

Education and training to build awareness of organizational diversity in senior high school teachers

Pendidikan dan pelatihan untuk membangun kesadaran keragaman organisasi pada guru SMA

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ABSTRACT

Diversity in educational setting exposes all involved actors to issues related to inherent (e.g. age, gender) and acquired diversity (e.g., education, marital status). This 400-hour program is aimed at building diversity awareness for high school teachers indicated by a good comprehension of diversity issues, create favorable learning atmosphere and, augmenting learning motivation. Mixing asynchronous and synchronous techniques, activities are carried out through Zoom lectures, group discussions, role play, and project assignments. At the end of the training program, participants are expected to complete an individual project within three weeks' time. A baseline survey was conducted as well as post-tests, questionnaires, and personal journal that would allow a comprehensive view on the program's performance. Based on the evaluations, the program has contributed to a favorable learning atmosphere and learning motivation. Furthermore, participants' diversity awareness was developed along with their attitude and behavioral change in dealing with school diversity. A short and moderate learning effect was acquired. It is our recommendation that the school management sustains the learning effect by promoting a school climate of openness, tolerance, and respect.

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1. INTRODUCTION

The diversity of employees in organizations in the last two decades emerged as a consequence of high cross-geographical mobility and information disclosure in the era of globalization. Examples of diversity that are often found in employees in organizations such as diversity in age, nationality, gender, ethnicity, education, socioeconomic class, position and so on.

Properly managed employee diversity could be a strength, namely the establishment of synergies, creativity and innovation that will lead to increasing performance, efficiency, and organizational profit. (Inegbedion et al., 2020; Nguyen et al., 2022). A series of systematic efforts in managing organizational diversity that are consistently carried out in the long term are proven to build a company brand, develop

an inclusive organizational culture, and increase employee job satisfaction (Praveenadevi & Girmurugan, 2019; Kaur et al., 2020).

That being said, the diversity of employees who are not well managed has an impact on discriminatory treatment of minority groups in the organization. Google, for example, had to pay millions of dollars in damages to 5,500 applicants and employees, because the company was deemed to have discriminated against women and groups of Asian (Fung, 2021). In Indonesia, diversity issues are still common, for example the threat of dismissal coupled with forcing an excessive workload on a female worker, thus endangering her reproductive health (Yasmin et al., 2020), and communication barriers that lead to difficulties in achieving targets for Indonesians in the context of international diversity (Panggabean et al., 2013).

The problem of diversity in the work is not always a clear and straightforward discriminatory treatment. Its scope covers a very wide range from ridicule, satire, ostracism to harassment, before finally getting to discriminatory treatment. Many of the initial problems occur in the communication process with coworkers, which are often taken as not serious and will pass. Serious attention and organizational commitment are needed here because seemingly simple issues can have an impact on an unhealthy organizational culture, undermine the work climate and mental health of affected employees, and ultimately disrupt the quality of work life and organizational performance (Fuller et al., 2020).

The root of the problem of diversity is a thinking bias called unconscious bias or implicit bias, which means prejudice or negative evaluation whose purpose is to benefit or harm certain groups over other groups, and is unfair (Fuller et al., 2020). Unconscious bias is often not realized by individuals, due to lack of awareness and understanding of diversity in organizations, and how to respond to it. In the world of work, recruitment and selection of employees, promotion decisions, and rewards for services are discriminatory due to unconscious bias processes. The development of unconscious bias can be avoided through socialization about managing diversity in organizations. Literature review conducted by FitzGerald et al. (2019) shows that interventions against stereotypes and prejudices generated by unconscious bias must be systematic and involve a learning process.

Educational organizations such as schools also cannot be excluded from the diversity of organizations, which brings thoughts about the need for the world of education to pay attention to the color of education that prioritizes diversity (Satori & Widiastuti, 2018; Purnamasari, 2017; Swallow, 2020). Teachers, employees, and students can come from different group backgrounds. All of these bring dynamics and consequences when these three groups interact and work together. Teachers are the main motor of the teaching and learning process and the dynamics of school organization work. The teacher's role is very important in instilling an attitude of tolerance and respect for diversity in the school environment, both in students and with fellow co-workers. High expectations for the role of teachers as role models are not always met. Studies show that teachers are also affected by the unconscious bias that harms students from minority groups. The teacher's personal values and attitudes play a role in the bias of managing a diverse class (Sherpa, 2020), so schools need to actively develop values and attitudes respecting diversity. Focus on attitude and value development programs for teachers in line with studies Egho & Panggabean (2021) and Elisa & Wrastari (2013) which states that there is a link between personal values and attitudes towards diversity. The influence of personal values and attitudes is made possible through the influence of the social environment which is proven to be able to intervene in the inclusiveness developed by the organization (Humberd et al., 2015)

In the midst of efforts to build a positive attitude towards diversity, alarming facts regarding awareness of diversity in the world of Indonesian education surfaced. The Kompas newspaper 9 April 2022

presented the results of the 2021 Education Assessment from the Ministry of Education and Technology that only 32% of education units had cultivated the attitude towards diversity. This group of teachers can also be said to have not appreciated diversity ("Penghargaan Guru Pada Keberagaman Lemah", 2022). This description is quite in line with the various cases of discrimination that occur in schools and surface in the community (Elisa & Wrastari, 2013).

Therefore, it is important for teachers to have awareness about managing diversity in work relations and learning relationships between teachers and students. A number of efforts to improve the quality of school diversity management have been carried out, both targeting students (Saihu & Marsiti, 2019) and teachers (Akhmadi, 2016; Mumpuniarti et al., 2020; Swallow, 2020). Interventions for teachers generally aim to improve teacher diversity competencies which include understanding diversity, developing tolerance, respect, and openness to differences, as well as skills to manage differences in the classroom.

The partner of this community service activity is SMA 2 Peguruan Cikini Jakarta which has held lessons starting from the 2020/2021 academic year with 78 students and 18 teachers. Perguruan Cikini (Percik) Foundation which oversees SMA 2 is a private educational institution that has been established since 1942 located in Jakarta and has experience in managing schools and universities. SMA 2 Percik is located in the Srengseng Sawah area, Jagakarsa, South Jakarta. In the same area there is also SMK 3 Percik and National Science and Technology Institute (ISTN), both educational institutions under the auspices of the Percik Foundation, which was established earlier. There are two main missions that become the main content of education, namely academic development and deepening national insight. To achieve its mission, SMA 2 Percik sets the criteria for experienced, highly dedicated, well-behaved, qualified, and competent teachers and staff.

The results of the initial mapping and needs analysis show that the reality of diversity is experienced by SMA 2 Percik, both in the relationship between teachers and administrative staff as well as with students. The scope of diversity includes inherent diversity (age, gender, ethnicity) and acquired diversity (education, religion, position). A number of diversity issues arise and become obstacles to work communication such as misunderstanding, feeling unheard, less able to blend in, personal friction. Some of these problems do not have a serious impact and end up in jokes between coworkers. However, some of them are considered disturbing enough to make the related parties reluctant to argue or avoid each other and in the end disrupting work. In addition, understanding and awareness of the management of organizational diversity has not yet been formed. Lack of understanding of diversity in the organization then appears in the form of misunderstandings in daily work communication that hinder the completion of tasks as a teacher. In addition, an understanding of organizational diversity for teachers is felt necessary to be able to achieve the educational mission carried out by SMA 2 Percik.

Based on the initial mapping of the organizational diversity of SMA 2 Percik Foundation, it is necessary to build sensitivity to the issue of organizational diversity which is expected to build tolerance and mutual respect between teachers and students. Not limited at the level of knowledge and conceptual understanding, teachers are also expected to be able to appreciate this diversity sensitivity and apply it in the communication process, both with fellow teachers, education staff, and students. Thus, teachers are expected to improve the quality of interpersonal and work relations in SMA 2 Percik Foundation. Based on this, the Organizational Diversity Management Program aims to (1) build awareness and understanding of teachers about the concept of organizational diversity and; (2) provide practical skills to manage diversity in the work environment.

2. METHODS

Community service is carried out online considering that at the time of its implementation in May-June 2021, there was a strict Covid-19 Pandemic Community Activity Restriction (PPKM) implementation in the DKI Jakarta area so that face-to-face meetings were not possible. The training participants were ten teachers from SMA 2 Perguruan Cikini, including the school leadership (Principal, Vice Principal, Coordinators

Preparation Stage

The preparation stage aims to obtain an initial mapping of the picture of diversity in SMA 2 Percik, the problems that arise, and the specific needs of the program. There are two methods in this preparation stage, namely:

Baseline survey

The baseline survey was conducted through preliminary interviews and distributing questionnaires, both to school leaders and to prospective participating teachers. Based on the baseline survey, a mapping of existing patterns of diversity, problem domains, as well as the aspirations of management and participants regarding the form of development activities required.

Literature study

Continue the preparation stage with literature studies to develop program designs and modules based on the initial mapping obtained. The program module is a guide in the implementation of the training. Four topics are the focus of the module: (1) Diversity management; (2) Unconscious Bias; (3) Active Listening; (4) Assertive communication. After testing and revision, the program modules are obtained that are ready to be implemented.

Implementation Stage

The community service implementation stage consists of two forms of activity, namely (1) online training lasts for four days (14 - 16 June 2021 and 22 June 2021), the duration of each session is 90 minutes, but in the field it grows to about 100 minutes. The training uses materials in the form of slides and short videos; (2) The practical assignment lasts for three weeks (23 June - 16 July 2021).

This community service activity uses the principle of adult learning (andragogy) with a learning model known as experiential learning (Kong, 2021). The learning process begins with carrying out an activity as a learning stimulus that actively involves participants, followed by a reflective process to draw insights or learning outcomes. Next is the lesson of theoretical concepts to provide a systematic framework for abstracting the learning outcomes, ending with exercises/tasks for participants to consolidate and apply knowledge. The experiential learning approach is applied to both forms of activity (training and practical assignments) and uses various methods as follows.

Online training

There are various methods used in online training

Role-playing

Training always begins with role-playing activities as an introduction to a theme/topic. The participants were given a situation and asked to play a role according to the description requested. In playing this role, participants can experience for themselves being part of the existing diversity group (age, gender) who are in certain critical situations, but of course in a light playing context.

Reflective discussion

After role-playing, the training continues with the facilitator inviting participants to reflect on their experiences and share the insights they have gained or the learning process they have experienced (Kong, 2021)

Interactive lecture

The facilitator continues the training by giving an interactive lecture on the material that was the focus of the day. This step aims so that participants can build abstractions from the learning outcomes that have been obtained from role playing and reflective discussion (Kong, 2021) Still in line with experiential learning, after interactive lectures, training activities are continued by giving small exercises or simple assignments for participants to practice knowledge or understanding they already have.

Games

Each training session also begins with a short ice-breaking game and a red thread session with the previous day's material. Apart from being an atmosphere-breaking game, the game aims to build a fun learning atmosphere and motivate the participants.

Practical Assignment

The second form of the implementation stage is the practical assignment. In this section, participants were asked to write diaries that tell and reflect on the results of implementing the training in the school environment and in everyday life. The practical assignment lasts three weeks during the period 23 June – 16 July 2021. This stage aims to provide an opportunity for participants to practice awareness and understanding of diversity in organizations and to practice practical skills that have been learned in training, as a tangible manifestation of behavior in managing diversity in their workplace. Furthermore, participants are also given the opportunity to share insights and reflections obtained from the process of practicing these behaviors.

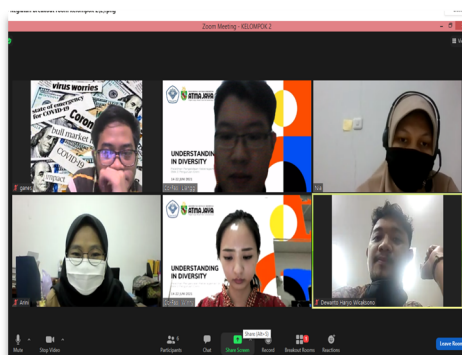


Figure 1. Reflective discussion in small groups at breakout session

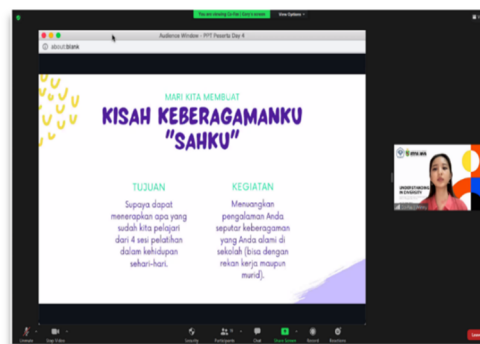


Figure 2. Explanation of practical assignments

Evaluation Stages

The evaluation design is arranged in stages in accordance with the proposed adult learning program evaluation concept by Kirkpatrick & Kirkpatrick (Alsalamah & Callinan, 2021). The first stage of evaluation is reaction evaluation, which aims to explore participants' reactions to the atmosphere or learning atmosphere that is formed. Measurement of reaction evaluation is done by exploring participant

responses to aspects of training implementation. Six implementation indicators to measure reaction evaluation are material (relevance, attractiveness, clarity), teaching videos (relevance, attractiveness, benefits), games (relevance, convenience, attractiveness), media variations (user-friendly, attractiveness, number of), quality of facilitator (ability to explain, answer questions, involve participants), and quality of co-facilitator with the same indicators as the facilitator's assessment. Conducted after the training ends, analyzed using quantitative and qualitative methods. The second stage of evaluation is evaluation of learning outcomes, aims to explore changes as learning outcomes that can be seen from an increase in knowledge, understanding, and changes in attitudes to become more positive. Conducted after the training ends, the analysis is carried out quantitatively. The third stage of evaluation is behavioral evaluation to determine changes in behavior in the work context as a result of the training. The evaluation was carried out through practical assignments by writing diaries for three weeks and analyzed qualitatively.

3. RESULTS AND DISCUSSION

Observation Results

Generally, the training process was conducive, participants participated actively and were motivated by the material provided. There are indications because the material is considered new and has never been obtained so that it attracts the attention of participants. The activeness and enthusiasm for learning can be seen from the large number of questions and positive responses to the activities provided. Discussions and activities in groups also went well. A number of themes that are considered interesting relate to personal bias that can occur without realizing it (Unconscious Bias) and the need to empathize with diversity, through active listening and assertive communication. On these interesting themes, participants gave many comments and responses related to their daily life experiences. This shows that there is awareness and learning insight.

Although the schedule is generally well maintained, 90 minutes is considered too short and does not provide enough space to anticipate changes due to technical conditions in the field (eg signal disturbances, electricity, work schedules). The facilitator also tries to be flexible in terms of time while maintaining the motivation of the participants.

Evaluating Reaction

The measurement of the reaction evaluation was carried out on the last day of the training, which was June 22, 2021. In general, the participants rated positively the overall implementation of the training, both the relevance and usefulness of the material, the variety of presentation media, as well as the competence of facilitators and co-facilitators. In particular, the best evaluation was given to the attractiveness of the training media used. All participants (100%) rated the video and game media used as interesting, relevant and easy to do. More than 93% of participants rated positively the mastery of the material and the involvement of the participants from the facilitator. The co-facilitators received positive ratings from 94% of participants in terms of involvement and ability to explain, and 87% for clarity of voice and ease of understanding.

Qualitative assessment on reaction evaluation supports quantitative assessment, that the training is interesting and interactive, the material is useful and relevant, and increases the knowledge and insight of participants. A number of obstacles presented were situational conditions, namely the implementation that coincided with tasks that could not be postponed so that it shifted the focus of participants, as well as clarity of instructions during group discussions.

Table 1. Reaction evaluation

Aspects	Scores (%)				
	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Material	6.25	-	2.08	35.42	56.25
Learning Videos	-	-	-	27.08	72.92
Games	-	-	-	39.58	60.42
Media Variations	2.08	14.58	8.33	22.92	52.08
Facilitators	6.25	-	-	31.25	62.50
Co-facilitators	6.25	-	2.50	46.25	45.00

The results of the reaction evaluation show that the training has succeeded in building a positive and conducive learning atmosphere for the ongoing learning process of participants.

Evaluation of Learning Outcomes

The second stage of evaluation, namely evaluation of learning outcomes, is carried out by comparing scores of the same objective test containing the knowledge, skills, and attitudes of participants before (pre-test) and after (post-test) the training takes place. Pre-test takes place on June 12, 2021 and post-test after training ends, on June 22, 2021.

Table 2. Pretest dan post test results

	N	Mean	Std. Deviation	Min	Max	Z & p
Pretest	10	45	13.54	20	60	2.724
Posttest	10	60	13.333	30	80	0.006

The results in table 2 show a significant increase in knowledge (mean pre-test score 45, mean post-test score 60, $z = -2.724$, $p = 0.006 < p. 0.05$). Individual analysis showed that nine people (out of a total of 10 participants) experienced an increase in their post-test scores and one person got the same score. The results of statistical processing (table 3) comparing the group's pre-test and post-test scores show that participants have built a better understanding and awareness of the concepts and practices of organizational diversity as a result of the training.

Tabel 3. Peningkatan pemahaman

	N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	0
	Positive Ranks	9 ^b	45
	Ties	1 ^c	
	Total	10	

Evaluation of Behavior Change

The third level evaluation, namely the assessment of changes in behavior as a result of training in the work context, was held by asking participants to write notes and daily reflections, telling the results of implementing training in the school environment for the period 23 June – 16 July 2021.

In general, the participants considered themselves to have changed in their perspective, as well as their abilities and skills in managing diversity, as shown in the quote from the participants below.

“Sebelum mengikuti pelatihan mungkin saya akan berasumsi kepada seseorang terus menerus hingga negative thinking, jika orang tersebut tidak sependapat dengan apa yang saya pikirkan tanpa melihat kompetensi yang dimiliki” (Participant 7)

(Before attending the training, perhaps I will continuously assuming someone up until negative thinking point, if that person does not agree with what I think regardless of their competence).

The training participants said that they are more sensitive, open, and respectful towards different groups (religion, ethnicity, gender).

“Saya memberikan salam dengan ucapan salam yang universal dapat diterapkan di berbagai agama, supaya seluruh peserta didik merasa nyaman. Dalam menyikapi perbedaan suku, saya menggunakan bahasa Indonesia yang baik dan benar sehingga peserta didik yang berasal dari berbagai suku dapat memahami dengan baik. Untuk menentukan ketua kelas, saya tidak memilih berdasarkan gender” (Participant 4)

(I give universal greetings that can be applied in various religions, so that all students feel comfortable. In addressing ethnic differences, I use good and correct Indonesian so that students from various ethnic groups can understand well. In terms of choosing the class president, I didn't vote based on gender).

This sensitivity is shown by the willingness to listen, not rushing to judge someone.

“Pada saat rapat berlangsung saya berusaha menjadi pendengar yang baik. Ketika ada informasi yang belum begitu dipahami saya meresponnya dengan mengulangi pernyataan, meminta penjelasan dari kata tertentu atau penjelasan lebih lanjut. [...] Saya menemukan beberapa keberagaman, mulai dari gender, fisik, pola pikir, dan pendapat peserta rapat dan lain sebagainya” (Participant 9)

(During meetings I tried to be a good listener. When the information is not well understood I respond by repeating the statement, asking for an explanation of certain words or further explanation. [...] I found some diversity, ranging from gender, physical attributes, mindset, and opinions of meeting participants and so on).

Such openness makes them more careful when dealing with diverse colleagues or students, trying not to get caught up in labeling or cognitive biases.

“Saya awalnya setuju terhadap cap ‘jurusan otomotif paling susah diatur’ dan menilai bahwa semua anak yang masuk ke dalam jurusan tersebut adalah sama. Tapi, setelah mengikuti

pelatihan ini saya rasa ada baiknya untuk mencari tahu mengenai siswa yang bersangkutan sebelum melabeli mereka sebagai murid bermasalah” (Participant 2)

(I initially agreed with the automotive major label as ‘the unruliest’ and judged that all children entering that major were the same. However, after attending this training I think it would be good to find out about the students in question before labeling them as problematic students).

“[...] saya masih sekelebat melakukan unconscious bias terhadap Bu X yang merupakan orang Palembang, yang kata Bu X sendiri orang Palembang itu mata duitan atau pelit, serta saya berasumsi juga bahwa orang Ekonomi itu perhitungan, seperti kakak saya” (Participant 7)

([...] I still have an unconscious bias towards Mrs. X, who is from Palembang, who herself says that Palembang people are stingy, and I also assume that Economics people are pinchpennies, just like my sibling).

Not limited to primary or secondary diversity, participants’ sensitivity to diversity also touched their perspective. Diversity training brings consequences if the diversity of mindsets, ways of working, attitudes, behaviors, and the like is more common in the participants’ heads after receiving the training.

“Previously (note: before the training was held) I would be pro to students without observing and understanding in detail about the opinions of the school. After that, I was more introspective to see things from different angles” (Participant 1)

The results of the training are not limited to the opening of insight, but also to concrete steps to solve the problem, open up and listen to the problems that underlie the behavior of the student or co-worker, and remain objective.

“Saya mencoba untuk tidak melakukan bias terhadap anak didik saya. Saya sadar tiap anak berbeda, baik dari segi kemampuan menangkap pelajaran, finansial, dan lain sebagainya. Sehingga saya akan menanyakan masalah apa yang terjadi pada mereka sehingga belum selesai menyelesaikan tugas. Jika memang ada permasalahan, saya segera menghubungi guru mata pelajaran yang bersangkutan untuk meminta alternatif tugas yang lain. Tapi jika ternyata hal tersebut hanya karena kemalasan semata, saya tidak segan untuk menegur dan mengingatkan lewat telepon” (Participant 2)

(I try not to be biased towards my students. I realize that every child is different, both in terms of the ability to learn, finances, and so on. So I will ask what problems have happened to them so that they have not finished completing the task. If there is a problem, I immediately contact the subject teacher in question to ask for another alternative assignment. But if it turns out that it’s just because of sheer laziness, I don’t hesitate to reprimand and remind over the phone).

More than that, participants play a role as mediators who bring together different perspectives between parties, which in the participant’s view is a diversity of perspectives, aspirations, rather than differences that cannot be reconciled.

“Pertama, saya mencoba memahami apa yang diinginkan oleh pihak sekolah dan apa yang dibuat oleh siswa untuk desain poster MPLS. Caranya, dengan membandingkan hasil desain dari

sekolah selama ini serta meminta pendapat dari pihak sekolah tentang apa yang diinginkan. Kemudian, bersama tim guru mendiskusikan bagaimana baiknya menemukan titik tengah desain tanpa perlu membuat siswa merombak total desain. Pertimbangan kami, siswa-siswa ini baru pertama kali bekerja sama dengan sekolah dan kami tidak mau menanamkan rasa kapok dalam diri mereka ketika bekerja sama dengan sekolah. Akhirnya, saya mengomunikasikan kepada siswa tentang revisi yang harus dikerjakan” (Participant 1)

(First, I tried to understand what the school wanted and what the students made for the MPLS poster design. The trick is to compare the results of designs from schools so far and ask for opinions from the school about what they want. Then, together with the teacher team, they discussed how it was best to find the middle point of the design without having to make students completely overhaul the design. Our consideration is that these students are working with the school for the first time and we do not want to instill a sense of abandonment in them when working with the school. Finally, I communicated to the students about the revisions to be done).

The willingness to listen actively allows participants to capture the uniqueness of their co-workers, recognize the strengths and weaknesses of each individual. In the end, enabling participants to create synergies from these unique qualities.

“Dalam rapat tersebut, saya juga belajar untuk menjadi pendengar aktif dan memiliki empati. Saya mendengarkan secara seksama dan menuliskan hal-hal penting atau yang belum dimengerti oleh saya. Dalam rapat tersebut saya juga merasakan manfaat dari keberagaman seperti Bu X orangnya detail dan terstruktur bisa membawa saya juga ke arah yang lebih baik lagi. Bu X memiliki sifat judging sedangkan saya perceiving, sehingga saya juga harus semangat untuk lebih menyelesaikan pekerjaan sesuai dengan goals” (Participant 7)

(During the meeting, I also learned to be an active listener and have empathy. I listen carefully and write down things that are important or that I don't understand. During the meeting, I also felt the benefits of diversity, such as Mrs. X, who was detailed and structured, and could lead me to a better direction. Mrs. X has a judging nature while I am perceiving, so I also have to be passionate about completing work in accordance with my goals).

Not only limited to the world of work, one participant said that his experience was successful in overcoming the problem of conflict avoidance which has been his approach to resolving conflicts, especially in the personal area. Assertive communication with an indirect expression approach, using appropriate nonverbal channels, is quite effective in solving problems.

“Saya mencoba untuk menerapkan sikap asertif kepada keluarga saya. Momen saat itu adalah sedang ada obrolan soal pernikahan sepupu saya yang akan dilakukan dalam waktu dekat. Ditengah obrolan tersebut, Ibu saya menyinggung soal bagaimana saya akan melakukan prosesi pernikahan nanti. Sejujurnya itu adalah momok bagi saya dan kerap kali mengganggu pikiran, perasaan, dan bahkan kinerja saya. Saya sempat merasa bimbang apakah saya bisa menyampaikan dengan tepat dan dapat dipahami. Dengan kalimat maaf saya buka percakapan. Saya menjelaskan beberapa hal yang sudah saya lalui, dan rencana-rencana dalam mempersiapkan soal pernikahan. Saya jelaskan dengan intonasi rendah dan ritme bicara yang pelan. Kemudian setelah menjelaskan progres, saya menyampaikan perasaan-perasaan yang

selama ini mengganggu saya. Sebenarnya saya cukup kaget karena Ibu saya bisa intens dalam mendengarkan dan tidak ada singgahan/potongan. Saya pun menanyakan apakah ada perasaan atau pemikian Ibu saya yang mungkin juga mengganggu beliau. Pada akhirnya perasaan/pikiran saya tersampaikan dengan baik oleh Ibu saya dan begitu pun dengan perasaan/pikiran beliau dengan saling mendengarkan dan memahami satu sama lain” (Participant 10).

(I try to be assertive with my family. The moment when there was a chat about my cousin’s wedding that would be held in the near future. In the midst of the chat, my mother mentioned how I would do the wedding procession later. Honestly it is a scourge for me and often interfere with my thoughts, feelings, and even my performance. I was worried about whether I could convey it correctly and could be understood. With an apology, I open the conversation. I explained some of the things that I had been through, and plans in preparing for the wedding. I explain with a low intonation and a slow rhythm of speech. Then after explaining my progress, I conveyed the feelings that had been bothering me for a long time. Actually, I was quite surprised because my mother was able to listen intensely and there were no clips. I also asked if there were any feelings or thoughts of my mother that might also be bothering her. In the end my feelings/thoughts were conveyed well by my mother and so were her feelings/thoughts by listening and understanding each other).

In summary, it can be said that the four training sessions with a duration of about 100 minutes each were quite successful and effective in changing the behavior of the participants. However, its effectiveness in the long term still needs to be proven by time and how to maintain the learning outcomes that have occurred.

4. CONCLUSION AND RECOMMENDATIONS

In general, the Organizational Diversity Management program at SMA 2 Perguruan Cikini has been running well and smoothly. The program is run completely online, using an interactive-oriented training design with a variety of presentation methods. This training received a positive response from the participants. Based on the results of the three-level evaluation, the training program achieved its objectives in terms of creating a conducive learning atmosphere, maintaining participants’ learning motivation, understanding specific materials, and building insight and awareness on the issue of diversity in the workplace. The effects of learning in a short and medium time can be seen in changes in attitudes and behavior.

To be able to further strengthen the effect of behavior change to be more consistent, the school can facilitate by building an open, respectful and tolerant work climate. Work communication that prioritizes openness can be done by providing various communication channels (email, WA groups) and teacher and employee meetings, both in a formal (meetings) and informal (gatherings) atmosphere. In a meeting like this, the topic of managing diversity can be discussed so that social support for changes in mutual respect behavior has emerged. Online training is an unavoidable consequence during this COVID-19 pandemic. A number of limitations were experienced, such as being more difficult to break the ice because of limited direct interaction, signal interference, and accessibility. On the other hand, facilitators and co-facilitators are required to be more creative. Considering the age of the participants who are part of the millennial generation, online training is basically a suitable approach for the majority of participants. Therefore, the use of various media and applications can run smoothly and is easily accepted. The variety of media is also one of the attractions that keeps the motivation of the participants

awake during the training. For similar training in the future, an online arrangement can be an alternative, ideally in combination with offline (hybrid) sessions. However, it should be noted that online training requires connectivity and accessibility infrastructure that must be maintained as well.

The community service program takes place in May and June, which are busy months in the world of education due to the final exams and preparation for receiving report cards. This has an impact on program implementation as well, for example some participants have to arrive late, session schedules need to be adjusted, and so on. Although the program as a whole is not disrupted, attention can be paid to the implementation of similar programs on other occasions so that the implementation time is not at the end of the school year so that the focus of participants does not need to be disturbed by the workload of the end of the school year.

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