching materials, the needs of teachers and students for multicultural-based Indonesian teaching materials, and the characteristics of theoretical teaching material models in the first year. In the second year, the research focused on producing a multicultural (factual) Indonesian language teaching model. One model of teaching material produced is explanatory text, namely the definition of explanatory text, (2) explanatory text structure, (3) language rules explanatory text, (4) explanatory text analysis, (5) reduction of social conflict, and (6) reflection. Multicultural values are integrated into the contents of explanatory texts, both those relating to natural phenomena and social phenomena.

3.1. Definition of explanatory text

The word explanation comes from the English language explanation which means the act of explaining or explaining; information, statements or facts that explain. Etymologically, the meaning of the explanatory word is put forward by Anderson and Anderson

(2003: 80) "... the explanation text type tells how it looks at the steps rather than the thing. The purpose of the process is the reason (the why). In this case, a text that explains how and why something can happen is called explanatory text. Explanatory text does not only stop at how and why something happens, Mulyadi (2013: 176) adds that explanatory text is complemented by general conclusions. This general conclusion is intended for readers to agree with the opinions and attitudes of the writer or speaker to an explanation of something based on facts. Thus, explanatory text is understood as a text that contains an explanation of a scientific or social phenomenon that occurs by revealing the facts of why and how something happened and the result of something that ends with a general conclusion.

Viewed from its contents, explanatory texts can be divided into two types, namely explanatory texts of natural phenomena and explanatory texts of social phenomena. Explanatory texts natural phenomena are explanatory texts that explain the process of the occurrence of a natural phenomenon. Explanatory texts of natural phenomena that occur such as the tsunami wave text adapted from the Ministry of Education and Culture (2013: 117-118).

3.1.1. Tsunami

Tsunami is a term derived from Japanese, consisting of two words "tsu" and "nami", each of which means "port" and "wave". Scientists interpret it as "tidal waves" (seismic sea waves) or tidal waves. Tsunamis are large ocean waves that come quickly...

Tsunamis occur when the surface of the sea floor rises and falls along the fault during an earthquake. The fault caused disruption of sea water balance. Large faults also produce large wave power. Moments after the earthquake, the water recedes. After receding, sea water returned to the mainland in the form of large waves. Besides that, the tsunami...

The speed of a tsunami wave is greater than normal waves in general, which can drive up to 700 km / h, almost equivalent to the speed of an airplane. This speed decreases when the tsunami waves enter the shallow sea, but the wave height actually increases. The height of a tsunami wave is generally 50 to 100 meters and spreads in all directions. In addition, the tsunami wave height is affected...

Tsunamis are one of the disasters that cause massive damage to humans. The biggest damage occurred when the tsunami waves hit the residential area so that it dragged whatever it was going through. Therefore, we must always be vigilant and prepare for this disaster. However, we don't need to worry too much...

Explanatory texts social phenomena are texts that contain exposure to a series of social processes that occur in everyday life. Social phenomena that occur in human interaction in family, society, and government. In a multicultural society, the culture of a society that is different from other societies has the potential to cause social conflict. One of the social phenomena that occur in urban and rural communities that is of concern to the government is unemployment.

3.1.2. Unemployment

Unemployment is one of the social phenomena related to labor aspects which is a problem in society. Like a disease that chronically attacks aspects of community life. Many handling formulas have been taken, but this problem has not yet been resolved. Not only in Indonesia, this unemployment problem is found in almost all countries. Every government in the world, makes the problem of unemployment the main agenda. In addition, the Central Statistics Agency (BPS) specifically provides a definition of unemployment, namely people who work less than 1 hour every week.

There are several fundamental factors that cause unemployment. Unemployment occurs because of the gap between the number of job seekers and available job opportunities. Unemployment can also be caused by structural changes in the economy. This change raises the need for workers with different types or skill levels....

Unemployment affects the emergence of various economic and social problems for those who experience it. People who do not have a livelihood are also not earning and those who do not earn cannot spend money to buy necessities. If there are a large number of unemployed people, social chaos arises, the number of homeless people increases rapidly, and has the potential to cause crime.

Thus, unemployment is a big problem that needs a solution. The real step that can be taken is to improve employment conditions. The better the conditions of employment, social violence due to unemployment can be reduced or overcome. The next step is to improve the composition of graduate graduates produced and adapted to the needs of the labor market. A better step is if we are able to provide adequate skills for those of working age, then they can create their own jobs.

Source: http://www.ilmusiana.com/2015/05/3-contoh-karangan-teks-eksplanasi.html

This explanatory text is presented with the intention of (1) introducing closely to the younger generation the social phenomena that occur in society, (2) demonstrating exemplary goodness, (3) familiarizing with the moral rules they need to do, and (4) making young people aware overcome if there is a social conflict. Young students are

given the opportunity to understand their world and the natural and social phenomena that occur so that positive attitudes are formed, and are aware of human relationships.

3.2. Structure of explanatory text

Explanatory text structure according to Anderson and Anderson (2003: 84) consists of three parts, namely (1) description in the introductory paragraph, (2) a sequence of sentences than tell how or why, (3) a conclusion. This is in accordance with the explanation of the Ministry of Education and Culture (2013: 116) which states that explanatory texts consist of general statements, explanatory lines, and interpretations. The structure of the explanatory text can be described as a chart below. The structure of explanatory text consists of general statements, explanatory lines (explanations), and interpretations.

3.2.1. General statement

General statements contain ideas in the form of sentences that explain a general fact and brief about what is being discussed. This general statement as an opening or introduction to the text whose sentences are in the form of statement sentences. The general statement in the explanatory text entitled Tsunami is at the beginning.

General statement	The word "tsunami" comes from Japanese "tsu" which means "port" and "nami" which means "wave". Tsunamis are a series of waves formed by earthquakes or volcanic eruptions under the sea or on land near the coast. The large waves cause flooding and damage when they hit the beach.

The bold part is a general explanation of the meaning of the tsunami, then more detailed in the explanatory row. So, general statements are kalmat-sentences that contain facts about an event in general whose continuation is described and explained specifically in the explanatory section.

3.2.2. Rows of explaners

A row of explanations contains a sequence of descriptions or explanations of the events that occurred. In this section an explanation of general statements is presented in detail. The following are the explanatory rows of the explanatory text.

Explanatory rows	Tsunamis are created when the surface of the sea floor moves up and down (shifting plates on the seabed) along the fault during an earthquake. The fault causes the water balance to be disrupted. The greater the fault area that occurs, the greater the wave power generated. In addition, tsunamis are also created due to the eruption of volcanoes which causes very high water movements in the sea or surrounding waters. Tsunami waves that occur in the sea travel faster than normal waves. The wave spreads in all directions with a height of 30 to 50 meters and a speed of around 800 km / hour.

That section is a line of explanations of how the tsunami happened. A row of explanations explains in detail what was stated in the general statement. The thick part shows an explanation of how the tsunami occurred. There are two possible causes of a tsunami, namely the shift of the seabed plate or the eruption of a volcano. Part of the explanatory line explained the facts about the process of the occurrence of something and the cause and effect of something that happened in more detail and detail.

3.2.3. Interpretation

Interpretation contains ideas that can be in the form of responses, impressions, opinions or theoretical views on something. This section is intended as a conclusion to general statements and a number of explanatory rows in the previous section. However, the existence of this section depends on the author / author of the text. This is because this part may or may not exist (Rogers, 2017). The interpretation section of the entire tsunami explanatory text is as follows.

Interpretation	You don't need to worry because not all earthquakes and volcanic eruptions cause tsunamis and not all tsunamis cause big waves. Tsunamis always cause great damage to humans. The greatest damage occurs when a large tsunami wave hits human settlements so that it drags everything in its path.

The general statement contains a general explanation, then explained in the explanatory row. The thick part is an opinion about what happens if a tsunami hits an area. This opinion does not appear just like that, but rather the result of the impression of an observation and thought of a natural phenomenon that occurs that can be lectured through the cohesiveness of the language used.

3.3. Rules of linguistic text explanation

Explanatory texts have distinctions that distinguish them from other texts. Kemendik-bud (2013:134) mentions three elements of language in explanatory texts, namely (a) cohesion, (b) conjunction, and (c) simplex sentences.

Cohesion is the relationship between propositions which are explicitly expressed by sentences or the forms of language used. Cohesive text means that every language element used shows integration and interrelationship so that it forms a series of sentences that are unified and intact, such as the coherence in the first paragraph of the explanatory text entitled "Tsunami".

Tsunamis are a series of waves formed by earthquakes or volcanic eruptions under the sea or on land near the coast (1). Large waves cause flooding and damage when they hit the coast (2).

The word *wave* in the sentence (2) of the paragraph above refers to the tsunami wave described in sentence (1). The sentence (2) explains how tsunami waves can cause flooding and damage. The word wave at the beginning of the sentence (2) does not appear without explaining the wave because in sentence (1) it is explained that a tsunami is a series of waves. For this reason, the word wave refers to a tsunami wave composed of a series of waves.

Conjunction is a conjunction, which is a word that connects two equal units of language. Conjunction connects words with words, phrases with phrases, sentences with sentences, or clauses with clauses (Alwi, 2003). Conjunctions in the explanatory text are and, or, as well as, but, meanwhile, while, and so on.

Tsunamis are a series of waves formed by earthquakes or volcanic eruptions under the sea or on land near the coast. The large waves cause flooding and damage when they hit the beach.

The conjunction in the two sentences is or, and. Conjunction or is in the first sentence and is located in one sentence, while conjunction and is in the second sentence and is located in one sentence too.

Simplex sentences are sentences that have one main verb that describes an action, event, or situation. The simplex sentence is actually the same as a single sentence. The simplex sentence contains only one structure (S-P-O-Ket-Pel), even though the sentence elements do not necessarily appear. One of the sentences contained in the explanatory text "Tsunami" above, "Tsunami waves that occur in the sea go faster than normal waves". The word given underline is the main verb.

The linguistic rules of explanatory text, added by Priyatni (2014: 85) include four characteristics, namely (1) contains the term, (2) the sentence structure uses conjunctions that show a causal relationship, (3) describes the condition (explaining phenomena not telling time then), and (4) use sequence / sequence conjunctions.

3.4. Text analysis

Judging from the text genre, the explanation of the Race and Religion Tribe (SARA) contained in the text can be categorized in explanatory texts. This category is based on the contents of the text that explains information about SARA to the reader. Judging from the structure of the text, this text is structured with a structure consisting of parts that show a general statement (opening), a row of explanations (contents), and interpretations / conclusions.

Text Structure	Example
General Statement	SARA is a variety of views and actions that are based on identity sentiments concerning descent, religion, nationality or ethnicity and class.
Explanation Rows	1. SARA can be classified into three categories, namely the Individual, institutional, and cultural categories. 2. SARA can refer to services that are unfair to certain individuals. 3. SARA appears as a problem that is considered to be one of the causes of various social upheavals
Interpretation	SARA is a part of the nation and state of Indonesia which can be prevented in several ways, among others (1) in developing the economy the approach must be strictly adopted, (2) the government must create a politically neutral government apparatus, and (3) the creation of an organization for ethnic Chinese groups who can provide political protection for them, and (4) create a clean government of all types of fraud.

In addition to the content and structure of the text, the basis of the categorization of texts is the Race and Religion Indigenous Tribe (SARA), including explanatory texts that have linguistic norms.

No.	Characteristic	Example
1.	Loading terms	SARA, discrimination, social upheaval, social conflict, multiethnic and multiculturalism, political insecurity, economic insecurity, social political organization (social organization), affirmative action approach, Korpri.
22.	Sentence structure use conjunctions that indicate causal relationships	This then raises problems with SARA or anti-tribal attitudes. But we need to understand that the problem arises because ethnic groups experience political insecurity in the community, so they need to seek security through an alliance with government officials who experience economic insecurity. Discrimination is a common occurrence in human society, this is due to tendencies manusian untuk membeda-bedakan yang lain.
3.	Explain the condition / phenomenon	SARA is a variety of views and actions that are based on identity sentiments concerning descent, religion, nationality or ethnicity and class.
4.	Use conjunction sequence / sequence	SARA has recently emerged as a problem that is considered to be one of the causes of various social upheavals in our country. Fights between Madurese and Dayak tribes in West Kalimantan, fights between the Makasarese and East Timorese tribes which later developed into interfaith friction between Catholicism and Islam, are examples of SARA events (ethnicity, religion, race, intergroup) in our country.

3.5. Reduction of social conflict

The social conflict illustrated in the text of the Race and Religion Indigenous Tribe (SARA) is a social conflict caused by differences in perspectives and actions based on identity sentiments concerning descent, religion, nationality or ethnicity and class. Friction that continues to occur in differences in perspectives and actions results in social conflicts growing, widening and becoming. For that reason, through the text also illustrated several reasons and even the solutions offered by the author in solving

social conflicts rooted in SARA. The solutions include (1) in developing the economy must be strictly pursued an affirmative action approach, (2) the government must create a government apparatus that is politically neutral, (3) the creation of an organization for ethnic Chinese groups that can provide political protection for them, and (4) creating a clean government of all types of fraud.

In order for explanatory text learning to be useful in everyday life, students are asked to reflect and conduct self-evaluations by answering questions: (1) how do you think about the solutions offered by the text writer of the Race and Religion Tribe (SARA) in solving SARA conflict issues; (2) if in your class there are friends of different faiths / tribes / customs / races, are you willing to be friends with him, why, explain your reasons; (3) what lessons did you get from the explanatory text entitled Tribe of Indigenous and Racial Religion (SARA)? (Tolosa, Biebricher, East & Howard, 2018).

4. Conclusion

Indonesian teaching materials that have multicultural content to reduce social conflict in the younger generation are developed by integrating these values into the content and presentation of the text. Explanatory texts are presented in enrichment books for students. The explanatory text contains the values of understanding, accepting, and respecting cultural diversity. Teaching materials for explanatory texts are presented in the sequence of introduction, understanding, acceptance, appreciation, and awareness. Introduction consists of the notion of explanatory text. Understanding includes the structure of explanatory texts and linguistic rules that are unique. Acceptance is a further understanding of the structure and rules of language and multicultural values that are integrated in explanatory texts through text analysis. The award is the meaning of the contents of the multicultural values, structure, and language rules of the explanatory text analyzed. The awareness is self reflection on multicultural values in a social context in society.

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