

Design and Development Research (DDR) Approach in Development of Value-Based Pedagogy Model in the Context of a Multiracial Country

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Abstract

This paper presents the development of a Values-Based Pedagogy Model tailored for multiracial educational contexts, particularly focusing on Malaysia. Grounded in the Design and Development Research (DDR) approach, through a systematic process involving needs analysis, the Fuzzy Delphi Method, and expert validation, the model has been designed and refined to align with the unique cultural dynamics of multiracial societies. The model integrates four critical dimensions: Universal Values, Understanding, Respect for Differences, and Inclusivity. These dimensions are not treated as separate components but are interwoven throughout the curriculum and pedagogical practices. Universal values serve as the foundation, while understanding and respecting differences are integrated into the learning activities, and inclusivity guides the overall classroom environment. The findings demonstrate that this comprehensive model effectively balances universal ethical principles with culturally specific practices, can enhance values education by addressing the complexities of diverse classrooms, helping educators create culturally responsive and inclusive learning experiences.

Keywords: values-based pedagogy, model development, multiracial education, universal values, understanding, respect for differences, inclusivity, DDR approach

1. Introduction

In a globalized world marked by increasing diversity, educational systems are faced with the challenge of addressing the needs of students from varied cultural backgrounds. This challenge is particularly pronounced in multiracial nations, where the educational frameworks must promote inclusivity, respect, and understanding among different ethnic groups (Fitria, 2023). Malaysia, as a prominent example of such a multiracial country, provides a unique context for exploring these educational dynamics.

Malaysia is a Southeast Asian nation with a population of approximately 33 million people (Department of Statistics Malaysia, 2024). The country is renowned for its rich cultural tapestry, consisting predominantly of Malays, Chinese, and Indians, along with various indigenous groups. This diversity is a fundamental aspect of Malaysian society, presenting both opportunities and challenges for the educational system.

The primary educational challenge in a multiracial context like Malaysia is to develop a pedagogical model that effectively integrates universal values while respecting and understanding cultural differences. According to Chamisah et al. (2017), developing a value-based, integrated curriculum that promotes understanding and respect for diverse cultures is essential for fostering unity and cooperation in Malaysia's multiracial educational context. Furthermore, UNESCO (2015) emphasizes that education systems worldwide should aim to develop a global common good by integrating universal values into education while respecting local cultural differences, thus promoting inclusivity on a global scale. Despite efforts to foster unity and national integration through educational policies, there remains a significant gap in pedagogical strategies that address value-based education in a way that is sensitive to and inclusive of the country's diverse ethnic backgrounds.

Current educational frameworks often fall short in their ability to provide a comprehensive approach to value-based pedagogy that caters to the multicultural nature of Malaysian society. Amrita et al. (2017) highlighted the importance

of intercultural education in developing a pedagogical model that fosters diversity awareness, promotes empathy, and integrates universal values while respecting cultural differences for effective social cohesion. Similarly, Banks (2008) highlights that multicultural education frameworks should not only promote equity but also help students from diverse backgrounds develop cross-cultural competence, which is essential in fostering a more inclusive society. Existing models may not fully address the nuances of intercultural interaction or the promotion of inclusivity and mutual respect among students of different ethnicities. This gap underscores the need for a tailored pedagogical model that can effectively incorporate values such as respect, inclusivity, and understanding within the multicultural context of Malaysia.

The Design and Development Research (DDR) approach, as articulated by Richey and Klein (2007), offers a systematic methodology for developing and refining educational models. This approach, which includes phases such as need analysis, Fuzzy Delphi Method, and content validity, provides a structured framework for addressing the identified gap in value-based pedagogy. By applying the DDR approach to the development of a Value-Based Pedagogy Model, educators and researchers can create a more inclusive and effective educational framework that aligns with the diverse cultural realities of Malaysia.

This concept paper aims to explore the application of the DDR approach in developing a Value-Based Pedagogy Model specifically designed for multiracial contexts.

2. Literature Review

Values education has been central to the development of ethical individuals who contribute positively to society (Hafizi & Wiyono, 2023; Martins, 2024; Halstead, 2005). Various theoretical models and frameworks have been proposed to guide educators in values pedagogy. Kohlberg's Theory of Moral Development, the Hidden Curriculum, and character education approaches have been instrumental in this area. However, these theories often emerge from culturally homogenous environments, limiting their effectiveness when applied in multicultural and multiracial contexts (Kohlberg, 1984; Lickona, 1991).

Kohlberg's stages of moral development emphasize cognitive processes in moral reasoning, progressing from pre-conventional to post-conventional levels (Kohlberg, 1984). While his theory provides a robust foundation for understanding moral growth, it has been criticized for its emphasis on Western individualistic norms, which may not align with the communal and collective values predominant in many non-Western cultures (Snarey, 1985). In multiracial contexts, where different cultural values intersect, Kohlberg's model lacks the flexibility needed to incorporate diverse moral perspectives (Shweder, Mahapatra, & Miller, 1987).

The Hidden Curriculum, another influential framework, focuses on the implicit values conveyed through educational practices, social interactions, and institutional norms (Jackson, 1968). However, this approach has been critiqued for its lack of explicit strategies to address cultural differences in values education. In diverse societies, where varying cultural practices and belief systems exist, the hidden curriculum often fails to address the nuanced needs of multiracial classrooms (Banks & Banks, 2010).

Character education, which emphasizes the direct teaching of moral values like respect, responsibility, and honesty, also falls short in multicultural settings. Berkowitz and Bier (2005) argue for structured programs that foster good character, but these models often assume a shared set of values across students, which may not be the case in culturally diverse classrooms. This can lead to a disconnection between the values taught in schools and those practiced in students' communities. Building on this perspective, Titus (1997) underscored the challenge of balancing unity and diversity in education through the teaching of democratic values. Although character education is recognized as essential, the study lacks a structured model to address the specific needs of a multiracial society, leaving a gap in actionable strategies to promote inclusivity alongside unity.

Culturally responsive pedagogy (CRP) has emerged as a promising approach for addressing diversity in education (Abdalla & Moussa, 2024). Caingcoy (2023) and Prayitno et al. (2024) emphasized the role of culturally responsive pedagogy in addressing academic disparities among diverse student populations. CRP focuses on integrating students' cultural backgrounds into teaching methods, thereby creating an inclusive environment (Gay, 2000). However, most applications of CRP focus on academic content rather than values education, highlighting a gap in integrating cultural responsiveness into the teaching of moral and ethical principles (Banks & Banks, 2010).

Killick (2018) further highlights the need for integrating diversity education into values-based pedagogies, emphasizing critical intercultural practices and professional development to ensure equity and leverage diversity in multiethnic classrooms. Yet this remains underexplored within existing research and education frameworks. Abass

(2015) explored the challenges of planning a value-based curriculum for multiracial societies, emphasizing the need for integrating cultural and religious values. The study highlighted the absence of mechanisms to operationalize inclusivity in classroom practices, leading to inequity and disintegration in educational systems. While these studies contribute valuable insights, they often address components such as cultural responsiveness, character education, or critical pedagogy in isolation, rather than integrating them into a unified framework.

In multiracial societies, values education must navigate the delicate balance between universal ethical principles and culturally specific norms. Recent studies have emphasized the need for flexible, culturally inclusive models that accommodate the diverse moral landscapes present in multiracial classrooms (Wang & Walberg, 2001). These studies advocate for approaches that are not only culturally adaptive but also foster mutual respect and understanding among students from different cultural backgrounds (Grant & Sleeter, 2007).

The Design and Development Research (DDR) approach, as articulated by Richey and Klein (2007), offers a robust framework for developing educational models that are both systematic and adaptable. DDR's iterative nature allows for continuous refinement, ensuring that the final model aligns with both theoretical principles and practical needs. In the context of values education in a multiracial country, the DDR approach provides the flexibility needed to incorporate culturally responsive strategies while maintaining a structured pedagogical framework.

This literature review highlights the necessity of a values pedagogy model that integrates the strengths of existing theories while addressing their limitations in a multiracial context. By leveraging the DDR approach, this study aims to develop a model that is both theoretically sound and practically applicable, ensuring that values education remains relevant, inclusive, and effective in diverse educational settings.

3. Research Methodology

The methodology for this study is grounded in the Design and Development Research (DDR) approach, which provides a systematic framework for creating, testing, and refining educational models (Richey, 1997; Richey & Klein, 2007). The DDR approach, as described by Richey and Klein (2007) and others (Mohd Ridhuan Mohd Jamil & Nurul Rabihah Mat Noh, 2020; Saedah Siraj et al., 2020), is particularly suited for the iterative development of instructional products, processes, and tools. This study applies the DDR framework to develop a Values Pedagogy Model that is culturally responsive and adaptable to the unique needs of a multiracial society. The DDR process is divided into three main phases: Needs Analysis, Fuzzy Delphi Method, and Content Validity by expert review.

3.1 Phase 1: Needs Analysis

The first phase involves conducting a needs analysis to identify the specific challenges and requirements for values education in a multiracial context. Data is collected through qualitative methods, including focus group discussions, interviews, and surveys with key stakeholders, including educators with diverse teaching experiences, policymakers involved in curriculum development, community leaders representing different ethnic groups, and students from various cultural backgrounds, will be purposefully sampled to ensure a broad representation of perspectives. The purpose of this phase is to gather insights into the gaps, expectations, and cultural considerations that should be addressed by the proposed model. This approach enables the categorization of data and identification of needs and deficiencies through the integration of quantitative and qualitative information gathered from these sources (Ahmad, Ahmad & Ramli, 2023). According to Richey and Klein (2007), needs analysis is crucial in ensuring that the development process is aligned with actual educational requirements and contextual realities. The findings from this phase will inform the initial design of the Values Pedagogy Model.

3.2 Phase 2: Fuzzy Delphi Method

The second phase employs the Fuzzy Delphi Method (FDM) to refine the initial model design. The FDM is an extension of the traditional Delphi method, incorporating fuzzy logic to achieve more accurate consensus among experts (Hsu & Sandford, 2007). This approach has been widely accepted and validated in prior research for collecting expert input in studies (Kaufmann & Gupta, 1988; Mohd Ridhuan & Nurulrabihah, 2020; Marzukhi et al., 2023), which is particularly effective in situations where opinions are subjective and vary significantly, such as in culturally diverse settings. A panel of experts, including scholars in values education, cultural studies, and curriculum development, are consulted in multiple rounds to evaluate and refine the model. During each round, the experts provide feedback on the model's structure, content, and cultural sensitivity. Their responses are analyzed using fuzzy logic to derive a consensus on the most relevant and practical elements for the model. This iterative process ensures that the model is comprehensive and adaptable to different cultural contexts (Ishikawa, 1993).

3.3 Phase 3: Content Validity by Experts

The final phase involves validating the model through expert review to ensure its content is both valid and reliable for implementation in a multiracial educational context. Content validity is assessed by a panel of subject matter experts who evaluate the model based on criteria such as relevance, clarity, cultural inclusivity, and practical applicability (Polit & Beck, 2006; Mills & Gay, 2016). Experts are selected from diverse fields (Bolger, 2018), including education, sociology, and cultural studies, to ensure that the model is reviewed from multiple perspectives. The feedback obtained from this review is used to make necessary adjustments and improvements before the model is finalized. According to Richey and Klein (2007), expert validation is a key step in DDR, as it provides the final assurance that the model is suitable for real-world application.

3.4 Implementation and Evaluation

Once the model is validated, it will be piloted in selected schools within multiracial communities to assess its effectiveness. The implementation phase will involve training educators on the use of the model and monitoring its impact on students' understanding and application of shared values across different cultural groups. The evaluation will include both formative and summative assessments to measure the model's adaptability, inclusivity, and overall success in enhancing values education in a multiracial context (Richey & Klein, 2007).

The DDR approach, with its focus on iterative refinement and validation, ensures that the Values Pedagogy Model is both contextually relevant and practically applicable in diverse educational settings. By incorporating culturally responsive strategies and expert consensus, this methodology addresses the complexities of values education in a multiracial country, providing a robust framework for educators to navigate the challenges of cultural diversity.

4. Findings

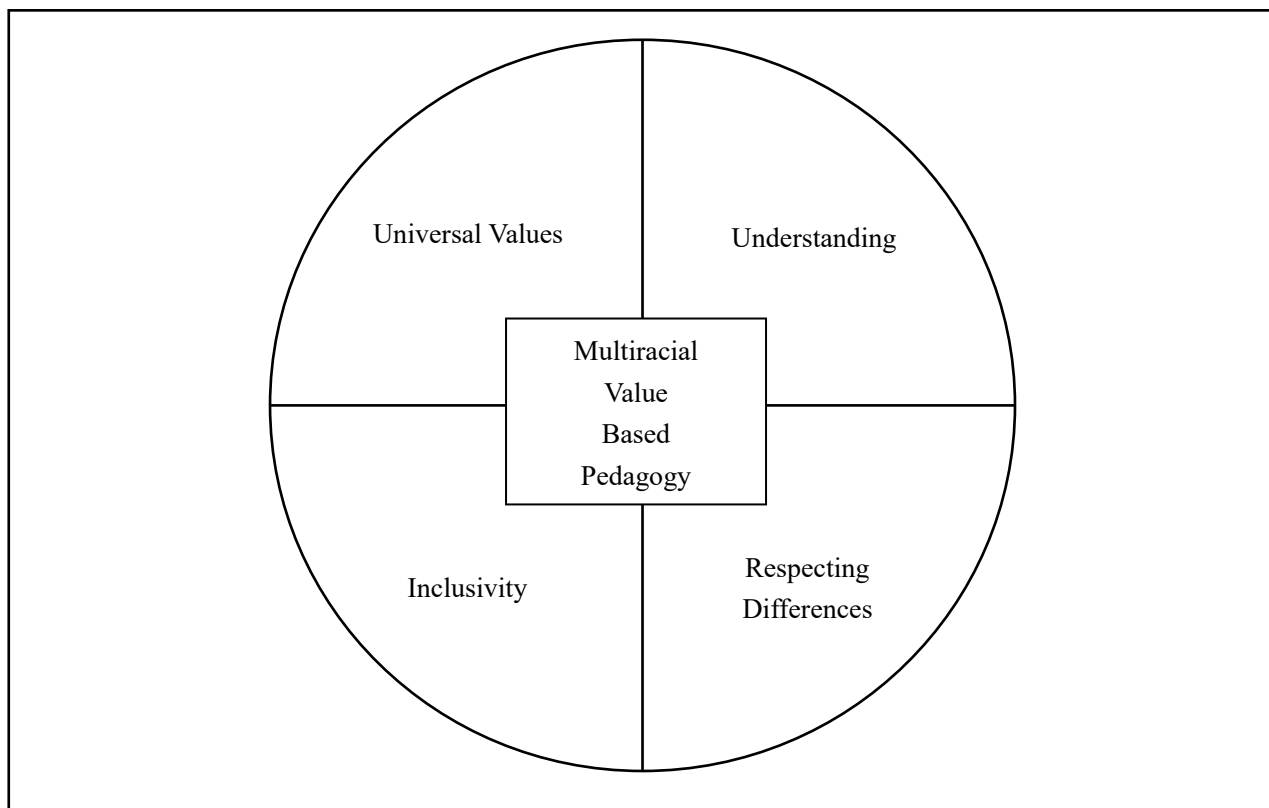


Figure 1. Multiracial Value-Based Pedagogy Model

The development of the Values Pedagogy Model for a multiracial country yielded four core dimensions essential for fostering ethical and harmonious interactions in culturally diverse settings. These dimensions—Universal Values, Understanding, Respecting Differences, and Inclusivity—are foundational components for values education in a

multiracial context. The findings highlight how these dimensions interact and guide the educational approach to ensure that moral principles are taught and practiced in a culturally responsive manner. These four dimensions work in tandem to create a holistic approach to values education that addresses both individual moral development and collective social harmony. By building pedagogy on these dimensions, educators can effectively navigate the cultural complexities of a multi-ethnic context such as Malaysia. Figure 1 shows the multiracial value-based pedagogy model.

4.1 Universal Values

Universal values, such as integrity, kindness, and honesty, are fundamental principles that transcend cultural and religious boundaries. The research revealed that while each cultural group may express these values differently, there is a shared consensus on their importance in building moral character. Educators emphasized that grounding the Values Pedagogy Model in universal values provides a common ethical foundation that all students, regardless of their background, can relate to (Lickona, 1991). By starting with universal values, the model ensures that students recognize the shared human principles that unite diverse communities while respecting the unique ways these values are practiced across cultures.

4.2 Understanding

Understanding is a critical dimension that focuses on fostering empathy and cognitive awareness of cultural differences. The research underscored the need for students to develop an understanding of the perspectives, histories, and practices of different cultural groups. This involves teaching students to appreciate the reasons behind certain cultural norms and the significance they hold within different communities. Understanding goes beyond mere tolerance and requires active engagement with diverse perspectives, helping students navigate the complexities of living in a multiracial society (Banks & Banks, 2010). Research shows that intercultural dialogue and shared learning experiences foster deeper understanding and empathy among students (Pettigrew, 1998). In the model, understanding is cultivated through activities like intercultural dialogues, storytelling, and collaborative projects that expose students to the lived experiences of their peers from different cultural backgrounds.

4.3 Respecting Differences

Respect for differences is essential in multiracial societies where conflicting values and practices may arise. The model emphasizes teaching students to recognize and respect the diverse expressions of cultural norms while finding common ground in shared ethical principles. The findings indicate that respect is not merely about acknowledging differences but involves active efforts to honor and protect the cultural identities of others (Grant & Sleeter, 2007). The model integrates lessons on mutual respect through case studies, role-playing, and discussions that challenge students to think critically about how respect can be demonstrated in cross-cultural interactions. Respecting differences allows for a values education approach that embraces diversity while promoting unity in a shared ethical vision.

4.4 Inclusivity

Inclusivity is the dimension that ensures all cultural groups feel represented and valued within the educational environment. The findings suggest that values education in a multiracial context must be inclusive, both in content and in practice. This includes creating lesson materials that reflect diverse cultural narratives and perspectives, as well as fostering an inclusive classroom atmosphere where every student feels a sense of belonging (Gay, 2000). Inclusivity in the Values Pedagogy Model is operationalized through practices that encourage active participation from all students, recognizing and validating their unique cultural contributions. This approach helps mitigate the risks of marginalization and promotes a sense of collective ownership of the learning process, where every student sees their values and identities respected. For example, including narratives from different cultural backgrounds in literature classes or incorporating multicultural case studies in social studies can ensure that students from diverse backgrounds feel represented in the course (Gollnick & Chinn, 2002).

5. Discussion: Integration of the Four Dimensions

The model integrates these four dimensions to create a holistic approach to values education in a multiracial country. The dimensions are not treated as separate components but are interwoven throughout the curriculum and pedagogical practices. Universal values serve as the foundation, while understanding and respecting differences are integrated into the learning activities, and inclusivity guides the overall classroom environment. The integration of these dimensions ensures that the model is both flexible and contextually relevant, allowing educators to adapt the framework to the specific cultural dynamics of their classrooms.

The findings suggest that by addressing these four dimensions, educators can better navigate the complexities of teaching values in multiracial contexts. For instance, research by Banks & Banks (2010) notes that integrating understanding of cultural contexts enhances students' cognitive awareness and empathy, which is crucial in diverse classrooms. The model provides a practical framework for balancing universal ethical principles with culturally specific practices, promoting a more inclusive and respectful learning environment. The integration of these dimensions into the pedagogy ensures that students not only learn values but also practice them in ways that are sensitive to cultural differences and responsive to the needs of a diverse society.

A comprehensive Values-Based Pedagogy Model must integrate several critical dimensions to effectively serve a multiracial audience. These dimensions include Universal Values, Understanding, Respect for Differences, and Inclusivity. Universal Values provide a common ethical framework that transcends cultural boundaries, offering a shared foundation for moral education (Schwartz, 2012). These values, such as honesty and empathy, are recognized globally and form the bedrock of ethical instruction.

However, the mere inclusion of universal values is insufficient without a nuanced approach that considers cultural diversity. Understanding is essential for developing empathy and cognitive awareness of different cultural perspectives (Banks & Banks, 2010). This dimension ensures that students not only learn about but also engage deeply with the cultural contexts that shape various ethical norms. Effective values education involves helping students appreciate and respect these diverse perspectives, fostering a more inclusive and empathetic learning environment. This can be achieved through cross-cultural dialogue and collaborative projects (Pettigrew, 1998).

Respect for Differences is another crucial dimension that focuses on acknowledging and valuing the diverse ways in which cultural groups express shared values. This aspect of the model addresses the necessity of navigating and respecting cultural variations in ethical practices, promoting harmony and reducing potential conflicts (Grant & Sleeter, 2007). It encourages students to find common ground while appreciating the unique expressions of values within different cultural contexts.

Finally, inclusivity ensures that the Values-Based Pedagogy Model reflects and integrates the cultural narratives and experiences of all students. An inclusive approach helps to create a learning environment where every student feels valued and represented, mitigating issues of marginalization and fostering a sense of belonging (Gay, 2000). Inclusive classroom practices that incorporate culturally diverse materials, for example, have been suggested to significantly increase student engagement and sense of belonging (Banks, 2008). This dimension is vital for ensuring that the pedagogical model does not only serve a majority culture but is equitable and representative of the diverse student body.

6. Conclusion

This study utilized the Design and Development Research (DDR) approach to develop a culturally responsive Values-Based Pedagogy Model specifically tailored to the multiracial context of Malaysia. DDR approach has proven to be an effective framework for developing the model. The research identified and integrated four essential dimensions—Universal Values, Understanding, Respect for Differences, and Inclusivity—into a cohesive pedagogical framework, providing a culturally responsive and adaptable structure that addresses the unique challenges of values education in a diverse society. Through iterative phases of needs analysis, the Fuzzy Delphi Method, and expert validation, this study has refined a pedagogical model that balances universal ethical principles with the cultural specificities necessary in multiracial contexts. The findings suggest that the model not only promotes ethical principles but also fosters mutual respect and inclusivity, equipping students to engage thoughtfully in a multicultural environment.

Nevertheless, this research is not without limitations. The focus on Malaysia as a multiracial context may limit the model's generalizability to other countries with different cultural compositions. Future applications of this model could extend to other diverse educational contexts, contributing to global efforts in creating inclusive, value-centered educational systems. Additionally, future research could focus on developing and implementing curriculum or instructional modules based on this model, providing practical applications for teaching values in diverse classroom settings.

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