

Demand of Value-Based Education and Curriculum Integration in Multi-Racial and Multi-Cultural Society: Issues of Equity and Diversity

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Abstract

In the context of education, integration demands and as a remedy to several issue of long term rising in multi-racial and multi-cultural society's in planning value-based curriculum for multi-communities education. Eventually, quality education is very important in a society that ready for steadfast development. Value-based curriculum caters for all no matter the culture, language, religion as well as where individual belongs. However, the main argument of this paper emanates from the understanding that "consideration of religion, language and culture equity play vital role in planning curriculum" which is a highly challenged aspect that required 'integration' as a value-based source that fostering high-quality educational achievement among multi-racial and multi-cultural society. Thus, the study created a model that deliberately based on uniformity and input the expectation of the multi-racial and multi-cultural societies.

Key words: Integration, multi-racial and multi-cultural, value-based curriculum

Introduction

Every society has its possession that becomes a content remains in attitude and perhaps, become habit that not easily detached from their doing. This passion may believe has culture that forms way of life. Traditionally, culture reflects in attitudes and affect behavior which make some human being remain rigid in their activities. On the other hand, language barrier restricts many from acquiring

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quality education while religion not permitted other people to mingling with other in society. With this regard, multi-racial refers to different races in a community while multi-cultural can be described as group of culture functioning a community. Despite that, culture and races cannot be separated due to the origin or history.

Structurally, Quran introduces its view on man and history. Basically, the word *Ummah* is a comprehensive concept which shows root of man, for instance, the word *Ummah* first appears in 128th verse of second chapter of the Holy Quran and it's been considered in the prayer of the prophet Ibrahim. Meanwhile, the word *Ummi* are (those without a divinely guided book) and the people of the book (Jews and Christians) (Abdullah, 1988). This indicated that there are different races, culture and different religions as well.

O our Sustainer, make us
surrender unto You '*muslimayn*'
and make out of our offspring a
community (*ummah*) that shall
surrender '*muslimatan*' itself
unto You, and show us our ways
of worship, and accept our
repentance... (2: 128)

Obviously, the word Muslim refers to one who surrenders his will and desires to the will of Allah and who accepts his guidance as to his way of life while 'way of life' here describes as culture, which does not permitted to mingle with non-Muslim in some cases as observes in others religions.

Furthermore, Quran emphasizes that mankind in the beginning of life was a single community but division occurs due to their disagreement among themselves about the way of life (culture) (2: 213). Clearly, Quran 5:48 says;

*...unto every one of you
(mankind) have We appointed a
law and a way of life (Shir'atan
wa minhajan)...*
Further that, *...He could surely
have made you all one single
community (Ummatan
wahidatan), but [He willed it
otherwise] in order to test you by
means of what He has given unto
you...*

Nevertheless, language, culture, religion and origin issue have to be considered if a value-based curriculum is to serve a society of multi-racial and multi-cultural. In order to redeem the diversity and to gain equity, integration is demanded in multi-racial and multi-cultural society.

Integration demands in multi-racial and multi-cultural society's curriculum

A remedy is required to several and long term rising issue pertaining to curriculum that has meaningful in the society, foster different culture and races to become a single community. This will bring quality and consistent in disseminating of knowledge for nation benefit. There are factors that have been a discrepancy led to the degenerate of quality education and cause separations of various places of learning. There should be a solution to this fundamental issue before planning the curriculum in multi-racial and multi-cultural society. According to Brimfield (1992);

For many children the curriculum is neither the content, nor the one of compliance which ...It is a curriculum of endurance and apathy. They simply do not care about what happening...either because its value has not been emphasized at home or because their own needs for survival must take precedence (p. 386).

Integration is opportunity to the end-users of curriculum in order to prepare the students for the different racial and cultural lifestyle that emerges all ways of life of other for intellectual development. Why multi-racial and multi-cultural society required integration in balancing of their education? This is because it is planted on value-based directions which it considered each total way of life and identifies each tradition for achievement of single community. Value-based curriculum is a planned document that allowed shared-value and considered others' major factors contributing to dissemination of knowledge. Thus, it is a difficult task to change people's patterns of behavior, way of life, the informal methodology, shifting power to other races, as well as enforces one way direction in learning in multi-racial and multi-cultural society. Nevertheless, experiences in multi-racial and multi-cultural society have articulated that integration is moderately fit in planning curriculum as a remedy to value-based issue in multi-communities.

Planning a value-based curriculum for multi-racial and multi-cultural society

Consideration of diversity and equity should be observed in planning multi-racial and multi-cultural curriculum. Because the extent the curriculum diverted from the purposes, principles, value, and content to one race or culture the more the equity process aloof. Consequently, it causes confusion, problem develops tremendously and indeed, disintegration generate. On the other hand, Equity in term of language, religion and culture play vital role in planning curriculum that would be an acceptable among multi-racial and multi-cultural society. Diversity should not be allowed in planning curriculum in such society. However, curriculum developers already have awareness about the needs of the community through research and interviewing the recipient in order to plan better matched prospectus. According to Kelly, (1999) planning of curriculum should be developed on purposes, principles, values and content. This is because “it has the merit of offering a theoretical model which might be recognized as reflecting more accurately, and thus support more constructively, the realities of educational practice” (Kelly, 1999:96).

Several ways of developing curriculum has failed to recognize the aims and purpose of contents, end-users and nature of the society. Interestingly, these types of curriculum are developed on linear process -which doesn't develop on *research model* (Stenhouse, 1975:123 as in Kelly, 1999:96), it allowed the teachers to teach base on their taught. Similarly, it detached the value of teaching-learning interaction due to insufficient, inconsistent, and not referred to references for step-by-step learning. Additionally, there is little or no consideration of assessing teachers in term of higher level of professional performance which can enhances in achieving the purposes, principles, values and disseminates actual content of the curriculum to the expectations of multi-racial and multi-cultural society. Obviously, in planning curriculum for multi-racial and multi-cultural, there are certain questions need to be asked according to purposes, principles, values, methodology, process, result. Process / Developmental model combine all these features because it is an evaluative response and allowing shared-value while it called *research model* (Stenhouse, 1975).

Process-Developmental Model is preferred because it reflects more appropriately the actuality of teachers disseminating, cater for pupil's education and considered the supreme and interactive value of the society as well. However, at each level of

Process-Developmental model which has three different approaches to the question of the purposes of education.

Developmental Level: This based on ideologies of ‘How the acquisition of knowledge, further questioning on whether the purpose based on intrinsically valuable or as economically useful. Similarly, it probe more on kind of view or what is the main aim of education of such society are and is it going to offer the expectation trying to pursue? Thus, which is puts to us the notion of education as the promotion of human development (Kelly, 1999). Moreover, it asks about the methodology that consistent and based on how teacher disseminates the content without violating the notion of supreme and interactive value in order to achieve the aim and society expectation. Under the methodology, teachers should base their method of teaching-learning into sub-aim and objective, this will show consideration of different culture and races that will bring about interactive value and respect each tradition led to supreme value for accepted methodology. Through the experiences and catering for each culture and tradition without violating the notion of supreme value of the content, this enhances in performance and competence of disseminating the content of the curriculum.

Process Level: at process level of the model, by understanding the aim and objective, purposes, and methodology thus, implementing the values follow the content of the specific curriculum. It would share light on form of development which has concerned and procedural principles about the teaching-learning without causing any ethnic problems in the society. Conclusively, consideration of society value and expectations redeem the issue of diversity but integrates the society through allowing equity which is vital concept to be addressed in national curriculum of multi-racial and multi-cultural society.

Conclusion and Suggestion

Integration is vital and fundamental aspect of equity in multi-racial and multi-cultural society. To achieve good education, the curriculum has to consider each races and cultures of different community in a society. Similarly, it is important for curriculum planners to consider interviewing the recipient in order to have research model which contain the each community intrinsic that will allowed the curriculum become an accepted in the society. Through content, it will allow interactive and understand each values that will not contradict each races and cultures. Thus, supreme value and interactive value developed while content consider shared-value among the society.

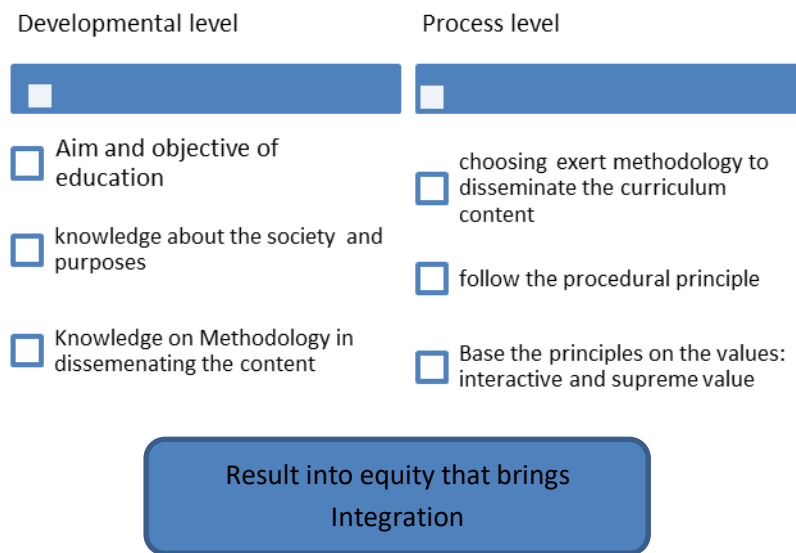


Figure 1: Integrated Curriculum Model for Multi-Racial and Multi-Cultural Society

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