

SERVICE TO STUDENTS WITH CULTURAL DIVERSITY, SOCIO ECONOMIC, INTELLIGENCE AND LEARNING STYLES

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Abstract: Education is the key word in any effort to improve the quality of human life within which it has a role and a purpose for 'humanizing', and process of maturation quality of life. Through the process is expected to be able to understand what is the meaning the essence of life, and for what and how to carry out the task of living and life correctly. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic, heart, character, and faith. The highlight was reaching the point of perfection education quality of life. The task of education also to motivate each student to identify potential as early as possible, and schools provide services in accordance with its potential and directs the preparation for the challenges ahead. Education leads to the formation of character, performance concrete and measurable that develops in three domains capability: cognitive, psychomotor, and affective. Multicultural means diversity of culture. The roots of multiculturalism is the culture, that viewed from its function as a guide for human life. In the context of nation building, this multicultural term has formed an ideology in a wide range of experiences that shape popular perceptions of age, gender, religion, socioeconomic status, type of cultural identity, language, race, and disability. Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education.

Keywords: cultural diversity, multicultural education, quality of education, organization culture

A. Introduction

Schools as an educational institution or institution of learning is a means to carry out services and the educational process. School is not only used as a gathering place between teachers and students, but rather a system that is very complex and dynamic. Sociologically, the student or students have similarities. Commonalities that can be captured from the fact that they are both the sons of men. Therefore, the learners have similarities in terms of humanitarianism. Their commonalities that generate the same consequences on the rights they have. Among those rights, which is also important is the right to a quality education services.

Equal rights possessed by the students, who later gave birth to the same educational services through the school system (schooling). In such systems, the service given to the similarities diaksentuasikan owned by students. Nonetheless, the service more similarity diaksentuasikan to this student, then sued. Thus lawsuit, closely related to the views of psychology (Imron, 2011). Although human children are believed to have a similarity-similarity, it turns out when seen further fact different.

The view is then shown convincing evidence that, in this world there are not two or more children are really the same. Two or more children who seem samapun, such as twins, are essentially

different. Winkel (2005: 149) states "although teachers face several units of a class of students from the same age group, but it does not mean that the units of that class can be completely treated equally".

They differ in the level of performance, speed of learning, learning styles, ethnicity, culture, social class, gender, and language in the family (Slavin, 2006: 132). A variety of these differences certainly had an impact in the educational process at school. Therefore different, the education services they need any different. In the process of learning in schools, every student as an individual that is diverse in terms of various aspects should get the same service by observing the characteristics possessed so as to obtain maximum learning results

Exposure in this paper will be limited to a discussion of the differences of students in terms of cultural background, socioeconomic, gender, and intelligence and learning styles.

B. Cultural Diversity

Culture is a way of life that developed and shared by a group of people and passed down from generation to generation. Culture is made up of many complex elements, including religious and political system, customs, languages, tools, clothing, buildings, and works of art. Language, as well as culture, an integral part of human beings that many people tend to think of it is inherited genetically. When someone tried to communicate with people of different cultures and adjust their differences, proving that culture is learned.

Humans have the potential elements of culture that is the mind (copyright), the taste and the will (intention). With human creativity to develop natural abilities think that raises science. By using human taste senses that give rise to works of art or art. With human initiative requires the perfection of life, glory and happiness that developed the religious life and decency.

Knowingly or not, the culture of students who brought both in the family and society, of course, different from each other. Therefore culture brought by the students, this has an impact on the process of acculturation in the education system.

Civilizing process (enculturation) is an effort to shape the behavior and attitudes based on the knowledge, skills so that individuals can play their respective roles. Thus, the measure of success is learning the concept of enculturation is a change in student behavior. This is in line with the four (4) pillars of education proposed by Unesco, Learn not only to know (to know), but also led the students to be able to apply the knowledge obtained directly in real life (to do), learn to establish identity (to be), and forming attitudes that live in harmony together (to live together). For that, the learning takes place in a constructivist (developmental) based on the idea that every individual learners are potential seeds capable of growing independently.

The learning process as mentioned above will be able to address the complaints of the students that during this learning is considered unattractive and boring where students not directly involved holistically in it. Learning involves students actively both aspects of intellectual, physical, emotional and social is a holistic learning. Lessons like these prioritize the use of various learning resources such as local culture, and is expected to give the students the possibility of directly connected to the world around her life environment so that learning becomes more concrete and meaningful.

The task of education is to motivate each student to identify potential as early as possible, and schools provide services in accordance with its potential and directs the preparation for the challenges ahead. Education leads to the formation of character, performance concrete (observable) and measurable that develops in three domains capabilities, namely: cognitive, psychomotor, and affective.

Formal education is one of the civilizing process media (enculturation). Cultured human is a human who has the knowledge, skills and attitudes so that they are able to think rationally, critically, and have the character and personality in love with the harmony of life.

Thus, the role of formal education in the process of acculturation aimed at educating people to be human learner so that it grows into a creature of culture that have a way of thinking habits to learn and keep learning (relearn), to know and understand, adapt, interpret and utilize something in order to maintain continuity life in order to create peace and harmony in society multicultural moral, cultured so that the preservation of the natural potential can be maintained as well as keep yourself away from things that are contrary to the values and cultural norms and able to participate, commit, cooperative, and emphati in many ways.

To achieve this goal, the education providers must be convinced that the program and the learning process can lead students to be able to use all of what they already had, acquired during the learning process, making it useful in later life, both academically and life everyday life. It should also be emphasized here that the real life world, between academic and non academic life are two things that can not be separated. For it should be, the program and the learning process does not create a dichotomy (explicitly separating) between them. All this shows that education is a community effort to build a culture of life so as to create a modern, advanced, and harmony based on the cultural values that are believed shared by a community.

The concept of proper education by implementing multicultural education. Multicultural education is education that teaches the value of cultural diversity (Slavin, 2006: 156). The first step in multicultural education is that teachers and other school staff to learn about the culture which became the students come.

C. Diversity on Socioeconomic Status

Socio-economic status is one factor that distinguishes between the other student with other students. The fact that children who live in the village with the parents job as a laborer, get a different parenting with the children who live in cities with a parent who works as a doctor, a bank clerk, or other formal profession. This will affect the child's behavior patterns and learning in schools.

Social status is the status of the family in the structure and status of community life. Internally the relationship of parents who holds the status of a particular job and social position in society may also affect personality traits in educating children. Background behavior and patterns of action were adopted by parents in applying methods of education to the child interaction was also a result of the influence of social class which is owned by the family. One important reason that makes a difference it was for economic reasons.

The sociologists define socioeconomic status in terms of income, employment, education, and prestige of someone in the community. In general socio-economic status is associated with income and individual educational period. Slavin (2006: 134-136) divide the students' families in two categories, namely the middle class families and lower-class families. The difference of these two categories, as presented in the Table 1.

Table 1. Differences in Parenting Judging from Socio Economic

No	Low Socio-economic	Middle Socio-economic
1.	Obtain care less in line with what would be expected for their children do in school.	Obtain care in accordance with what would be expected for their children do in school.
2.	Children lower classes can have a lot less experience in all fields (Slaughter & Epps, 1994).	Children's middle class will perform well in following the briefing, to explain and understand the reasons, and to use language well.

3.	Children who come from low-income families experiencing a shortage of all resources.	All resources will be guaranteed due to the children of these high-income families (Mcloyd, 1998).
4.	Parents demand good behavior and obedience to his children (Knapp & Woolverton, 1995; Trawick-Smith, 1997).	Parents have high expectations for their children
5.	With all the limitations, parents can not provide learning materials for children at home (Yeung, Linver & Brooks-Gunn, 2002).	Parents tend to provide all kinds of learning materials for the children in the home, such as books, encyclopedias, records, computers, and more and more.
6.	With all the limitations, parents can introduce their children to the learning experience outside the home.	Parents will introduce their children to the learning experience outside the home, such as museums, concerts, and zoos (Duke, 2000).

Refer to the Table 1 above, the school can do many things to enable children from families with low socioeconomic backgrounds succeed in school. For example, intensive intervention has been designed to help develop the cognitive abilities of children early in their lives and help their parents do a better job in preparing children to enter school. In addition, class size reduction, it is very beneficial for children from low socioeconomic families, and the provision of learning support similar cross-subsidy (Finn et al., 2003).

If the family factors, specifically socio-economic status is a key factor in explaining differences in student learning outcomes, the involvement or participation of parents in supporting school success of children can be used as an alternative way out.

Epstein and Sanders (2002) shows a model of partnership between schools and parents in a comprehensive manner known Epstein's Model as follows:

1. Parenting. Assist families in caring for and raising children and managing a family conditions that support children's learning. Parents provide the basic needs of children.
2. Communication. Communicate with families about school programs and student progress with communication school-to-family and family-to-school. Creating a two-way communication channel so that the family can now easily communicate with teachers and principals.
3. Volunteering. Recruiting and organizing help parents to schools and encourage parents to volunteer at school.
4. Learning at home. Provide information to families on how to help students at home to do homework or other learning activities.
5. Decision making. Involve parents in school decision making.
6. Collaborating with community. Coordinate and integrate all the resources in the community to strengthen school programs, activities parents and student progress.

Other strategies to involve parents in the education of children in school such as:

1. Family visits. At the beginning of the school year can be a visit to the homes of students with the aim to get a picture of a family background that would be obtained to assist in understanding cognitive development and emosial students.
2. Periodic information to the family. Information such as what will be learned by the students and what they can do at home.
3. Workshops parents. Inviting parents to receive an explanation and a program of study designed to help parents to understand what they can do to help their children learning.

4. Calls to the home. Preach to parents about positive outcomes obtained her child, so that the behavior continues.
5. Invite family members to volunteer. Ask parents to share a skill or hobby.
6. Make the parents as partners. Convey to parents and family members that the school and the family is a team.

D. Gender Diversity

Gender of a student or students is characteristic of a visible and lasting. One of the factors that lead to gender stereotyping is the tendency of boys and girls (especially in primary schools) have few friends of different sexes and involvement in activities mostly with members of their own sex. Sometimes teachers encourage this by asking boys and girls marched separately, putting them on the table separated according to sex and sporting activities are separate for men and women. As a result of interaction between boys and girls in school are less frequent in progress (Klein, 1994).

Classes on basic education level (SD) or Early Childhood Education (ECD) sits mix between male students and female students at the school has not been a sexual problem. But what about the classes of junior high or high school / vocational school? Surely it would be different in the placement of students in the classroom.

Factors differences and sexual development of students in a class is necessary to consider in their placement in the class, so it does not happen things are not desirable, both in terms of religious and morally. The implications of it all, of course, teachers must be able to master classroom management. Mulyadi (2009: 122) states that 'in the process of placement of students in the classroom, the teacher democratic will give an opportunity to the students to choose their own friends and his seat under guidance'

E. Diversity of Intelligence and Learning Styles

Children's intelligence is largely determined by the intelligence of their parents and have been defined on the day they were conceived (Herrnstein & Murray, 1994; Jensen, 1980). Opinion was expressly rejected by other experts (such as Gordon & Bhattacharyya, 1994; Plomin, 1989; Rifkin, 1988), which says that "the intelligence of children mostly shaped by factors in a person's social environment". Another opinion says that heredity and social environment plays an equally important role in the realization of children's intelligence (Petrill & Wilkerson, 2000).

The latter is said social environment and heredity equally play a role in shaping kecerdasan, based on several research results. Studies in France about the children of parents who have low socioeconomic adopted families with socioeconomic high find a strong positive effect on intelligence (IQ), the child when compared with children who were not adopted were raised in keluarga that have lower socioeconomic (Capron & Duyme, 1991; Schiff & Lewontin, 1986). One important part of evidence supporting the view that the school environment is itself clearly affect intelligence scores. Studies by Ceci (1990) found that "the experience of being at school have a strong impact on IQ and systematic".

As students have the culture, and distinct personalities, they also have different ways of learning among one another. There are several styles of learning, among others, (1) a visual learning style, that is, those who learn best fits with seeing or reading; (2) auditory learning styles, learning styles a person in a way rely on hearing to understand and remember; and (3) kinesthetic learning styles, learning styles a person by touching something that gives certain information so that he could remember (McCarthy, 1997; Swisher & Schoorman, 2001).

Given the differences in intelligence and learning styles of students, it seems very logical that teachers use learning styles also vary. This will impact student achievement

F. Importance of Multicultural Education

Education is one of the elements of character formation and development of human beings. Education seemed to endlessly play an important role to make men of not knowing came to understand.

Public awareness of the importance of education for students (children) need to be improved, since education is one element that is inherent in human beings as a right that must be received. And education will bring the community itself leads to progress, good progress in the political, economic, social, and cultural. Progress expected by society that peace, harmony, and protected from various forms of conflict.

Lately we encounter on television and the print media, there are many cases of conflict is increasingly alarming. Cases of conflict in Lampung for example, inter-religious conflicts, inter-ethnic tribes, and others. What actually happens behind the event? Is not the whole world religions forbid to do violence? It is ironic indeed, with events like this. Solutions are needed to overcome these problems to realize a community who love peace, mutual respect between people, and certainly materialize civil society

Understanding of Multicultural Education

According to Law No. 20 Year 2003 on Indonesia National Education System Article 1, paragraph 1, education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.

Multicultural means diversity of culture. Multiculturalism can be interpreted simply as a recognition of cultural pluralism. The roots of multiculturalism is the culture, the culture that viewed from its function as a guide for human life. In the context of nation building, this multicultural term has formed an ideology called multiculturalism. Multiculturalism is a wide range of experiences that shape popular perceptions of age, gender, religion, socioeconomic status, type of cultural identity, language, race, and disability.

Judging from the above understanding, multicultural education is a conscious effort to develop personality inside and outside school to learn about the different kinds of social status, race, ethnicity, religion in order to create a witty personality in dealing with issues of cultural diversity.

Objectives of Multicultural Education

The main objective of multicultural education is to instill a sympathetic attitude, respect, appreciation and empathy for the followers of different religions and cultures.

Imron Mashadi (2009) multicultural education aimed at creating a strong nation, advanced, just, prosperous, and prosper without distinction of ethnicity, race, religion, and culture. With a passion to build strength in all sectors in order to achieve common prosperity, has high self-esteem and appreciated by other nations. Sutarno (2008: 1-24) the purpose of multicultural education covers eight aspects, such as:

1. Development of ethnic and cultural literasi. Facilitating students have the knowledge and understanding of the various cultures of all ethnic groups.
2. The personal development. Facilitate the students that all the cultures of each ethnic equal value between one another. So have confidence in interacting with other people (ethnic group), although different culture of the people.
3. Clarify the values and attitudes. Education lifting core values derived from the principles of human dignity, justice, equality, and, and democratic. So that multicultural education helps students understand that different values conflict is inevitable in a pluralistic society.
4. To create the Equality of educational opportunities for all students of different racial, ethnic, class, and cultural groups.

5. To help students acquire the knowledge, attitudes and skills required in carrying out roles as effectively as possible in a pluralistic and democratic society-is required to interact, negotiation, and communication with citizens of diverse groups in order to create a society that is run for the good moral together.
6. Equal and educational excellence. This goal is associated with an increased understanding of how the cultural diversity of teachers to establish learning styles, teaching behaviors, and decision-education. The cultural diversity an impact on attitudes and behavior of individuals. So that teachers should be able to understand students as individuals who have unique characteristics and take into account the physical and social environment which may affect the learning process.
7. Strengthening personal to social reform. Facilitate multicultural education learners have dsan develop attitudes, values, habits, and skills so as to become agents of social change that is committed to the reform of society to eradicate differences (disparaties) ethnic and racial.
8. Having insight nationality or solid state.

Principles of Multicultural Education

There are three principles of multicultural education proposed by Tilaar, among others, as follows:

1. Multicultural education at the bottom of pedagogical human equality (equity pedagogy).
2. Multicultural education aimed at the realization of human Indonesia intelligent and develop individuals Indonesian scientific knowledge as well as possible.
3. The principle of globalization is not to be feared when the nation's direction and values of good and bad that it carries.

The third principle proposed multicultural education Tilaar already mentioned above illustrates that the direction of the insight of multiculturalism is to create a human being open to all kinds of new development and diversity of the various aspects of modern life.

G. Acculturation Character Education in the Learning Systems

One of the key in the dynamics of the globalization of the times in the field of education, is with regard to character education. Character education is very important given to children in schools, it is that the children understand the importance of moral values of humanity and respect for the situation and environmental conditions in the dynamics of the growing progress of education in ASEAN. Character education is very helpful in preparing students into life in the era of globalization. The conditions in line as proposed by Carol Copple, Richard de Lisi, and Irving Sigel as written in Spodek (1982: 3): "... *The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors*". The statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the outlook and the concept of thinking of children against himself and the surrounding environment.

With regard to the values contained in the learning curriculum, the research conducted by previous researchers (Misco, 2007; Peng et al, 2013; Agrawal, 2013; Mason, 2013) stated that the curriculum used at school- school is the curriculum should be relevant to the needs of the school, both academic interest, as well as with regard to the moral development of the children in the school were still in the rules of the values that characterize education in schools that exist in the face of education in the era of globalization.

Against these values, it is also in line as proposed by Allport, as quoted by Kadarusmadi (1996: 55) states that the value is: "*a belief upon which a man acts by preference. It is this a*

cognitive, a motor, and above all, a deeply appropriate disposition.” Understanding the meaning that it is the belief that human preferences used in action. Humans select or choose activities based on the value of his own beliefs. Similarly Ndraha (1997: 27-28) states that the value is abstract, because it was uncertain value contained in something. Something that contains the value (vehicles) there are four kinds, namely: exercise, behavior, attitude and basic.

The ability of teachers to teach character education in schools, then it is as has been done by previous researchers (Mayer et al, 2004; Chan, 2011; Skaalvik & Skaalvik, 2013; Kopnina, 2013; Mills & Quinn, 2013; Twigg, et al, 2013), that it is very necessary to understand the current situation, both the students and in schools. This is important because with a good understanding by teachers when giving lessons at school, where in the subjects contained values of character education to be achieved, then it implies that the teacher had been giving a good understanding for students to how it should be in learning and this can be done from early childhood education. Even the results of the study by Mayer, et.al. (2004) confirmed that with a good understanding of character education for students, it actually has positioned the student is in equilibrium Emotional Intelligence (EI) is good.

Character education in the era of globalization, not only apply to students who are in the urban areas alone or in schools that have students who are heterogeneous, but also applies to all education in all areas. It's like the results of research by previous researchers (Hannum et al, 2013; Sargent et al, 2013; Scherrer, 2013; Twigg, et al, 2013), stated that education in areas far from the city also still need to obtain and understand the importance of character education in schools. However, to schools located far from urban areas, where the culture is still strong upheld as a norm of life. Then teaching character education will not be as difficult as teaching it to students in urban areas, where the mindset and plurality in everyday life may influence the development of personality and behavior of students.

Educational leadership which in this case is the principal, is also a study of the implementation of character education. It's like the results of research by previous researchers (Shockley, 2008; Mills & Quinn, 2013; Greenberg et al, 2007; Kalargyrou, 2012) is that as a leader of education, the principals should be able to look at the diversity of cultures that exist at the school, both from the students and the school environment, so that the school can position its existence on the situation and the conditions required by the needs of the students, not only in schools alone, but will be taken on a social life outside of school.

Meaning of Values in Character Education

The advancement of education in the era of globalization is not enough to be seen from the academic quality of students produced, but it is also necessary maturity of the good character of the learner is generated, and the internalization of the values of good character education in educational institutions become indispensable so that learners can make sense academic intelligence from the perspective of cognitive and affective (Stromquist, 2002; Balyer, 2012; Rodriguez, 2014; Saverson & DeStefano, 2014). In a deeper study, the term "value" is not easy to be given for certain restrictions. This is due to the reality nicali an abstract (Ambroisje in Kaswardi, 1993). Similarly, according to Rokeach and Bank in Thoha (1996), the value is a type of confidence that is within the scope of the belief system in which a person acts or avoid an action, or of a proper or improper done. This means that to do with the meaning or meanings giving an object.

Values can also be interpreted as a thought (idea) or the concept of what is considered important for someone in his life (Fraenkel in Thoha, 1996). Moreover, the truth of a value also does not require the existence of empirical evidence, but rather related to living and what is desired or not desired, liked or not liked by someone.

Values have two kinds of attributes, namely content and intensity. Attribute content is concerned with whether something is important. While the intensity attribute concerns the extent to which the level of importance. When we rank one's values based on the intensity, we get the value

system of the person. Basically everyone has a hierarchy of values that shape his personal value system. This system can be seen through the eyes of people on the importance of a values like freedom, pleasure, self-esteem, honesty, obedience, and similarity.

Rokeach in Danandjaja as quoted by Ndraha (1997: 20) states "A value system is a learned organization of principles and rules to help one choose between alternatives, solve conflict, and make decision." It means that a value system are the principles and rules that can be learned within an organization to help someone choose among alternatives, resolve conflicts and make decisions. Further disclosed by Fraenkel (1973) in Welton & Mallan (1981: 155) "No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain." The statement can be interpreted that the concept of value appears by nature in a person, and it is of course, each person will have a different view, however, the main concept of value is how people put themselves on the norms prevailing in the surrounding environment.

Of the various opinions above, it is understandable that the value is a belief or trust which is the basis for a person or group of people to choose their actions, or assess something meaningful or not meaningful for life. While the value is a ranking system based on a ranking of values of an individual in terms of intensity.

Thus, to determine or track a value must go through the meaning of the realities of another form of action, behavior, mindset and attitude of a person or group of people. The Making of a form of spiritual maturity and maturity mental function. To spiritual maturity, it is in line with that set forth in Soedjatmoko (2010: 179), namely that face a future of uncertainty, the basic steps incurred in the various communities is the effort to develop and disseminate a mental attitude of new, capable of delivering spiritual stability. Meanwhile, with respect to the fungi mental maturity, then Vygotsky in Adisusilo (2012: 169) assert that maturity mental function of children actually occurs through a process of cooperation with others.

Role of the School Principal

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C. Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

Role of Teachers in Classroom level

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): "... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school the. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students can be supported, with the intention that the student is able to independently guide him/herself.

H. Clossing

Culture greatly affect teaching and learning. Many aspects of culture that have contributed to the identity and the concept of self-esteem, affect the beliefs and values, attitudes and haarapan, social relationships, and other behaviors of students. To the right is the educational concept of multicultural education. Multicultural education is education that teaches the value of cultural diversity.

Socioeconomic status based on income, employment, education, and social prestige can greatly affect students' attitudes toward school, school readiness and academic achievement. Class families and low-income workers experiencing pressures have contributed to the practice of parenting, communication patterns, and expectations are low. However, low achievement is not the result of lower socioeconomic status. Teachers can invite parents to participate in the education of their children, and it can improve student achievement.

Factors differences and sexual development of students in a class is necessary to consider in their placement in the class, so it does not happen things are not desirable, both in terms of religious and morally. The implications of it all, of course, teachers must be able to master classroom management. In the process of the placement of students in the classroom, the teacher democratic will give an opportunity to the students to choose their own friends and his seat under guidance.

Intelligences and learning styles of students, will have an impact on the style or learning strategies that teachers do. This will have an impact on student achievement.

Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education. Transformative leadership is an attempt to produce a competitive education and menghasilkan capable learners who have personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leaders need to have competence, transparency, efficiency, and high quality. Competencies that need to be owned by a leader of education in order to face the global era, namely: the ability to anticipate, ability to identify and solve problems, the ability to accommodate, the ability to reorient, generic competences, managing self skills, ability of managing people and tasks, mobilizing innovation and change. Furthermore Similarly, in the current era of globalization, the learners need to have: science and technology are capable, has a personality or character that is strong and well, and has the ability to compete with students in general in the country region in particular and the international area in general

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