

Reflecting on Multicultural Relation in



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- Inter-discipline educational activity
- Set to give a learning experience to the students by living in the community
- To give respond to the actual social life & help the community development problems.
- Part of the curricula for bachelor degree as well as the supporting medium to foster community development (COP, 2015).

COP Petra Christian University

- Community Outreach Program (COP) in Petra Christian University involving many students from Petra and abroad.
- In 2016 Petra Christian University celebrate 20th year of Anniversary of COP



Experience as Field Counselor

- In 2010, field counselor at Sumber Dawung vilage in Kediri district
- In 2016, field counselor at Gumeng village in Mojokerto district



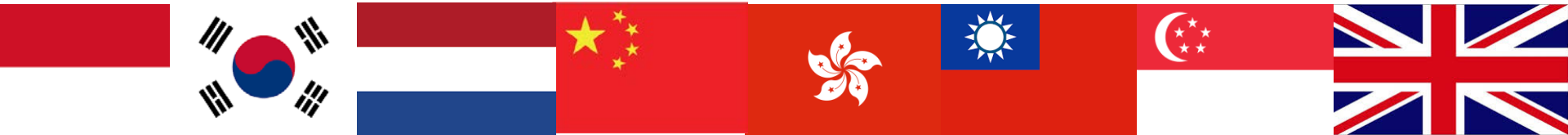
Multicultural Condition

- The interesting things about COP is how society and students from different country live together for about three to four weeks in one village.
- This condition leads to a multicultural situation.



The Aim

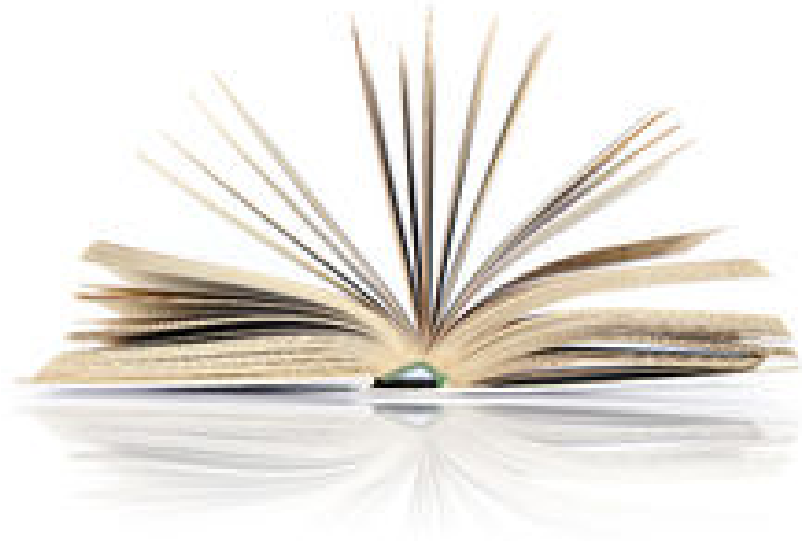
Reflecting on multicultural relation, ranging from less attention matters to how a cultural identity as part of the awareness as citizens presented when students and community interact together in a rural community.



Method

This is qualitative research. This paper is written based on my experience and personal reflection, supported by data through:

- Field observing
- Reflection review
- Students and lecturer interviewing



COP 2010 & 2016

	COP 2010	COP 2016
Field counselor length of stay	10 days 3 times visiting (4 days, 3 days, 3 days)	9 days 3 times visiting (3 days, 3 days, 3 days)
Location	Sumber Dawung vilage in Kediri district	Gumeng village in Mojokerto district
Students length of stay	4 weeks	3 weeks
Number of Indonesian Students	9 students	9 students
Total students	20 students	34 students
Countries	Indonesia, South Korea, Japan, Netherlands	Indonesia, South Korea, Japan, Netherlands, Hong Kong, China, England, Singapore
Role of Field Counselor	<ul style="list-style-type: none"> • Supervised students • Evaluate Indonesian students performance 	<ul style="list-style-type: none"> • Project presentation • Facilitated Students & Community Discussion • Supervised students • <u>Evaluate all students performance</u>

	COP 2010	COP 2016
Physical Project	<ul style="list-style-type: none"> • Fixing the bridge railing • Road construction • Bank River construction 	<ul style="list-style-type: none"> • Pipe installation for water distribution • Mural / Painting to Water Tubes, Kindergarten Class and Public Bath • Installation ceramic floor in kindergarten's classroom • Repair the water tank • Add trash separator between the river and the farm field.
Non Physical project	<ul style="list-style-type: none"> • Teaching Elementary School • Teaching Cooking Class 	<ul style="list-style-type: none"> • Teaching Elementary School Students • Teaching Kindergarten Students • Socialization of Cleanliness to Kids • Socialization of Budgeting for the housewives
Spontaneous activity	<ul style="list-style-type: none"> • Bridge opening ceremony • Pinang Climbing Competition • Farewell Dinner • Taking picture 	<ul style="list-style-type: none"> • Puppet Show • Farewell Dinner • Taking family picture



Physical Project



Non Physical Project



Reflection

2016	
Pre Program	<p>A. General a. What did you hope to learn or achieve by participating in a COP?</p> <p>B. The Village a. How do you picture the village that you are going to stay?</p>
Mid Period	<p>A. General a. How do you feel until this mid period?</p> <p>B. The Village a. What do you think of the village and the villagers?</p> <p>C. Culture a. Do you have any difficulties to communicate with the villagers? How do you communicate with the villagers? Please explain? b. Do you have difficulties in communicating your ideas/ working together with other participants? Please explain?</p> <p>Please kindly give score (1-10) about your feeling, condition, and motivation until this mid period?</p>

The End of Program**A. General**

- a. Are your expectations as in pre-program achieved? Why?
- b. Did you accomplish your projects goal? Please explain?
- c. How does COP relate to the preparation class in your university (before project implementation at the village) or your major?
- d. What have been the highlights of your learning and experiences during the program?
- e. In what areas of the people need; appreciate the differences of culture/ nationality, mindset, character; environment; in relation with God, etc.)

B. The Village

What do you think about the village life and the villagers? Are there any differences with the mid period? How long do you need to adapt with the condition of the village (house, bathroom, toilet and etc.)? How do you able to overcome this situation?

C. Culture

- a. What did you learn about the community's local knowledge?
 - Simple knowledge or technology
 - Culture/ Tradition
 - Mindset
- b. What did you learn about the other countries' culture and mindset?

D. Communication and team work

Do you still have any difficulties to communicate with the villagers and other participants? How do you solve the communication problem?

Please kindly give score (1-10) about your feeling, condition and motivation at the end of program.

What is Multicultural?

Multiculturalism is closely associated with “identity politics,” “the politics of difference,” and “the politics of recognition,” all of which share a commitment to revaluing disrespected identities and changing dominant patterns of representation and communication that marginalize certain groups (Gutmann 2003, Taylor 1992, Young 1990).

Among students

Students and community

Language Barrier

Verbal language

Indonesian and foreign students

“Difficult to share ideas,
so I have to use broken
English to explain”
(Pangarep, 2016)

Among foreign students

“If I can’t understand
their talk, they talk to
me again and again”

“They enjoy talking in their
mother tongue, even when
people from other origins are
right next to them”

Indonesian student and community

“Abah and Umi only speak Java language and very fast. So, I asked them to repeat what they say a couple of times” (Daniela, 2016).

Body language

Community and foreign students

By pointing to his stomach and facial expressions of pain, I understand that Hyun is having a stomachache because he eats a lot of chili sauce” (Suparni, 2016).

Fashion Language

“ Yes, we prepare mosquito hat
and gloves from Korea
to avoid mosquito bite”
(Kim Ah Jin, 2016)

Dress code indicate:

Well prepared
Compact
National Identity
Group Identity



Solution:

Body language

Facial Expression

Gesture

Friend's or roommate help

Family member's help

Draw picture

Dictionary

Google translate

“ I tried to communicate by using body language and by putting the words together”

“ I communicate with the villagers through/ by my roommate (Indonesian)”

“The son of my host parents could understand a little English

“ English is not the way to express our idea. Sometimes we draw picture to show ideas”

“ I took a dictionary with me from Holland”

“ We also have wifi sometimes, so I use google translate that is very nice!”

Different Habit

Habit	Indonesian	Non Indonesian
Eating	Rice, vegetables, meat (chicken, eggs), crackers Spicy	Asia : Rice, spicy Non Asia: Bread, no spicy
Sleeping	Sleep early Get up early	Sleep late Get up late
Bathing	Cold water In the morning and before evening	Warm water In the morning and night before they go to bed
Toileting	Squat toilet Water	Asia: squat toilet with water and tissue Non Asia: closet sitting with tissue

Habit	Indonesian	Non Indonesian
Cleaning	Washing cloth manually	Washing cloth with washing machine
Cleanliness	Rubbish everywhere Littering habit Insect, flies, ants	Rubbish in the garbage No insect, flies, ants
Timing	More leisure Wasting time Slow	Serious Time efficiency (on time) Fast
Mindset	we	Asia: we Non Asia: I
Characteristic	awkward	Asia: awkward Non Asia: outspoken

Religion

Students and Community

“I have learned that they pray a several times on the day” (Van Dijk, 2016).

“I learned that the most of the villagers/Indonesian people are Muslim and that there are mosque from where you can hear the prayer come on certain time” (Stekkel, 2016).

“My attitude or my thinking towards Indonesian native people or Muslim, it has been changed. They are truly good people” (Yeung, 2016).

Between foreign students

“Living with a Holland roommate, there are so much differences, the habit, the food, culture, value. Luckily we have same religion and we pray together”
(Fan Yik Kyu, 2016).

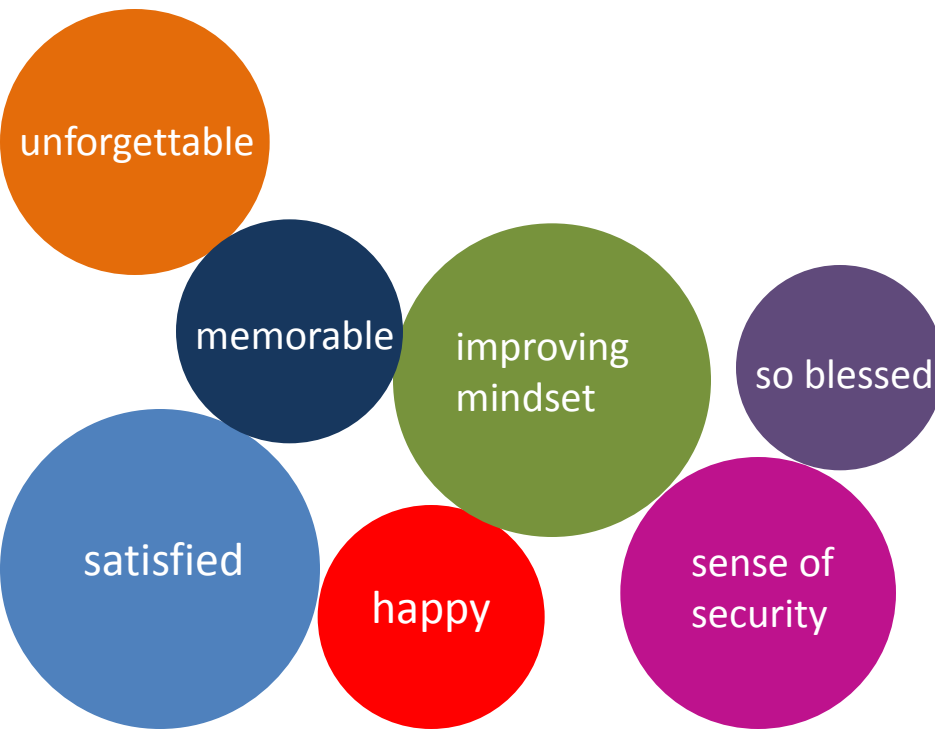
Positive Perspective

Students to Community



Positive Impact

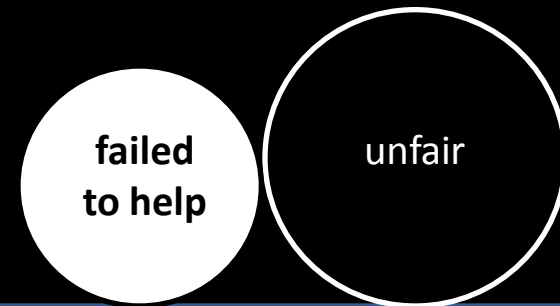
Among Students



Negative Impact

The division of work should be more even, because some of us are doing more physical work than others and got no chance to teach, this made the distribution unfair (Fan Yik Kyu, 2016). Hongkong

After two years COP came to this village and no change in how they see the world? I feel like we are failed to help them (Daniela, 2016).



Equality

Among students

“COP is a process that we learn from each other”(Cher, 2016).

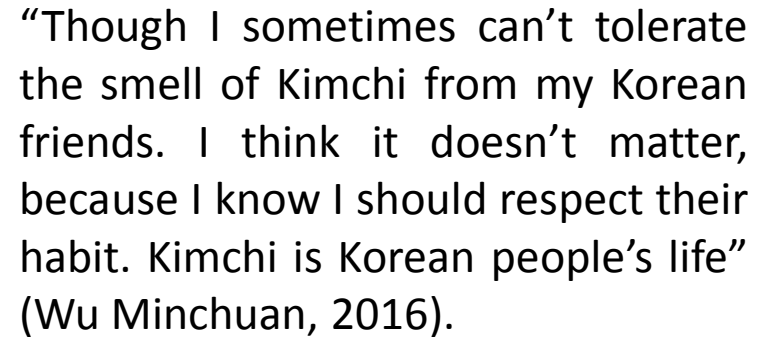
Students and Community

“I feel that I’m being part of the village now. There is no discrimination even though I’m an outsider” (Pangarep, 2016)

“In the beginning I felt not accepted because of my skin color but now I feel accepted by most of the villagers” “(Stekkel, 2016).

Tolerant

Among students



“Though I sometimes can’t tolerate the smell of Kimchi from my Korean friends. I think it doesn’t matter, because I know I should respect their habit. Kimchi is Korean people’s life” (Wu Minchuan, 2016).

Adaptation

0 days

“I needed not so much time to adapt the condition of the village” (Vermeer, 2016)

2-5 days

“I spent 2 days to adapt with it” (Cher, 2016)

“It took me around 3-4 days to adapt to the good and living situation” (Howe, 2016)

“I adapt for 5 days (I think)” (Dijk, 2016)

Appreciation

- Love the village and villagers more than they expected before

Indonesian and Foreign students

“I will definitely appreciate the differences in culture and nationality. Also my mindset will be stronger” (Howe, Tanuwijaya, 2016).

I learn to be more open to different culture and I think though this experience, I have accepted wider culture (Fan Yik Kyu, 2016).

Students and Community

I enjoy different culture and many else (Risamasu, 2016) Indonesia.

Learning

- Learn to live in a simple life
(no technology, no cell phone, no internet, no entertainment)
- Learn Indonesian language, culture and habits.

Indonesian and Foreign students

“I learn about time management (Dutch students), orderliness life management (Japanese), making creative idea (from Korean), how to make friends (Chinese)” (Beata, 2016).

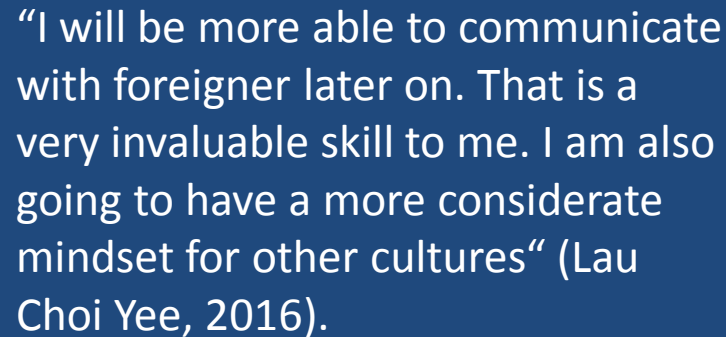
Students and Community



“Before I come to Gumeng, I have no idea about the Bahasa language. But after a month living here, it’s an extra and surprise to be able to speak simple sentence for daily activity in conversation. Also, when I was in the kindegarten for teaching, I could also understand the teachers (Rossana, 2016)“

Commitment

- Must hard work in the future and no lazy for life
- Learn different languages



“I will be more able to communicate with foreigner later on. That is a very invaluable skill to me. I am also going to have a more considerate mindset for other cultures” (Lau Choi Yee, 2016).

Conclusion

The condition of multicultural relation in COP can make changes in students and community, which would include:

- Developing adaptability
- Developing a balance between equality and difference
- Building an attitude of tolerance and inclusiveness
- Building a pluralistic human rights culture by learning each other and mutual trust.
- Respecting the culture, beliefs, and attitudes among them
- Addressing and eliminating all forms of racism
- Rethinking of the national identity



Suggestion

- Students have more time to interact with their host parents and also the community, not just between students.
- Do not let physical projects reduce the multicultural interaction between students and the community and vice versa.



