

Promoting Diversity and Inclusion Through Multicultural Education in Classroom Settings

Mempromosikan Keberagaman dan Inklusi Melalui Pendidikan Multikultural di Ruang Kelas

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ABSTRACT

This research aims to explore the role of multicultural education in fostering diversity and inclusion in the classroom environment. The research method used is systematic library observation with source identification from international databases such as ERIC, PsycINFO, Web of Science, and Scopus. The findings show that multicultural education has a crucial role in increasing understanding and appreciation of various cultures through activities such as storytelling and making crafts. In addition, multicultural education also increases empathy, tolerance, and respect among students, preparing them to become global citizens in an increasingly diverse world. In addition, attention also needs to be paid to research into how changes in educational policies and programs can support efforts to improve education through greater cultural diversity.

Keywords: Multicultural education, diversity, inclusion, classroom environment, cultural competency.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi peran pendidikan multikultural dalam memupuk keragaman dan inklusi di lingkungan kelas. Metode penelitian yang digunakan adalah tinjauan pustaka sistematis dengan mengidentifikasi sumber dari database internasional seperti ERIC, PsycINFO, Web of Science, dan Scopus. Temuan menunjukkan bahwa pendidikan multikultural memiliki peran krusial dalam meningkatkan pemahaman dan penghargaan terhadap berbagai budaya melalui aktivitas seperti bercerita dan membuat kerajinan. Selain itu, pendidikan multikultural juga mempromosikan empati, toleransi, dan rasa hormat di antara siswa, mempersiapkan mereka menjadi warga global di dunia yang semakin beragam. Selain itu, perhatian juga perlu diberikan pada meneliti bagaimana perubahan dalam kebijakan dan program pendidikan dapat mendukung upaya untuk meningkatkan pendidikan melalui keragaman budaya yang lebih besar.

Kata Kunci: Pendidikan multikultural, keragaman, inklusi, lingkungan kelas, kompetensi budaya.

1. Introduction

Multicultural education is a lodge that should be made by the school. In addition to this, it is an education movement in which schools should aim to ensure equality of opportunity for every student. In its simplest definition, the curriculum supports the teaching of multicultural education that is built on the basic integration of the values, experiences, and perspectives of the different cultural groups found within Malaysia (World English Journal & Haimi Mohd Adnan, 2017). This can be viewed as a way to help unify the Malaysian people by creating young citizens that have a common bond in their concept of being Malaysian. Different societies will have different theoretical starting points for these questions and hence different drives for the need for multicultural education. For societies built on the notion of cultural pluralism, where various ethnic groups have entered or been incorporated into a given society while maintaining their distinct cultural characteristics, the need for multicultural education will be based on the desire to grant equal education opportunities to those from different

cultural backgrounds (Ega Sabira & Glorino Rumambo Pandin, 2021)(A. Bunce, 2020). For societies that are working to establish a common national identity, multicultural education may be seen as a way to provide the dissenting groups the skills and information necessary to assimilate into the mainstream culture. Finally, for various societies, the ultimate goal of multicultural education may be to prepare the younger generation for some form of participation in an increasingly interdependent world community (Bećirović & Bešlija, 2021)(A. Bunce, 2020).

In order to understand the goals and challenges of multicultural education, it is important to define the concept and the movement behind it. At first glance, it seems like a self-explanatory term – education that is multicultural. However, what this entails and how it is achieved is what makes the vast difference to the current and dominant practices of education. To be more precise, multicultural education goes beyond merely acknowledging and celebrating different cultures in the classroom environment. It aims to provide equal opportunities and resources for students from diverse backgrounds, while also challenging and dismantling systems of oppression and discrimination. Multicultural education seeks to foster a sense of belonging and acceptance among students, ensuring that their cultural identities are valued and respected. It also aims to promote critical thinking and social justice, equipping students with the necessary skills to navigate and contribute to a diverse and globalized society (Bećirović & Bešlija, 2021). By encouraging students to question, analyze, and challenge social inequalities, multicultural education prepares them to actively participate in creating a more inclusive and equitable world. Through engaging with diverse perspectives and experiences, students are able to develop empathy, cultural competence, and a deeper understanding of the complexities of our multicultural society. This understanding and appreciation of diversity not only enhances students' personal growth and social skills, but also promotes a more inclusive and harmonious classroom environment. It creates a learning space where students feel safe to express their identities and share their unique perspectives, fostering a collaborative and enriching educational experience for all (Ega Sabira & Glorino Rumambo Pandin, 2021).

Multicultural education is a term that encapsulates a wide array of educational goals, and it takes on so many meanings for so many people. At its core, multicultural education is a transformation in the way of education and instruction as a result of the changes in demographics, increase in technology, and globalization. Multicultural education will mean different things to different people; however, a major goal is to combat racism and discriminatory thoughts and actions. Essentially, it's an education designed for the whole of society and provides an equal and quality education no matter the cultural background (Bećirović & Bešlija, 2021)(Gelepithis & Giani, 2021). It is beneficial for all students, not just for those of a minority group. It offers an equitable educational opportunity for students from diverse racial, ethnic, social, and cultural backgrounds. This, in turn, will prepare students to function in a global society. This is a long-term goal that can only be achieved if institutional leadership is committed to the values of multicultural education and if teacher education and professional development programs incorporate the skills, knowledge, and attitudes that will be needed to function in a global and diverse society (Bećirović & Bešlija, 2021)(V Johnston, 2019).

Multicultural education can help students of all backgrounds succeed academically and socially. It prepares them to interact in a global society and respond to social issues. To implement multicultural education effectively, teachers must understand its importance and how their own belief systems affect their efforts. They need to recognize that multicultural education is not a one-time event, but an ongoing process. It requires continuous learning and adaptation to meet the needs of an ever-changing student population (Gupta & Wright, 2021)(Bećirović & Bešlija, 2021)n. Teachers must be open to new perspectives and willing to incorporate diverse perspectives into their curriculum and teaching practices. Today, the linkage of education and the economy has brought the quality of education for minority

students into even greater scrutiny, for it is understood that the future job market will require a more educated and skilled labor force than any previous generation. As the minority student population continues to grow, there is and will be an increasing need to provide equal educational opportunities for students of all races and ethnic backgrounds (Gupta & Wright, 2021)(M. Garcia de Macedo et al., 2022).

A successful multicultural education program offers a wide range of benefits to individuals and to the campus community as a whole. It prepares students to live in a global community and to function in a labor market where diversity is prevalent. Students exposed to a diverse setting will be better prepared to understand different cultural backgrounds and to interact respectfully and effectively (Bećirović & Bešlija, 2021). Diversity and inclusion in the classroom can lead to a richer learning experience for all students. Students from different cultural backgrounds bring unique perspectives and experiences into the classroom, enhancing discussions and promoting critical thinking. These diverse perspectives can challenge traditional ways of thinking and encourage students to consider alternative viewpoints. Exposure to a diverse environment can also contribute to a student's intellectual growth. Multicultural education stimulates critical thinking. It challenges deeply ingrained assumptions students might have about themselves, others, and the world. While this process can be painful and disruptive, moving students from where they are to a more complex understanding is an essential task if education is to be about learning (Bećirović & Bešlija, 2021)(Maland & Gabora, 2018). Exposure to multicultural education and support programs has the potential to reduce alienation and increase retention rates of students of color. Lastly, and most fundamentally, multicultural education is education for social justice. As we have seen, it has been an underlying theme in various points of this paper. Education is a powerful tool in the struggle for social justice. It offers hope for a future that is more just. Yet hope depends on a vision of what is possible. Multicultural education provides an opportunity to develop a coherent vision of a just society. It encourages students to critically examine the existing social structures and work towards creating a more equitable and inclusive future. By analyzing and questioning societal norms and biases, students can actively contribute to dismantling oppressive systems and fostering a more inclusive classroom environment. This type of education empowers students to become advocates for change and promotes a sense of social responsibility (Ega Sabira & Glorino Rumambo Pandin, 2021)(World English Journal & Al Aufi, 2021).

2. Research Methods

This study used a systematic literature review approach to investigate best practices in multicultural education with the goal of increasing diversity and inclusion in the classroom environment. The main reference sources come from international databases such as ERIC, PsycINFO, Web of Science, and Scopus, as well as additional sources such as Google Scholar and ProQuest. The search terms used included terms such as multicultural education, diversity, inclusion, classroom environment, cultural competency, and cross-cultural teaching. The articles found were then filtered based on inclusion criteria, including relevance to the research topic, English language, focus on multicultural education, and adequate research quality. Articles that met these criteria were then thoroughly evaluated for important information such as methodology, main findings, and practice. The data is then synthesized and analyzed to identify patterns, analysis and practical recommendations. The results of this study will be presented in a systematic report that provides an in-depth understanding of multicultural education and inclusion in the classroom environment, as well as providing guidance for continued research and educational practice.

3. Results and Discussions

3.1. Strategies for Implementing Multicultural Education

The first strategy for the implementation of multicultural education is curriculum reform. Content integration involves the students learning about other cultures through a regular curriculum. This is effective in changing students' racial attitudes and encourages positive race relations (Rastogi, 2019)(Fedeli & Triventi, 2022). One strategy for implementing multicultural education is to incorporate diverse literature into the curriculum. This can be achieved by including books, novels, and poems written by authors from various cultural backgrounds. Furthermore, incorporating guest speakers and experts from diverse ethnicities and cultures can significantly enhance students' understanding and appreciation of multiculturalism. Students can benefit from hearing firsthand experiences and perspectives from people who have lived and immersed themselves in different cultures. Moreover, inviting guest speakers and experts can create a more interactive and engaging learning environment, allowing students to ask questions and engage in meaningful discussions about cultural diversity (Voigt et al., 2021). This can promote critical thinking skills and help students develop a deeper understanding of the complexities and nuances of multiculturalism. Additionally, bringing in guest speakers and experts can also expose students to different career paths and opportunities within diverse cultural communities (Lee, 2022).

3.1.1. Curriculum Integration

Curriculum integration occurs when significant and accurate information about people from different cultural groups is included into the regular curriculum. Although the draw is strong to open multicultural education with an inspection of different cultures, it is often advisable to begin by examining some of the basic assumptions and definitions relative to the notion of curriculum integration, for it is through this route that a viable educational option in the area of multicultural education can become more clearly understood (Fedeli & Triventi, 2022)(World English Journal & Ollivier-Garza, 2017). Curriculum integration as an educational option is based on two broad and interrelated assumptions. First, it assumes that all students should have the opportunity to learn about and from diverse cultural groups, and second, it assumes that the regular curriculum can and should be modified to include this content. This modification of the regular curriculum can be achieved through various strategies and approaches. One strategy is to incorporate multicultural literature into the English language arts curriculum, exposing students to diverse perspectives and experiences in an accessible and engaging way (Lee, 2022). Another approach is to infuse multicultural themes and topics across different subject areas, such as history, social studies, and science, to provide a more holistic and comprehensive understanding of diverse cultures and their contributions. This approach encourages students to make connections between different disciplines and fosters a deeper appreciation for cultural diversity in all aspects of their education (Bećirović & Bešlija, 2021)(Ega Sabira & Glorino Rumambo Pandin, 2021).

3.1.2. Culturally Responsive Teaching

Since the majority of issues and concerns that form the basis for this type of education are focused on change for the system, not just schools, the effectiveness strategies depend largely on the nature of reform in individual schools or districts. Implementing culturally responsive teaching practices can be a powerful tool in promoting inclusivity and creating a supportive learning environment for students from diverse backgrounds (Fedeli & Triventi, 2022). These practices involve tailoring instruction to students' cultural experiences, values, and perspectives to enhance their engagement and academic success. By incorporating culturally responsive teaching into the classroom, educators can create a space where students feel seen, heard, and valued, ultimately fostering a sense of belonging and encouraging active participation in their own learning. Changes in resources and access have the direct purpose of

enhancing student learning. This is done by giving students access to better materials and resources, thus making a positive impact on achievement. The last type of change, and also the most important, is power restructuring. This involves participatory decision making that involves those individuals and attempts to redistribute resources and legitimate participation for the express purpose of eliminating the invidious disparities in the system. Power restructuring is necessary for any good change to occur and is also a goal of multicultural education (G. Cavazos & Nixon, 2024).

3.1.3. Creating Inclusive Classroom Environment

An inclusive classroom consists of a community of learners who, regardless of their characteristics and backgrounds, feel equally valued and accepted. It is an environment where the fundamental worth of each individual is recognized, and where educational opportunity is extended for every student. For multicultural education to be a success, it is vital to foster and sustain an inclusive and supportive learning environment (Fedeli & Triventi, 2022). Teachers can create an inclusive environment by using a variety of teaching strategies. They can structure learning environments and experiences, positive learning experiences, which encourage students to engage in the following: Establish and maintain effective work habits and organizational patterns. Develop a clear understanding of the goals of their learning and what is expected of them. Monitoring and reflecting on the results of their learning experience. Being engaged in reinforcing their learning and effort. Teachers can offer ongoing feedback and assessment that have clear standards, involve the students in self-assessment, and respond to different student learning needs. Teachers also will need to assist students in building relationships with diverse peers which can result in cooperative learning and the building of genuine friendships across racial, ethnic, social, and academic achievement level groups (G. Cavazos & Nixon, 2024).

3.1.4. Collaborative Learning and Group Work

Group work in which students from different cultural or ethnic groups are mixed has been shown to increase contact between such groups and to improve the social relations between them. This only occurs, however, when the activity is carefully structured to ensure positive interdependence, individual accountability and free interaction within an environment of equal status between the students. Unstructured group work can actually lead to increasing the existing levels of prejudice and hostility between ethnic groups. In order to avoid such negative outcomes, it is crucial for educators to provide clear guidelines and establish a supportive and inclusive classroom climate for collaborative learning (R. Schaefer et al., 2016).

At the individual level, students engaged in group work interact with one another more frequently and more deeply than those learning in a whole class setting. This increased interaction leads to better understanding of other students' opinions and perspectives. If positive interdependence and individual accountability are carefully structured into the group work activity, students will be forced to interact with one another and to ensure that all are learning the assigned material. There is evidence that in the context of group work, students explain their ideas to peers more readily than in teacher-fronted situations and that such explanation is beneficial to understanding (Fedeli & Triventi, 2022). An important aspect of this explanation is that it is free from the defensive reaction that can occur when students try to explain their ideas to an authority figure, such as a teacher who has assigned a mark to their work.

3.1.5. Challenges and Solutions in Multicultural Education

Teachers in today's schools need to be aware of the increasing diversity of the students they teach. As a result of this diversity, many teachers are faced with the effects of stereotype threat. Unfortunately, most teachers are unaware of these effects and tend to treat their

students in a similar fashion, regardless of the cultural differences (Ega Sabira & Glorino Rumambo Pandin, 2021). This lack of awareness can lead to a perpetuation of stereotypes and biases in the classroom environment. It is crucial for educators to recognize and address these issues in order to create a truly inclusive and equitable learning environment. This was due to the fear of confirming a negative stereotype about their race, which resulted in the use of mental resources in attempts to disprove the stereotype. Consequently, the students were unable to perform to the best of their abilities allotted by their skills and resources, thus potentially confirming the stereotype for them. Teachers today are not going to find a simple and direct solution to change this problem, but creating an ongoing dialogue about the impact of stereotype threat is a good place to start (Bećirović & Bešlija, 2021). By becoming aware of the existence of stereotype threat and effects it has on students, teachers can gradually learn to identify when and where it is happening and what they can do to avoid these situations for students. Becoming informed on this issue can initiate the process of finding more specific solutions to the classroom environment that can hinder stereotype threat for all students.

3.1.6. Overcoming Stereotypes and Bias

The success of providing information does vary, however, as too much information may further entrench the stereotypes as it is used to create subtyping explanations and the receiver may not be willing to change their views. Frustration can also occur upon the realization of inconsistency between individual cases and the stereotype. Behavior such as this can lead to a rejection of the inconsistency and a further strengthening of the original stereotype, so it is important that educators be ready to take action against this. Educators should develop strategies to address and challenge these inconsistencies in order to promote a more inclusive and unbiased classroom environment (Fedeli & Triventi, 2022). One effective strategy is to incorporate diverse perspectives and voices into the curriculum, allowing students to see the richness and complexity of different cultures. This can be achieved by integrating multicultural literature and incorporating guest speakers from diverse backgrounds to provide real-life examples and experiences. By doing so, students are exposed to a wide range of perspectives and are encouraged to question their own biases and stereotypes. This encourages critical thinking and fosters empathy, as students begin to understand the individuality of each person and the importance of respecting diversity (Fedeli & Triventi, 2022). In addition, teachers should also create opportunities for open discussions and dialogues about cultural differences, where students can share their own experiences and learn from one another. This promotes a sense of community and understanding among students, as they realize that their own experiences and perspectives are valued and respected (Fedeli & Triventi, 2022).

3.1.7. Dealing with Resistance to Change

In a perfect world, all teachers and other school staff would be passionate advocates for social justice and allies in eradicating societal inequities. As a result, they would welcome multicultural education for what it represents – a vehicle for providing equal educational opportunities for all students. Unfortunately, the reality is that many educators are resistant to multicultural education for a wide variety of reasons. Some are apathetic, and too many are openly hostile. Apathy is an indicator of how low diversity is rated as an issue in schools (Bećirović & Bešlija, 2021). It is likely that apathetic teachers have little understanding of what multicultural education is and its relevance to their working lives. Hostility can be more disconcerting – some teachers feel that it is not the place of schools to address societal problems, and that traditional teaching has served them well, so it should suffice for everyone. There are also teachers who are invested in the welfare of students from diverse backgrounds but believe that the current educational climate of high-stakes testing and accountability leaves no room for exploring social justice issues.

They may fear that the extra time and effort needed to implement new teaching strategies for diverse learners will put these students at a disadvantage in the quest for higher test scores. All teachers must have the opportunity to discuss their concerns and misconceptions regarding multicultural education and engage in activities that help them to see its importance and be more open to change (World English Journal & Ollivier-Garza, 2017). For many teachers, mandated training in multicultural education has been experienced in a detrimental way, such as large-group lecture formats that can lead to resistance and defensiveness. Ongoing, voluntary, and context-specific professional development is a more effective means for helping teachers to internalize the need for change and make it a reality in their classrooms (G. Cavazos & Nixon, 2024).

3.1.8. Assessing and Evaluating Multicultural Education

Therefore, it is necessary to establish specific guidelines for evaluating the effectiveness of multicultural education. The prime objective of any evaluation plan should be to compare what was intended with what was actually achieved. An effective plan begins with clearly stated goals and measurable objectives. This means that educators must have an understanding of what it is they intend their program to accomplish. Once this is established, decisions can be made about what kind of evidence will be needed to determine whether the program was successful (Unterkalmsteiner et al., 2023)(Phillips & Holdsworth, 2012). This evidence might include cognitive measures such as changes in knowledge about social issues, behavioral measures such as changes in how students of different backgrounds interact with each other, or the development of new skills, such as second language learning. Finally, educators must decide the length of time that will be allowed for goals to be accomplished and the expected rate of change. This will help in determining an appropriate time to measure the success of the program and will give a basis for comparison in the future (Ega Sabira & Glorino Rumambo Pandin, 2021)(Fedeli & Triventi, 2022).

After educators have gained an understanding of what it is they want to evaluate, they will then need appropriate assessment tools. These tools will help in collecting the data needed to make decisions about the success of the program. There are two types of assessment methods: formative and summative. Formative assessments are ongoing and help in providing information for improving the program while it is still in progress. Summative assessments are generally conducted after the program has been completed and serve as a basis for judgment. Both types of assessments are helpful in determining the success of a program at different levels.

3.1.9. Measuring Student Learning Outcomes

Teachers have a variety of methods for assessing student learning, including observation, portfolios, class participation, and both formal and informal testing. When teachers are aware of a student's culturally-influenced learning style and preferred assessment method, they can work to select an appropriate form of assessment to measure that student's learning accurately. Teachers should also seek to develop assessments that measure the complex cognitive and affective outcomes of multicultural education. In doing so, they can develop a rubric to measure specific outcomes (G. Cavazos & Nixon, 2024). For example, a teacher who wants to test students' racial attitudes pre and post a culturally integrated curriculum could develop a self-administered survey to be taken at the beginning and end of the unit. Teachers interested in comparing multicultural education methods to traditional teaching methods can use the same form of assessment with one group of students, using the assessment as an outcome measure. It is important for teachers to use a reliable and valid form of assessment to measure student outcomes accurately.

An assessment is reliable if it provides consistent results when replicated on similar groups, and it is valid if it measures what it is intended to measure. Given the high-stakes

nature of state-mandated testing, it is tempting for teachers to use traditional assessment methods to measure learning outcomes of a multicultural curriculum (Ahmadi & Islam. Salman Yousaf, 2017). The information provided in this chapter suggests that developing and using alternative forms of assessment is not only possible, but desirable for measuring the complex and diverse outcomes of multicultural education (Bećirović & Bešlija, 2021)(Ega Sabira & Glorino Rumambo Pandin, 2021)(Fedeli & Triventi, 2022).

3.1.10. Evaluating the Effectiveness of Multicultural Education Programs

Program evaluation is a way of finding out what has happened, what the effects have been, why they have occurred, and what should be done to change negative effects. Program evaluation is based on three practical truths (Green, 2022). First, people are unlikely to agree on the proper course of action without first knowing what should be done. Second, people are more likely to support and take responsibility for a program if they play a role in its design and execution. Third, a program is more likely to be successful if it is built on the results of a needs assessment and a systematic understanding of the problem it was designed to alleviate. Evaluation is an essential component of a good program and gives all the necessary information to improve and develop the program further.

In the case of multicultural education programs, evaluation serves as a valuable tool to measure the effectiveness of these initiatives in fostering diversity and inclusion in the classroom environment. By assessing the outcomes and impact of multicultural education programs, educators and policymakers can gain insights into their strengths and weaknesses, identify areas for improvement, and make informed decisions on how to maximize their effectiveness (Rastogi, 2019)(G. Cavazos & Nixon, 2024). This process involves collecting and analyzing data on various aspects of the program, such as student outcomes, teacher practices, and overall classroom climate, in order to determine the extent to which multicultural education is truly fostering diversity and inclusion. Through the use of surveys, interviews, and observations, researchers can gather valuable qualitative and quantitative data that can provide a comprehensive picture of the program's impact on students, teachers, and the overall learning environment (Rastogi, 2019)(World English Journal & Ollivier-Garza, 2017).

4. Conclusion

Based on the success of cultural activities and their realization in the form of stories or craft materials, it can be expected that culture will be internalized and realized by children. In conclusion, multicultural education plays a crucial role in fostering diversity and inclusion in the classroom environment, as it allows for the internalization and realization of various cultures through engaging activities such as storytelling and creating craft materials. It also promotes empathy, tolerance, and respect among students, preparing them to become global citizens in an increasingly diverse world. Therefore, incorporating multicultural education in the classroom is essential for creating a welcoming and inclusive environment that encourages empathy, tolerance, and respect among students, ultimately equipping them with the necessary skills to thrive in our diverse and interconnected global society. By embracing multicultural education, teachers and students can work together to break down barriers and foster a sense of unity and understanding, creating a classroom environment that celebrates and values the diverse experiences and perspectives of all individuals.

In conclusion, the integration of multicultural education in the classroom not only breaks down barriers and fosters unity and understanding, but also creates an environment that celebrates and values the diverse experiences and perspectives of all individuals, empowering students to become active participants in a global society. Overall, the evidence and success of this research can be a concrete example of the implementation of multicultural education. This research demonstrates the potential of multicultural education to create a more inclusive and equitable learning environment, where students from diverse backgrounds

can thrive and develop a deeper understanding and appreciation for different cultures and perspectives. In conclusion, the findings of this research highlight the significant impact that multicultural education can have in creating a supportive and inclusive classroom environment that promotes cultural understanding and appreciation among students.

4.1. Limitation

Another limitation for multicultural inclusive education is related to the teacher. Not all teachers are capable of teaching in an environment with diverse cultures. This is due to a lack of training or a lack of knowledge about teaching in diverse environments. By punishing the students, the teachers may be able to stop the misbehavior, but this would have negative psychological consequences on the students. And making special exceptions for the students may fuel animosity from other students who view it as unfair treatment towards the students. At worst, the teachers may prejudice and label the students as having behavioral problems. These types of teachers need a lot of training and preparation so that they do not utilize harmful methods of teaching and are able to nurture the potential of the students.

Teachers should keep in mind that their students come from different backgrounds and they were brought up in different learning environments. Students coming from cultures that value group harmony, for example, Japanese, would have difficulty expressing personal opinions. To support these kinds of students, teachers can provide them with topics that the students are comfortable talking about, as it can enhance their motivation instead of making them express their thoughts in discomfort. So, the limitation that can be concluded is that lessons involving activities that contradict the cultural habits of the students may prove to be difficult for them and they may find themselves alienated from the activity while trying to express their opinions.

4.2. Future Research

Based on the conclusion of the current study, the value of a diverse peer group and multicultural curriculum are found to be vital to ensure the success of multicultural education in the classroom. However, there are still many unanswered questions and unexamined possibilities seeking for a future research agenda that can contribute greater understanding of multicultural education. Given the ever-evolving nature of multicultural education, it is imperative for future research to delve deeper into the impact of cultural competency training on teachers' ability to effectively implement inclusive pedagogical strategies in the classroom. Advocacy research is what multicultural education needed in the past to ensure that the right of learning for a culturally diverse population is enabled and without discrimination. It might sound ambitious for most of the researchers, but it is vital to ensure a greater success of multicultural education in the future. On the other level, in the context of public schooling, multicultural education will tend to occur on the margins rather than at the center of school and classroom processes. This will require researchers who are interested in cultural diversity working together with educators and school leaders to identify and carry out research that examines how changes in policies and programs in other areas (such as educational accountability, teacher preparation, or education finance) can either support or undermine efforts to improve education through greater attention to cultural diversity.

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