

COMMUNICATION STRATEGIES FOR INCULCATING MULTICULTURAL VALUES IN INCLUSIVE ELEMENTARY SCHOOLS IN YOGYAKARTA AND BANDUNG

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ABSTRACT

This study aims to describe communication strategy for inculcation of multicultural values in inclusive schools, i.e. SD Giwangan Yogyakarta and SD BPI Bandung. This is based on the significance of multicultural-based education that promotes pluralism in terms of religion, race, ethnicity, including disability. However, the implementation of this educational system is still far from optimal especially in inclusive schools. The research uses qualitative method with case study approach. The primary data were collected from field observation, in depth interviews with school principals, subject teachers and special needs teachers in inclusive schools mentioned above. Meanwhile, the secondary data were gathered from questionnaires and literature study. The results show that the communication strategy for inculcation of multicultural values in both inclusive schools includes 3 stages, i.e. planning strategy, the implementation of learning communication process and evaluation, including strategies of communicators, message, media selection, communicant and effect. Cooperative learning approach, in which the communicators or the teachers are required to possess rhetorical sensitivity, is utilized to optimize the inculcation of multicultural values in mentioned schools. In the implementation of communication strategy, they ought to pay attention to the local wisdoms such as tolerance, friendliness, patience, compassion, mutual respect, tut wuri handayani (moral support), etc. so that the education system that values diversity can be achieved.

Keyword: Communication strategy, multicultural value, inclusive school

INTRODUCTION

Communication has an important role in educational sector as it is the tool for transferring knowledge from teachers to their students. A good communication skill will also establish harmonious relationship between educators and pupils. In this case, the former should have various communication approaches during the knowledge transfer that can be easily understood by the latter. This means, communication is a subset of education that aims to make the target audience understand of the message as well as improve their behavior. During a learning process, teachers should pay attention to psychological aspects of their pupils such as interest, motivation, attention, memory and cognitive ability. Teachers, especially in inclusive schools, are required to create an effective communication strategy to obtain desired targets of the learning process since this strategy is a significant tool to inculcate multicultural values into their system to create mutual understanding, respect and tolerance towards other human beings regardless of their origin, religion, race, economical status, social, language, country or physical and mental capabilities.

An effective communication strategy will be greatly influenced by situation and condition of the learning process. This strategy is circumstantial which means that it will vary in its application (Arifin, 2004). Communication without strategy can be illustrated as a journey without destination. Thus, in order to successfully inculcate multicultural values at school, an effective communication strategy should be applied during learning process (Mulyana, 2004). This communication strategy has become one of the most important tool to review several issues in communication plan and management in order to acquire learning targets. This is because the success of a learning process substantially depends on the effectiveness of the communication during teaching and learning process within an educational institution such as school. In other words, without a proper communication, knowledge transfer in the classroom will likely be disrupted since this aspect has a key role in social interaction between school as an institution and the individuals associated with it.

Raised in a multicultural country, Indonesian children should be taught multicultural values at school, such as diverse races and ethnicities, since early stage. Despite its many differences, this multicultural nature of society should be honored as national treasure. However, in day to day life, these differences can trigger social clash or conflict which may eventually end up discrediting certain social group. This phenomenon should not happen if social norms such as respect and tolerance towards various cultures are inculcated since early stage. This is crucial to prevent such social disputes to occur in the future. One way to instill multicultural values at school is by implementing these values in teaching curriculum. Moreover, to obtain desired learning target, an effective delivery method is required. In other words, communication is considered important as a bridge of knowledge transfer in inculcating multicultural values from teachers to students. Multicultural education according to Andersen and Cusher (1994:320) is an education about cultural diversity. However, James Banks (1993:3) stated that multicultural education is considered an education for people of colour that means differences are deemed the inevitability (grace of God). This is related to how we respond to such differences with tolerance and egalitarian spirit. Multicultural educational movement is the reformation of educational institutions to provide equal opportunities for all, regardless of their ethnic origin, culture and gender to gain knowledge, skills and manners to effectively function as a part of nations and world communities that have diverse ethnicities and cultures (Blank, 2002:5; Quoting Blank, 2007).

This study focuses on two schools, SD Giwangan Yogyakarta and SD BPI Bandung. They are inclusive elementary school models in each city. Inclusive school is a school that has both regular students and those with special needs. Students with

special needs are those with specific characteristics (mentally, emotionally and/or physically disabled). Those characteristics are different with other children in general. There are several categories of children with special needs, i.e. hearing impaired, visually impaired, physically disabled, behavioral disorders, and health disorders. All of them have equal rights in education to ensure their brighter future. Thus, school shall not forbid children with special needs to go to normal school as it is regulated in the Law of Republic of Indonesia Number 28 of 2016 on Persons with Disabilities Section 6 Article 10 about Educational Rights part (a) "to pursue a high quality education at any educational institution of all types, channels and levels inclusively and specifically." This law has become a constitutional guide for parents with disabled children to have equal opportunities of education. In inclusive schools, it is teachers' responsibility to identify their students' needs in order to fulfill them. This is because teachers are the central figures in the development of inclusive school, and of course supported by each and every individual associated with the schools. Based on this matter, this study sought to answer the following question: How communication strategies to inculcate multicultural values in inclusive schools in Yogyakarta and Bandung?

RESEARCH OBJECTIVES

This purpose of this research is to identify communication strategies to inculcate multicultural values in inclusive schools in Yogyakarta and Bandung and to study barriers in inculcating multicultural in SD Giwangan Yogyakarta and SD BPI Bandung.

LITERATURE REVIEW

1. Communication Strategy

"A communication strategy attempts to deliberately and consciously use what is known about the various key elements of the communication process, as a system, in order to achieve communication objectives" (Opubor 2001:15). These key elements are strategies of communicators, message, media, communicant and effect (Syam, 2000:1.23-1.30). These strategies are implemented starting from communication planning to evaluation or monitoring (Opubor, 2001). Communication strategy is a combination of communication planning and management on learning process and evaluation to obtain a desired target. In this case, the approach may vary at times depending on the circumstances (Effendi, 2000). This strategy is a determining factor if a communication activity has effectively conducted. Thus, communication strategy, both macro (planned multi-media strategy) and micro (single communication medium strategy) has dual functions (Effendy, 2000:300) that are (1) to disseminate informative, persuasive and instructive communication messages systematically to audience in order to achieve optimal results. (2) To bridge cultural gap caused by rapid development of technology and great influence of mass media since they may undermine our cultural values.

2. Rhetorical Sensitivity Theory

This theory is proposed by Roderick Hart, et al (Littlejohn, 1999). They stated that effective communication is a result of communicator's effort to modify messages based on the audience's background. This rhetorical sensitivity is related to self, others and circumstances. Individuals possessing rhetorical sensitivity can easily accept personal complexity that means they fully understand each and every individual has different personalities. Regarding rhetorical sensitivity, Robert Norton expressed that every person has distinct personal disposition. In this, he has identified nine communicator styles, i.e. dominant, relaxed, open, friendly, impression leaving, dramatic, attentive, contentious and animated (Littlejohn, 1999).

3. Multicultural Education

Multicultural education refers to any form of education that perceive diverse culture from local wisdoms as fundamental realities in social life. This wisdom is manifested when one opens up to live together in harmony with diverse communities and respectfully perceive it as an inevitability. In educational sector, there must not be any discrimination as there are three targets variables of this type of education (1) Attitude-related target, (2) knowledge-related target and (3) learning-related target (Sapendi, 2017:95).

Multicultural education emphasizes on understanding and efforts to apply, treat, respect, sincere and tolerant towards cultural diversity. According to H.A.R. Tilaar, there are at least four core values of this type of education, i.e. (1) An appreciation of cultural plurality in the society; (2) a recognition of humans' dignity, values and rights; (3) a development of world community responsibilities; and (4) a development of humans' responsibility towards planet Earth (Jianto and Effendi; 2016: 33).

4. Inclusive School Services

Inclusive school is associated with an educational model that treat all students equally regardless of their capabilities or upbringing. This school is based on equality, fairness of individual rights (Reid, 2005:88). This type of school will enable disabled children to attain knowledge as much as the regular ones which eventually will build their self-confidence and independence. On the other hands, the regular children will learn about tolerance. A child is considered disabled if he or she has limitation or abnormality of either physical or mental-intellectual, social or emotional that might significantly affect their growth and development process compared to other children of similar age (Winarsih et al., 2013).

5. Strategy Concept

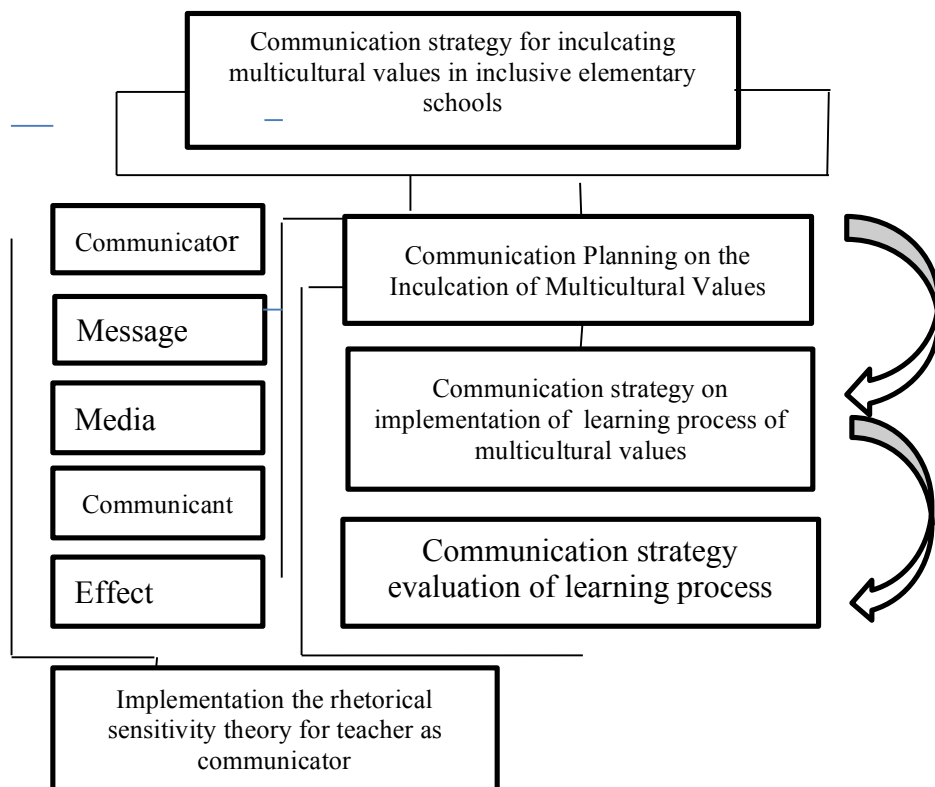
The term “strategy” derives from Greek word “stratego” that is a combination of word “stratos” which means army and “ago” means leading or guiding (Marfuah, 2007).

6. Characteristics of Elementary School Students

Elementary school period is a good moment to shape positive attitude and mentality through a positive socialization. Children of this period tend to be playful, active, like to work in groups and learn from experience (Desmita, 2014: 35).

The theoretical framework of this study can be described in the figure 1. below: In this section, author draws a framework of relevant literature on communications strategies inculcation of multicultural values, inclusive school, elementary school student and The Rhetorical Sensitivity Theory.

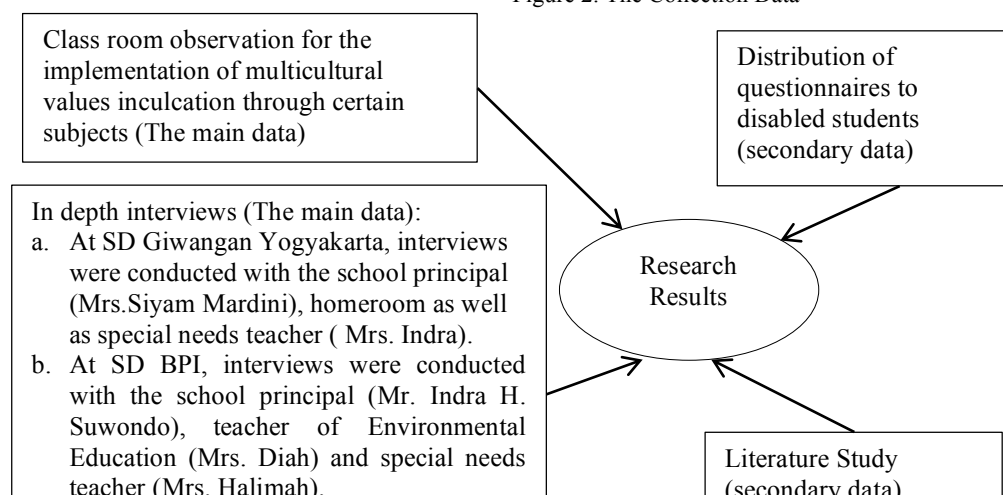
Figure 1. Theoretical Framework Illustration in Communication strategy for Inculcating of Multicultural Values



METHODOLOGY

This research used qualitative approach with case study and descriptive research. Stake states that case-study is defined by sole interest toward a certain case (a specific case within a controlled system); and on the other hand, it is utilized as an investigation strategy, methodology or comprehensive research strategy (Cresswell, 2007:73). Case study approach has its advantages as it investigates situation from the participants’ perspective rather than from an outsider’s interpretation of the context within which it occurred. Data were collected by conducting in-depth interviews, classroom observation, questionnaire distribution to regular students and literature study. The collection Data illustrated:

Figure 2. The Collection Data



The data analysis method started by systematically compiling data obtained from interviews, field notes and documentations. The data were then organized into categories, synthesized and drawn conclusion from. Meanwhile, there are two steps to validate the data, i.e. (1) triangulation method that means data obtained from interviews were crosschecked with the ones gathered from observation, questionnaires and literature study; (2) triangulation technique which facilitates validation of data through cross verification from two or more interviewees.

RESEARCH FINDINGS AND DISCUSSION

Before revealing research findings on how the communication strategy to inculcate multicultural values was applied, the following are the profiles of two inclusive schools, i.e. SD Giwangan Yogyakarta and SD BPI Bandung. In the past, SD Giwangan consisted of two separate schools, SD Nitikan I and SD Giwangan. In 1985, SD Nitikan I was an integrated elementary school that allowed both regular and students with special needs, especially visually impaired children, to study at the same school. Philosophically, this elementary school has three fundamentals: (1) every student has a fundamental right for education. (2) Educational system is designed by considering the diversity of characteristics, potential, talents and interests of the students. (3) Children with special needs has the right to access education in public schools. Inclusive oriented public schools have become media to eliminate discrimination, create a friendly society, assist inclusive society and achieve EFA (Education for All). The number of students with special needs in SD Giwangan for the academic year of 2017-2018 is 18 students.

Meanwhile, SD BPI Bandung was established on May 3, 1986. This school relocated to a new location on Jalan Halimun, Bandung. On January 5, 2006, this school achieved grade A (excellent) for school accreditation with the score of 99.12 based on BAS Decree of Bandung Number: 028/BAS/DS/I/2006. On July 27, 2009, this school attained the same achievement from the School Accreditation Assessors that is regularly conducted every four years. In academic year of 2017-2018, this school has 24 disabled students which vary from down-syndrome, autism spectrum disorder, long vision which is included in visually impairment to oppositional defiant disorder.

Analysis on Communication Strategies to Inculcate Multicultural Values:

1. Strategy of “Communication Planning” on the Inculcation of Multicultural Values”

This stage starts with a lesson plan by communicators—teachers and headmasters of SD Giwangan and SD BPI. At these schools, the lesson plan of regular classes consists of:

- a. In terms of lesson plan in multicultural education, both schools have similarities in their curriculum design which is based on diverse cultural principal. They use regular curriculum with a slight modification based on the students’ needs that is designed by subject teachers and teacher assistants.
- b. Learning activities preparation that should consider physical condition and surrounding of the class as it will affect the learning results. Overall, inclusive learning process is conducted based on students’ conditions. For example, in SD Giwangan, there is a pre-class talk about mutual help that holds every Monday. It is confirmed by 92.4% out of 42 respondents of SD Giwangan Yogyakarta and 95.7% out of 23 respondents from SD BPI Bandung. According to those respondents (students), teachers also insert this values into their teaching subjects such as Religion Education, Social Science, Civic Education, Indonesian language and local language. This inclusive learning relies a lot on the situation and condition of the learning process. Furthermore, the class is designed with a pull-out concept—the students with special needs are allowed to study in the same classroom as the regular students, but will be drawn from the regular class into a separate one at certain times to study with a teacher assistant. From this case, we can see that communicators in both schools instill that all students have equal rights to pursue education under no discrimination, especially towards disabled students. Meanwhile in SD BPI Bandung, there is a regular reading activity for 15 minutes before the class begins. The students are free to read books based on their interest, yet educative.

2. Communication strategy on “learning process of multicultural values”

- a. Communicator’s strategy

At this stage, the teacher seek to create and maintain classroom conditions that enable the students to efficiently achieve their learning goals. Furthermore, to maintain the classroom dynamics, teachers arrange students seating map that does not differentiate regular students from the disabled ones. Teachers and headmasters at SD Giwangan have been continuously persuade their students to not give labels to their seating arrangement either belongs for regular or disabled ones. This is confirmed by 81% of respondents at SD Giwangan and 91.3% of respondents at SD BPI that teachers always encourage them to make friends with everyone regardless of their background or capabilities and also persuade them to not discriminate anyone. This practice is an example of their inclusive institutions attempt to inculcate multicultural values and instill it in their curriculum and system. Teachers should be a role model for their students which can be illustrated in these three philosophies *ing ngarso sung tulodho* (provide role models for people around them), *ing madya mangun karso* (provide and inspire people around them by creating safe and comfortable atmosphere) and *tut wuri handayani* (provide moral and self-esteem boosts from the rear) despite the obstacles during its implementation. These philosophical teachings were presented by Ki Hajar Dewantara regarding teachers’ role to the success of learning process and education in general. These values should be adopted by all educators. The thoughts of Ki Hajar Dewantara constructed moral behavior in Indonesian society. According Ki Hajar, the moral formation

starts from family and schools. Moral behavior is created from the understanding of the meanings about good and bad values which obtained from the teachings of parents and society.

The principal of SD Giwangan Yogyakarta, Ibu Siyam Mardini, M. Pd., stated that in this strategy plan, the teachers are required to communicate with students using humanistic approach—affectionate and caring. This humanistic approach will create an integrated education that is to teach the students with special needs equally with the regular students in the same class as the preceding has equal rights and opportunities, which is called integrative pull-out classes. Hence, qualified teachers should exhibit not only their formal teaching competencies, but also their interpersonal skills as well as experiences in handling and communicating with disabled students, which actually is the most important aspect among others. In this case, a teacher should be capable of designing a learning system based on various competencies of the students. Other than teachers, another communicator at school is the principal. In this case, the principal of SD Giwangan has a role of a leader that requires leadership criteria such as high-minded, patient, confident, responsible, a risk taker, a decision maker, a good role model and emotionally stable. These disabled students were accompanied by a special needs teacher. These teachers would then simplify the subject material in the class using individualized learning programs that focused and was based on the condition of the disabled students. This attempt was seen in the way they prepared exam questions. This was done so that these students could understand the questions and answered them according to their capability.

Both classroom and special needs teachers should maintain their communication so that disabled students can optimally learn all materials in the class. Besides, the quality of a school principal as the leader requires criteria such as visionary, courageous, emotionally intelligent, liable, resilient, persuasive and curious. Similarly, teachers in SD BPI treat disabled students equally to regular ones. Thus, they do not require specific strategy for learning activities in the classroom except for when disabled students experienced learning difficulties, they will be directed to the special needs teachers. The principal has their own strategy to motivate the disabled students to be independent learners as the regular students are. They do not act as the authority. Instead, they always try to be close to the disabled students and put themselves in their shoes.

Implementation of The Rhetorical Sensitivity Theory

This means, all communicators associated with inclusive schools are required to possess rhetorical sensitivity. The rhetorical sensitivities that should be possessed by teachers and school principals as communicators are as follows:

The rhetorically sensitive teachers avoids rigid communication patterns, adapts to the situation and context. They should be able to accept personal complexities that means each and every individual is peculiar. They should have flexible and adjustable way of communication as it is important to optimally transfer their knowledge to the students. They should be able to balance their personal interest with others' interests. They should possess special skills to deliver message to students as well as parents, specifically of disabled students.

b. Message strategy

In the message strategy, both schools have similarities. In learning activities, teachers should provide interactive, inspirational, fun, challenging and motivating learning environment for the students to actively participate in the process, at the same time to provide space for their creativity and independence based on their talents, interests as well as physical and psychological developments. This core activity of multicultural values teaching uses a method that has been adjusted with the characteristics of the students and the materials that includes:

- Teachers should engage their learners to actively give examples of topics taught in the classroom from their daily activities. For example, students are taught to always help others especially their disabled friends.
- Teachers should utilize cooperative learning as their approach which means students are taught to collaborate with all their friends without discriminating certain ones such as creating study groups by combining regular and disabled students.
- They ought to facilitate their learners to do activities that can build up their confidence and self-esteem. This is confirmed by 82.5% of students in SD BPI and 81% of students in SD Giwangan.
- They have to maintain a conducive atmosphere to inculcate values such as moral, politeness and tolerance. This is confirmed by 91.3% of students in SD BPI and 95.2% students in SD Giwangan. They stated that teachers would always discuss these values during Religion Education, Science, Math, Social Science and Civic Education lessons. As a matter of fact, they teach these values by providing a simple and relevant illustration from day to day life.
- Teachers should always provide positive feedback either verbal, written, gesture or rewards for their students' achievements both regular and disabled ones. Mainly for inclusive students, compliments are very important for building up their self-esteem and confidence.
- Teachers should always motivate their students in learning. According to the principal of SD Giwangan, they apply individualized learning concept. She stated, "Special needs teachers will handle disabled students during learning activities because it will be overwhelming to handle disabled students on top of the regular ones in the classroom especially for those who are hyperactive and cannot remain seated. The purpose of this arrangement is to create an effective and efficient learning process that includes objective, subject material, method, students, teachers, learning environment and evaluation. Another key informant, the principal of SD BPI, Bapak Indra H. Suwondo, S. Pd., asserted that all classrooms should have both a classroom teacher and a special needs teacher. In general, there is no difference in the communication pattern in overall classes. However, a disabled student who has difficulties in understanding the material will be directed to the teacher assistant. For example, for the ones with hearing impairment, the special needs teacher will summarize the whole material and create a video that contains the materials.

- Reward system will teach students to acknowledge others' potential and achievements. In a learning process, rewarding is highly important to build students' self-esteem and identity. By giving them rewards, the disabled students will gain more confidence in completing all tasks in the classroom. A reward can also mean a reflection of how successful a student has developed their skill, knowledge and behavior during learning process within a flexible topic and curriculum. According to the key informant, the principal of SD Giwangan, "these special students are emotionally fragile. They may fall apart after they fail to do certain tasks. In this case, it is very satisfying to see them confidently exhibit their skills and knowledge in the classroom."
- Introduce tolerance in Islamic Education, Social Science as well as Art and Culture subjects. By introducing this value in those subjects, students are taught about human dignity and value so that they will not bully disabled students for their shortcomings. In fact, they are taught to help and love them unconditionally.
- A 15-minute pre-class talk every morning as well as during Monday ceremony. The principal should always remind the students to respect and embrace each other in diversity. This is the main responsibility of every individual at school to establish an inclusive school.
- Duha prayer should be habituated at school. This exercise should be regularly held to cultivate religious values of all students.
- Assign tasks and divide the students into several study groups. In this case, regular students and the disabled ones are equally mingled.
- Students should be taught gratitude such as bringing homemade food to school and accept their own shortcomings.
- Students are trained to be thrifty and also cooperative. Being thrifty is a part of modesty. According to 78.3% of students in SD BPI and 90.5% of students in SD Giwangan, their teachers consistently instill this value every day at school. They are taught to be thrifty by bringing their own homemade food to school, and during lunch break, they would share their food amongst each other.
- Teachers should provide an opportunity of self-development through extracurricular activities based on the students' talent and interest expecting for a noble character experience. At SD BPI, teachers of subjects such as Local Cultural Arts, English, Environmental Education and Physical Education often create their own strategy to handle students with special needs since the nature of the subjects themselves are more practical than theoretical. For example, when a disabled student looks unenthusiastic, the teacher will think of different strategies to lift up their moods, and more often than not their strategy worked out well. Another example from SD BPI is of Environmental Education subject. The teachers would apply several teaching methods such as (1) Creating several study groups. According to an informant, this method would make it easier for disabled students to understand discipline, cooperation and mutual respect as they will work together with regular students within the same study group. (2) Providing a simple concrete example for every topic in the subject. In the topic of modesty, for example, the students would be able to mention several example of how to be modest, one of which was packing up their own lunch from home; (3) Field practice. Environmental Education demands a field practice such as farming and introducing a simple recycling technology. Farming would teach students various types of plants and how to work together to keep the school beautiful and comfortable, regardless of their physical conditions. Meanwhile, recycling would teach them creativity, patience, resilience in transforming scraps into useful objects.

Another activities held in SD BPI in inculcating multicultural values, according to an informant, are as follows: (1) a tradition of singing national anthems prior to learning activities. This activity would teach students to love their nation with its diversity as well as remind them to embrace the differences among them. (2) Encouraging Dzuhur prayer for Moslem students. This activity would strengthen their faith since early age. Besides, there is regular Dhuha prayer for students of the sixth grade. The objective is to instill in their minds that praying is a necessity, and not merely an obligation. Students would take turn to be an Imam and Muezzin. Besides, reading Koran will be regularly held from Monday to Thursday. For students from the first until the third grades, Koran reading starts from 11 AM until before Dzuhur prayer starts, a specific teacher is invited as a mentor for this activity. This habit has become a compulsory extracurricular. Moreover, there is a Tahfidz program that requires students of the sixth grade to memorize Juz Amma 30 and must graduate three times. These practices is expected to strengthening their religious values.

c. Media Selection Strategy

The most effective media selection strategy is face to face communication. For example, SD Giwangan provides a mosque to facilitate their religious values teaching such as tolerance, cooperation, etc. In SD Giwangan often uses storytelling media that we should not distinguish others and help each others. Meanwhile, SD BPI provides a quite spacious *musholla* that can accommodate 50-75 students. Furthermore, they also provide spaces for extracurricular activities such as a music room, a pull out classroom, a gymnasium, etc. Other medium to inculcate multicultural values is through small banners representing multicultural values that are assembled all over the classrooms wall. Some of the banners said: (1) "As long as we still have determination, it is never too late for a new beginning." This motto teaches students to always eager to learn new knowledge; (2) "There is no live without trees." Or "Save earth, save life." These two slogans depict that SD Giwangan is concerned about environmental conservation. (3) "Unity in diversity." This slogan teaches students to always treat others with respect and tolerance in spite of their different backgrounds—ethnicity, race and religion.

d. Strategy on the effect of communicants or students

In this case, both schools have similarities, teachers must fully understand all of their students. Sometimes, students are reluctant to listen to their teachers, this will disrupt the learning process. Hence, teachers are required to pull out various strategies or

approaches to overcome this issue. Besides, student are taught to be respectful towards different opinions in the classroom including those by disabled students. During learning process, disabled students are more prone to mood swing, so teachers should maintain their good emotional state in order for them to absorb materials optimally. Eventually, learning results should be based on their improvement perceived from a comparison between their past and present abilities.

3. Communication Strategy on “evaluation of learning process”

In strategy on evaluation of learning process, both schools have the same way. Students’ learning assessment is not merely based on the final exam, but rather concerned to assess during the whole learning process. This evaluation consists of three aspects, i.e. cognitive, affective and behavioral. This means, teachers should always pay attention to their students’ condition and disposition since each and every individual possess different abilities, capabilities and personalities.

Analysis on the barriers in inculcating multicultural in SD Giwangan Yogyakarta and SD BPI Bandung

- Some students had a tendency to discriminate other students, especially those with special needs (In SD BPI and SD Giwangan)
- Parents have high expectation towards schools in terms of facilities or specific treatments for their disabled children which sometimes cannot be fulfilled.
- Lack of proper media to illustrate diversity. As a result, teachers creatively use their existing media for this subject.
- Lack of understanding from the society regarding inclusive education. In this case, teachers’ knowledge of the concept of inclusive education was found to be lacking in terms of the support system for learning activities as well as the number of teacher assistants. This lack of teacher assistants issue occurred in SD Giwangan. Consequently, teacher assistants must do another function which is being a homeroom teacher as well which will affect the learning activities that has been going well in general.

CONCLUSION

To conclude, communication strategy used in inculcating multicultural values at SD Giwangan Yogyakarta and SD BPI Bandung is identified into three stages, i.e. planning strategy, the implementation of learning communication process and evaluation. The implementation of communication strategy during lesson learning process includes strategy of communicator, message, media selection, communicant and effect. Besides, both schools use cooperative learning as their approach. In this case, teachers have a very important role in inculcating multicultural values at school, so that the students fully understand that all students have equal rights and deserve to have equal treatment regardless of regular or disabled, socio-economic background, ethnicity, cultural or language backgrounds, religion or gender. Furthermore, teachers should possess high rhetorical sensitivity in every circumstance, as stated in rhetorical sensitivity theory. In this case, multicultural values are implemented in a simple and adaptive way by using relaxed, open, friendly, attentive and animated communication styles so that the students can easily understand and internalize the values well. As a result, the students will be able to perceive diversity as a gift to embrace and be grateful of, as well as recognize, accept, respect and live in it. There are various barriers in inculcating multicultural values through inclusive school. Some students had a tendency to discriminate other students. Lack of proper media to illustrate diversity. And lack of understanding teachers regarding inclusive education.

SUGGESTION

Based on these research findings, it is suggested that in order to improve educational system especially inclusive education, one has to acknowledge local wisdoms such as tolerance, friendliness, patience, compassion, mutual respect, *tut wuri handayani* (moral support), etc., as a manifestation of multicultural values that are embodied in our society and accept it as a part of social fundamental reality. This wisdom can only be prevailed by having an open mind towards diversity especially physical or mental capability since subconsciously, any negative perspective towards diversity will create a big gap between regular and disabled students. The studies explicitly gives recommendations for practices of inclusive schools in order to successfully inculcate multicultural values at school, an effective communication strategy should be applied during learning process. This communication strategy aims to achieve the true purpose of inclusive education that is to liberate these students from cultural stereotypes and discriminations from the society.

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