## Multicultural Education: Fostering Diversity and Inclusion in the Classroom Environment

## Pendidikan Multikultural: Menumbuhkan Keberagaman dan Inklusi di Lingkungan Kelas

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**ABSTRACT**
Multicultural education has an important role in promoting cultural diversity and educational equality. This article highlights some effective multicultural teaching strategies, such as cooperative approaches, project-based learning, and problem-based learning. Teachers play a key role in implementing this strategy by understanding students' culture and applying it contextually. However, Indonesia is faced with challenges such as lack of teacher knowledge and skills, lack of institutional support, and teacher readiness to teach in multicultural classes. This article also identifies limitations in this research, including theoretical sources, general scope of discussion, and a lack of understanding of indicators of successful implementation of multicultural strategies. Furthermore, a further research agenda is recommended to deepen understanding of multicultural teaching strategies in Indonesia, including implementation trials, development of assessment instruments, and classroom action research.
**Keywords: Multicultural Education, Teaching Strategies, Local Culture, Teachers, Challenges, Research Agenda.**

*ABSTRAK*
*Pendidikan multikultural memiliki peranan penting dalam mempromosikan keragaman budaya dan kesetaraan pendidikan. Artikel ini menyoroti beberapa strategi pengajaran multikultural yang efektif, seperti pendekatan kooperatif, pembelajaran berbasis proyek, dan pembelajaran berbasis masalah. Guru memegang peran kunci dalam menerapkan strategi ini dengan memahami budaya siswa dan menerapkannya secara kontekstual. Namun, Indonesia dihadapkan pada tantangan seperti kurangnya pengetahuan dan keterampilan guru, kurangnya dukungan institusi, dan kesiapan guru mengajar di kelas multikultural. Artikel ini juga mengidentifikasi keterbatasan dalam penelitian ini, termasuk sumber yang bersifat teoritis, ruang lingkup pembahasan yang umum, dan kurangnya pemahaman tentang indikator keberhasilan penerapan strategi multikultural. Selanjutnya, disarankan agenda penelitian selanjutnya untuk memperdalam pemahaman terhadap strategi pengajaran multikultural di Indonesia, termasuk uji coba penerapan, pengembangan instrumen penilaian, serta penelitian tindakan kelas.*
*Kata Kunci: Pendidikan Multikultural, Strategi Pengajaran, Budaya Lokal, Guru, Tantangan, Agenda Penelitian.*

### 1. Introduction

Multicultural education is essential in the current era of globalization. With the world becoming increasingly interconnected, individuals need to possess multicultural awareness and competence (Leung et al., 2008). Educational systems worldwide have shifted from solely fostering tolerance and democratic citizenship to leveraging diversity for competitive advantages globally (Mitchell, 2003). The goal of multicultural education is to promote national unity while embracing cultural diversity to adapt to changes brought about by economic progress and globalization (Maulidiah et al., 2023). Research indicates that multicultural education is particularly crucial for students from diverse cultural backgrounds as it helps bridge cultural divides and prepares individuals for global changes (Masry-Herzallah, 2021). By

integrating multicultural education into various educational settings, students can benefit from sharing knowledge, experiences, and expertise (Karacsony et al., 2022). Additionally, the development of multicultural education is vital for countries aiming to integrate into the global sociocultural and educational space while preserving their national identities (Vasilyeva & Nurutdinova, 2018). Multicultural education in educational practices has been found to enhance students' attitudes and promote respect for different ethnic cultures (Lai, 2023). It serves as a strategic tool to instill pride in one's ethnic group and develop character, nationalism, and religious awareness (Efendi & Lien, 2021). Furthermore, multicultural education fosters values such as tolerance, respect for diversity, and freedom of expression, contributing to a more inclusive and harmonious society (Umar & Tumiwa, 2020).

Implementing multicultural education in diverse local cultural contexts presents various challenges that educators need to address. One key challenge is transforming schools into educational institutions that genuinely value diversity (Leung et al., 2008). Despite efforts to incorporate multicultural approaches, there is a tendency to superficially include minority figures or aspects of diverse cultures in the curriculum, rather than fully embracing the richness of cultural diversity (Parkhouse et al., 2019). In countries like China, where multicultural education aims to nurture ethnic identity, inadequate teaching approaches have been identified as a significant obstacle to successful implementation (Guan et al., 2022). Similarly, in multicultural graduate classrooms in Taiwan, the diverse educational beliefs and practices among local and international students pose challenges due to varying perceptions of cultural distance (Lacaste et al., 2022).

The importance of multicultural education lies in leveraging the opportunities presented by diversity while mitigating the challenges it brings (Sanabria et al., 2022). However, a significant hurdle in implementing multicultural education is the lack of culturally responsive teaching skills among educators (Nurbatra & Masyhud, 2022). To address these challenges, strategies such as incorporating local cultural values and character building into early childhood education have been proposed (Suri & Chandra, 2021). Frameworks for multicultural education emphasize the need for cultural competence among teachers to effectively engage with diverse populations (Cherng & Davis, 2017).

In Indonesia, a country with a diverse society, the implementation of multicultural education is complex due to the multitude of races, ethnic groups, nationalities, and religions present (Efendi & Lien, 2021). Challenges in organizing multicultural education in the era of globalization are described as intricate and interdependent (Lonto & Umbase, 2020). Efforts to overcome cultural conflicts in Indonesia through multicultural education highlight the strategy of leveraging societal diversity to enrich educational experiences (Ridho & Tumin, 2022). In Russia, the importance of preserving local cultural practices within the national education system is emphasized in the context of multicultural education (Latypova et al., 2021).

Developing contextual multicultural teaching strategies is essential in today's diverse educational settings. Educators must integrate culturally responsive pedagogies and teaching strategies to meet the needs of multicultural classrooms ("undefined", 2020). This involves not only possessing knowledge of diverse cultures but also the skills to implement strategies that enhance academic achievement, personal growth, and behavior management while integrating culturally responsive policies and practices (Leung & Hue, 2020). Teachers should be well-versed in various teaching methods and approaches in multicultural education to effectively engage students from different cultural backgrounds (Karami, 2021). To improve multicultural teaching competence, educators should concentrate on cultivating multicultural beliefs, attitudes, knowledge, skills, and advocacy (Jones et al., 2013). Additionally, evaluating social justice orientation, motivation to learn, and the multicultural climate is crucial to enhance multicultural psychology instruction (Mena & Rogers, 2017). Role-play activities can be employed to contextualize language teaching and make multicultural instructional objectives more meaningful and engaging (Gordon, 2012).

Faculty members teaching multicultural counseling courses should be equipped to address environmental and political realities that may arise in the classroom (Reynolds, 2011). Moreover, multicultural training experiences, particularly in clinical settings, are pivotal in developing effective multicultural competencies (Dickson & Jepsen, 2007). Teachers in multicultural classrooms should embrace learning strategies that acknowledge and embrace the diverse cultural backgrounds of students to establish an inclusive learning environment (Kustati et al., 2020).

## 2. Research Methods

The research method used is a systematic literature review. The initial stage involved identifying relevant keywords for the literature search, such as "multicultural education," "teaching strategies," "local cultural contexts," "diversity," "inclusion," and "classroom environment," as well as variations of related keywords. Literature searches were carried out through international databases such as ERIC, Web of Science, Scopus, and Google Scholar. Relevant articles were selected based on inclusion and exclusion criteria, including discussion of multicultural teaching strategies, adaptation of strategies to local cultural contexts, and publication within a specific time period. After that, the articles are further evaluated for their quality and relevance to the research topic. Articles that meet the quality and relevance criteria will be included in the systematic review. Data analysis was carried out to extract relevant information to answer research questions. Reference sources come from international databases which include scientific articles, journals and publications related to multicultural education and strategic teaching. By using this method, it is hoped that a comprehensive understanding will be obtained regarding the adaptation of multicultural teaching strategies to the local cultural context in Indonesia.

## 3. Results and Discussions
### 3.1 Definition of Multicultural Education
### 3.1.1 Definition of multicultural education

Multicultural education is an approach to teaching and learning that aims to promote cultural pluralism within diverse societies and a globally interconnected world (Nadelson et al., 2012). It encompasses various dimensions such as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural aspects (Chin et al., 2016). This educational framework encourages students to view behaviors, concepts, and issues from diverse ethnic and cultural perspectives (Akua, 2019). Multicultural education is crucial for fostering tolerance towards the existing diversity in societies (Awaliyah et al., 2021). It plays a significant role in shaping pluralist attitudes and civic virtues (Abdullah et al., 2022).

The concept of multicultural education is broad and covers multiple dimensions, including combating racism, sexism, and other forms of social intolerance (Rasimin, 2018). It is essential for promoting educational equity and social justice (Singh & Seyda, 2020). Multicultural education remains a contentious topic in public education due to its wide spectrum of definitions, posing challenges for educators to implement transformative and progressive reforms at an institutional level (Chapman, 2007). The core of multicultural education lies in providing students of all backgrounds with improved learning outcomes, regardless of nationality, social class, religion, or giftedness (Latypova et al., 2021).

### 3.1.2 Goals and benefits of multicultural education

Multicultural education encompasses a range of goals and benefits that are essential for fostering inclusive and equitable learning environments. One of the primary objectives of multicultural education is to prepare students for active participation in diverse communities by instilling in them an understanding of different cultures, promoting awareness, knowledge, and skills related to multiculturalism (Bezrukova et al., 2012). This educational approach aims

to reduce ethnic prejudice and discrimination by creating a classroom environment that values and respects all students, regardless of their cultural backgrounds (Sotiropoulou et al., 2022). Furthermore, multicultural education seeks to raise awareness of privilege and oppression, encouraging students to critically examine societal power dynamics and inequalities (McClellan et al., 2019).

In addition to promoting cultural awareness and combating prejudice, multicultural education plays a crucial role in enhancing students' sense of inclusion and psychological safety, particularly in international classrooms. By adopting a multicultural approach, educational institutions can mitigate cultural misunderstandings, foster inclusivity, and create a supportive learning environment for students from diverse backgrounds (Leersnyder et al., 2021). Moreover, multicultural education contributes to the development of critical consciousness among students, challenging ethnocentric attitudes and promoting social equity (Gatimu, 2008).

Furthermore, multicultural education extends beyond mere cultural appreciation to encompass broader societal goals such as promoting democratic citizenship, fostering tolerance, and building a sense of community among students with diverse social, ethnic, and cultural backgrounds (Cuga, 2018). By integrating multicultural perspectives into the curriculum, schools can create microcosms of society that reflect and celebrate diversity, ultimately contributing to the development of democratic and socially responsible citizens (Bećirović & Bešlija, 2018).

Overall, the multifaceted goals of multicultural education include promoting cultural understanding, combating prejudice, fostering inclusivity, raising awareness of privilege and oppression, developing critical consciousness, and building a sense of community and democratic citizenship. By embracing these objectives, educational institutions can create enriching learning environments that empower students to thrive in an increasingly diverse and interconnected world.

### 3.1.3 Basic principles of multicultural education

Multicultural education is a fundamental aspect of modern educational systems, with the aim of fostering equality, respect, and understanding among diverse societal groups. The principles of multicultural education stress the importance of recognizing and appreciating differences in race, ethnicity, identity, and social class to ensure equal educational opportunities for all individuals (Alanay & Aydın, 2016). This educational approach is grounded in the belief that no one should encounter educational inequality based on their background (Alanay & Aydın, 2016). Additionally, multicultural education is considered essential for equipping students with the necessary skills for global citizenship, concentrating on developing attitudes, knowledge, and skills that empower students to advocate for social justice (Sahal et al., 2018).

Teachers play a pivotal role in implementing multicultural education principles in the classroom. It is imperative for educators not only to comprehend the principles of multicultural education but also to effectively apply these principles in the educational setting (Tonbuloğlu et al., 2016). Research suggests that teachers must recognize the importance and relevance of multicultural education to establish an inclusive and supportive learning environment for all students (Tonbuloğlu et al., 2016).

Furthermore, multicultural education is perceived as a reform movement that extends beyond the educational sphere to contribute to broader societal changes. By highlighting the diversity of individuals from various cultural backgrounds, multicultural education strives to promote unity in a democratic manner, fostering acceptance and appreciation of diversity (Aryani et al., 2021). This approach aligns with the core values of multicultural education, including equality, mutual respect, acceptance, and a dedication to social justice (Zulkarnain, 2022).

### 3.2 Multicultural Teaching Strategies
### 3.2.1 Different multicultural teaching approaches

Multicultural teaching approaches encompass a range of pedagogical strategies aimed at promoting inclusivity, diversity, and equity in educational settings. Critical pedagogy, transformative pedagogy, and anti-racist pedagogy are key frameworks within multicultural education. Critical pedagogy, as conceptualized by scholars like Freire and Shor, emphasizes challenging power structures and fostering critical thinking (Elkader, 2016). Transformative pedagogy focuses on collaborative learning to enhance students' creative and critical thinking skills (Dorji, 2020). Anti-racist pedagogy addresses issues of racism and white dominance in education, advocating for inclusive and equitable practices (Baldwin, 2015; Bell, 2020).

In the context of multicultural teaching, dialogic pedagogy plays a crucial role in educating teachers for critical multiculturalism (Elkader, 2016). This approach involves engaging in meaningful dialogue to promote understanding and inclusivity. Additionally, self-regulated learning strategies have been highlighted as beneficial for developing students' multicultural counseling competency (Zeleke et al., 2018). By incorporating self-regulated learning techniques, educators can enhance students' cultural awareness and competence.

Furthermore, the significance of post-racial ideology, black political struggle, and racial literacy in anti-racist education policies has been emphasized (Costa, 2016). Understanding these factors is essential for designing effective anti-racist educational reforms. Moreover, the experiences of Black feminist graduate assistants in (re)constructing performative anti-racist education courses underscore the importance of centering diverse voices and cultural knowledge in pedagogical practices (Adeniji & Foster, 2022).

In summary, multicultural teaching approaches such as critical pedagogy, transformative pedagogy, and anti-racist pedagogy are essential for creating inclusive and equitable learning environments. By incorporating dialogic pedagogy, self-regulated learning strategies, and insights from anti-racist education policies, educators can effectively promote diversity, equity, and social justice in educational settings.

### 3.2.2 Effective multicultural teaching techniques and methods

Effective multicultural teaching techniques can greatly benefit from a combination of cooperative learning, project-based learning, and problem-based learning methods. Cooperative learning, as suggested by (Sharan, 2010), emphasizes the importance of creating partnerships among students in a multicultural classroom through the gradual use of cooperative learning methods. This approach ensures that students work together effectively while being sensitive to the diverse backgrounds present in the classroom. Project-based learning has been highlighted as an effective method for enhancing oral communicative competence in English (Bakar et al., 2019). This method involves students engaging in tasks that require them to apply their knowledge and skills in real-world scenarios, thereby improving their language proficiency.

Furthermore, the use of project-based learning has been associated with various positive outcomes, such as enhancing students' capability for inquiry and critical thinking, increasing their attitude towards learning, and promoting a deeper understanding of specific skills and strategies (Liu et al., 2003). Additionally, project-based learning is known to facilitate student collaboration, authenticity of experience, and freedom for tool selection, all of which are crucial for effective multicultural education (Eickholt et al., 2019)

Incorporating problem-based learning into multicultural teaching can also be beneficial. Problem-based learning encourages students to engage actively in solving real-world problems, promoting experiential learning and critical thinking (Naviri et al., 2021). This method, when combined with project-based learning and cooperative learning, can create a comprehensive approach to multicultural education that addresses the diverse needs of students from various cultural backgrounds.

In conclusion, a holistic approach that integrates cooperative learning, project-based learning, and problem-based learning methods can be highly effective in promoting multicultural education. By fostering collaboration, real-world application of knowledge, and critical thinking skills, these techniques can create a dynamic and inclusive learning environment that caters to the diverse needs of students in multicultural classrooms.

### 3.2.3 The role of teachers in implementing multicultural teaching strategies

Implementing multicultural teaching strategies in the classroom requires active involvement and commitment from teachers. Research emphasizes the pivotal role teachers play in the successful execution of multicultural education (BAŞARIR&gt; et al., 2014). Teachers are responsible for integrating multicultural values into lesson plans, employing engaging teaching methods, and accommodating the diverse religious and cultural backgrounds of students (Suryaman & Juharyanto, 2020). Furthermore, the implementation of multicultural-based teaching involves various dimensions such as content integration, knowledge construction, prejudice reduction, and equity pedagogy, all of which contribute to positive student perceptions (Asrianti et al., 2022).

To effectively implement multicultural teaching strategies, teachers need to possess multicultural-teaching knowledge and skills, which encompass understanding culturally responsive pedagogies, evaluating teaching strategies, and implementing culturally sensitive approaches for academic and personal growth of students ("undefined", 2020). Culturally Responsive Teaching (CRT) is highlighted as a key component of multicultural education, particularly in higher education settings, emphasizing the importance of teachers incorporating diverse cultural perspectives into their teaching practices (Nurbatra & Masyhud, 2022).

Studies have shown that teachers' multicultural teaching efficacy positively influences their cultural intelligence, indicating that teachers who feel confident in their ability to implement multicultural strategies also demonstrate higher levels of cultural awareness and sensitivity (Kang et al., 2019). Additionally, teachers' knowledge of multicultural education, beliefs about cultural differences, and self-efficacy perceptions are closely linked to their utilization of multicultural teaching practices in the classroom (Yildirim & Tezci, 2020).

In conclusion, teachers play a crucial role in implementing multicultural teaching strategies by integrating multicultural values into their teaching, employing diverse pedagogical approaches, and fostering an inclusive learning environment that celebrates cultural diversity. By enhancing their multicultural-teaching knowledge and skills, teachers can effectively promote multicultural education and create a supportive and enriching educational experience for all students.

### 3.3 Local Cultural Context in Indonesia
### 3.3.1 Cultural diversity in Indonesia

Cultural diversity in Indonesia is a significant aspect of the nation, with a multitude of ethnic groups, languages, and traditions contributing to its rich tapestry. Indonesia's cultural diversity is not only a source of national pride but also a valuable asset that attracts visitors and contributes to the country's strength (Febiyanti & Yulindrasari, 2021; Wijaya, 2019; Aswita et al., 2023). The country's diverse population, consisting of over 200 ethnicities, showcases a dense and varied cultural landscape (Mutmainnah et al., 2021). This diversity is further exemplified by the presence of more than 1,340 tribes, each with its own language and dialects, emphasizing the depth of cultural richness in Indonesia (Hamdani & Nugraha, 2021).

Preserving cultural diversity, including ethnic diversity, is crucial as it is considered one of Indonesia's wealth (Wijaya, 2019). The government recognizes the importance of cultural and topographical diversity in shaping the direction of tourism development, emphasizing sustainable policies to leverage Indonesia's cultural and natural assets for tourism (Syafril & Agel, 2022). Efforts to promote Indonesian culture through various mediums, such as learning

media and mobile applications, aim to educate both locals and foreigners about the diverse cultural heritage of Indonesia (Suri & Chandra, 2021; Prahmana & D'Ambrosio, 2020). Additionally, the utilization of traditional cultural elements like Wayang Sada/Sodo not only serves as a means of artistic expression but also as a tool for language learning and cultural introduction, enhancing the understanding and appreciation of Indonesian culture.

Moreover, Indonesia's cultural diversity is not limited to traditional practices but also extends to modern contexts such as education. Studies have highlighted the importance of incorporating multicultural education based on local cultural values to foster a deeper understanding of Indonesia's diversity among students, both local and foreign . Furthermore, initiatives like ethnomathematics, which leverage cultural patterns like Batik designs, offer opportunities to integrate cultural elements into educational systems, making learning more relevant and engaging for students .

### 3.3.2 Challenges and opportunities in implementing multicultural education in Indonesia

Implementing multicultural education in Indonesia is essential due to the country's diverse society, which includes various races, ethnic groups, nationalities, and religions (Efendi & Lien, 2021). Research has demonstrated that multicultural education plays a crucial role in fostering tolerant and multicultural citizens by emphasizing understanding, justice, equality, and democracy (Raihani, 2017). For instance, in West Kalimantan, Indonesia, multicultural education has effectively addressed ethnic conflicts and facilitated transformative learning (Nakaya, 2018).

Moreover, multicultural education in Indonesia is vital for countering radicalism and promoting pluralism (Syahrul, 2021). Organizations like the Indonesian Muslim Students Islamic Union and Hizbut-Tahrir Indonesia have been identified as potential sources of radicalism, underscoring the necessity of integrating multicultural values (Syahrul, 2021). The urgency of incorporating multicultural education, democracy, and human rights in Indonesia has been emphasized, revealing the complexities and challenges within Islamic education (Abduloh et al., 2022).

The implementation of multicultural education in Indonesia involves integrating local cultural values and character-building strategies, particularly in early childhood education (Suri & Chandra, 2021). It also encompasses managing multicultural Islamic education through conflict resolution learning development, highlighting the significance of fostering tolerance among students (Thoyib et al., 2021). Multicultural education serves as a platform for nurturing democratic citizens by instilling values of tolerance, respect, and mutual understanding (Rachmadtullah et al., 2020).

In conclusion, Indonesia's initiatives in multicultural education aim to address cultural conflicts, promote tolerance, and cultivate a cohesive society. By infusing multicultural values across various educational contexts, Indonesia can nurture a new generation of empowered citizens who appreciate diversity and actively contribute to building a harmonious society.

### 3.3.3 The need to develop contextual multicultural teaching strategies

Developing contextual multicultural teaching strategies is essential in today's diverse educational settings. Educators must integrate culturally responsive pedagogies and teaching strategies to meet the needs of multicultural classrooms ("undefined", 2020). This involves not only possessing knowledge of diverse cultures but also the skills to assess and implement strategies that enhance academic achievement, personal growth, and behavior management while integrating culturally responsive policies (Leung & Hue, 2020).

To effectively teach multicultural competence, it is crucial to comprehend the differences and intersections between multicultural competence and social justice advocacy in training programs (Pieterse et al., 2008). This understanding can be improved by utilizing tools

such as the Multicultural Teaching Competency Scale, designed to comprehensively evaluate multicultural teaching competence based on a tripartite model (Spanierman et al., 2010).

Teachers should be equipped to handle environmental and political challenges that may arise when teaching multicultural counseling courses (Reynolds, 2011). Additionally, faculty members need to develop multicultural competencies and be well-versed in culturally responsive teaching approaches to effectively educate students from diverse backgrounds (Karami, 2021).

Moreover, reinforcing multicultural teaching competence can be achieved by evaluating social justice orientation, motivation to learn, and the multicultural climate, and taking steps to address injustices (Mena & Rogers, 2017). By contextualizing language teaching through activities like role-play, teachers can make multicultural instructional objectives more meaningful and engaging (Gordon, 2012).

In conclusion, developing contextual multicultural teaching strategies necessitates a profound understanding of multicultural competence, social justice advocacy, and culturally responsive pedagogies. Educators must possess the knowledge, skills, and attitudes required to establish inclusive learning environments that cater to the diverse needs of students from various cultural backgrounds.

### 3.4 Adapting Multicultural Teaching Strategies to Local Cultural Contexts
### 3.4.1 Factors to consider in adapting multicultural teaching strategies to local cultural contexts

In adapting multicultural teaching strategies to local cultural contexts, several key factors need to be considered. Understanding the cultural values, social norms, traditions, and language of the local community is essential (Maulidiah et al., 2023). Multicultural education aims to achieve national unity and cultural diversity, adapting to changes brought about by economic progress and globalization (Maulidiah et al., 2023). Effective teaching in a multicultural classroom requires cultural sensitivity strategies and the creation of equal opportunities for academic success and personal development for all students (Aydin & Tonbuloǧlu, 2014).

Teachers should consider a methodological framework for incorporating multicultural education into foreign language teaching using a task-based approach (Chaika, 2023). This approach involves content integration, knowledge construction process, prejudice reduction, and equity pedagogy (Asrianti et al., 2022). Additionally, the use of bilingual instructional strategies that facilitate two-way cross-language transfer can be beneficial in multicultural classrooms (Creese & Blackledge, 2010).

Furthermore, multicultural teaching competency is associated with social justice orientation and a multicultural environment (Mena & Rogers, 2017). It is crucial to develop the ability to deal with diverse learners in different educational contexts and transfer culturally responsive education to varying classroom settings (Nguyen & Phan, 2020). Multicultural education has several goals, including helping individuals from diverse backgrounds function effectively within cultural, regional, national, and global communities (Ludwikowska, 2018).

In conclusion, adapting multicultural teaching strategies to local cultural contexts requires a deep understanding of the community's values, norms, traditions, and language. Teachers should employ bilingual instructional strategies, consider social justice orientation, and create a multicultural environment in the classroom to enhance multicultural teaching competency.

### 3.4.2 Examples of effective multicultural teaching strategies in local cultural contexts in Indonesia.

Effective multicultural teaching strategies in local cultural contexts in Indonesia can be enhanced by incorporating local cultural values and character-building into early childhood

education (Suri & Chandra, 2021). This approach ensures that education aligns with the cultural norms and values of Indonesian society, promoting a deeper understanding and appreciation of diversity. Additionally, the integration of multicultural values in textbooks used by elementary school students can play a crucial role in promoting multicultural education (Sultan et al., 2020). By embedding these values in educational materials, students are exposed to diverse perspectives and encouraged to embrace cultural differences.

Furthermore, the implementation of multicultural education in Indonesia is vital for fostering tolerance and unity among students (Barsihanor et al., 2021). Embracing diversity through education can help bridge cultural gaps and promote a sense of togetherness within the community. Moreover, promoting multicultural competence among English language learners can contribute to a more inclusive educational environment (Hapsari & Puspitasari, 2021). By incorporating principles that promote multicultural awareness, educators can create a more welcoming space for students from diverse backgrounds.

In the Indonesian context, Islamic education also plays a significant role in promoting multicultural values (Khojir et al., 2021). By developing teaching materials that focus on intercultural competence, Islamic education can contribute to shaping students' attitudes towards multiculturalism. Additionally, the urgency of multicultural Islamic education in Indonesia highlights the need for a model and method that aligns with the country's cultural diversity (Ulfa et al., 2022). This underscores the importance of tailoring educational approaches to local contexts to ensure their effectiveness.

In conclusion, effective multicultural teaching strategies in Indonesia should be rooted in local cultural values, promote tolerance and unity, and integrate multicultural perspectives into educational materials. By embracing diversity and fostering multicultural competence, educators can create inclusive learning environments that celebrate the richness of Indonesia's cultural heritage.

### 3.4.3 Challenges and obstacles in implementing contextual multicultural teaching strategies.

Implementing contextual multicultural teaching strategies can be challenging due to various obstacles identified in the literature. These challenges include limited understanding of multicultural education and its dimensions, low levels of knowledge about ethnic cultures, and a strong reliance on textbooks for teaching (Hamidizadeh, 2023). Additionally, a lack of teachers' skills to be culturally responsive has been identified as a significant challenge in implementing multicultural education (Nurbatra & Masyhud, 2022). Teachers may face difficulties in adapting to the introduction of multicultural learning environments, which can hinder the value of diversity (Amrina et al., 2022).

Furthermore, obstacles such as undesirable student behaviors and difficulties in learning due to the influence of students' first language, as well as issues with comprehension, disrespect, motivation, teaching, and classroom management, have been reported by English teachers working with multicultural students (Asrianti et al., 2022). The lack of knowledge and skills about multicultural education models, limited learning media, and inadequate support from institutions are highlighted as obstacles for teachers in developing multicultural education (Abduloh et al., 2022).

Moreover, the literature suggests that teachers' knowledge levels, behaviors, beliefs, attitudes, and self-efficacy perceptions can impact the reform efforts of multicultural education (Yildirim & Tezci, 2020). Novice teachers may not be adequately prepared to address the challenges posed by multicultural education (Altınsoy et al., 2018). Enhancing multicultural teaching efficacy and cultural intelligence for teachers can be achieved through a high-level learning goal orientation (Kang et al., 2019).

In summary, the challenges and obstacles in implementing contextual multicultural teaching strategies are multifaceted and require addressing issues related to teachers'

knowledge, skills, attitudes, as well as institutional support and resources. Overcoming these obstacles necessitates a comprehensive approach that includes enhancing teachers' cultural responsiveness, providing adequate training and support, and fostering an inclusive learning environment that values diversity.

## 4. Conclusions

Multicultural education is an important teaching approach to promote cultural diversity and educational equality. Some effective multicultural teaching strategies include cooperative approaches, project-based learning, and problem-based learning. Teachers play a key role in realizing this strategy by understanding students' culture and applying it contextually. Indonesia has cultural diversity that should be preserved. To implement multicultural education effectively, it is necessary to consider local values, languages and traditions of society. An example of a strategy is to instill multicultural values in basic education and religious education. However, there are challenges such as lack of teacher knowledge and skills, lack of institutional support, and teacher readiness to teach in multicultural classes. For this reason, it is necessary to strengthen teacher capacity through training, developing a curriculum based on local culture, and establishing an inclusive learning environment. With a strategy that is right on target and continuous, multicultural education can promote tolerance and unity in Indonesian society.

The limitations of this research include: First, the sources used are mostly theoretical without empirical validation in the field, making it difficult to know to what extent the proposed strategy can be implemented in schools. Second, the scope of the discussion tends to be general, not yet specifically describing the implementation of multicultural strategies for each province or region in Indonesia which has its own local cultural diversity. Third, it has not been explained in depth regarding the indicators of success in implementing multicultural teaching strategies, so it is difficult to measure how effective the strategies offered are. Furthermore, the discussion does not yet involve the student's perspective as the object of implementing the strategy, so it is not yet known to what extent the strategy can respond to students' learning needs and preferences. Fifth, the limited scope of discussion only touches the surface of strategic issues such as institutional support, local community involvement, and the resources needed for further implementation. Finally, there has been no review of the challenges that may arise from implementing multicultural strategies at the micro level such as social dynamics in the classroom. Therefore, further research is needed that is empirical and focused on certain aspects to increase the credibility of the study results.

For The next research agenda includes several focuses that can be carried out regarding multicultural teaching strategies and local cultural contexts in Indonesia. First, conduct trials implementing certain multicultural teaching strategies in several schools and evaluate their success to determine the effectiveness of the strategy in relation to student learning outcomes. Second, researching the implementation of multicultural strategies specifically for one particular province by considering regional cultural diversity, with the aim of producing the best model contextually. Third, develop a multicultural assessment instrument and test it to measure students' multicultural competence validly and reliably. Fourth, conduct in-depth interviews with teachers, students, school principals and parents to describe the challenges, support and hopes related to multicultural education. Fifth, conduct collaborative studies between researchers and practitioners (teachers, school principals) to design a multicultural curriculum that is appropriate to regional conditions. Sixth, conduct multicultural classroom action research to develop teaching strategies that are responsive to student needs. Finally, compare student learning outcomes before and after implementing multicultural strategies to determine the significance of the changes. With this research agenda, it is hoped that the best model for implementing multicultural education in Indonesia will be obtained.

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