

ANALYSIS OF MULTICULTURAL CURRICULUM ON ENHANCING STUDENTS' TOLERANCE AND GLOBAL AWARENESS

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ABSTRACT

This study explores the impact of multicultural curricula on students' tolerance and global awareness in Indonesia. As a country characterized by rich cultural, ethnic, and religious diversity, Indonesia requires a strong multicultural education framework to foster an inclusive and harmonious society. Adopting a literature review approach, this research examines academic sources, policy documents, and educational reports published in the last decade to ensure relevance and accuracy. Data collection was conducted through an extensive literature search across various academic databases, including Google Scholar, JSTOR, ProQuest, and Scopus, as well as local sources discussing the implementation of multicultural education policies and the challenges faced by schools in Indonesia. The collected data was analyzed qualitatively using a descriptive-analytical approach. The findings reveal that multicultural curricula play a significant role in enhancing students' understanding of cultural diversity and instilling values of tolerance and social justice. However, challenges remain in its implementation, particularly due to teachers' limited understanding of multicultural education and insufficient policy support. To address these issues, stronger efforts from the government and educational institutions are necessary, including comprehensive teacher training programs and the development of clear, practical guidelines for multicultural education. This study contributes to the advancement of inclusive educational policies aimed at preparing students to navigate global challenges in an increasingly interconnected world.

Keywords: Curriculum, Inclusivity, Learning, Multicultural Education, Tolerance

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INTRODUCTION

In the era of globalization, issues of diversity and plurality have become increasingly relevant, particularly in the realm of education. Education serves as a primary instrument in fostering a tolerant society with heightened global awareness. Multicultural curricula have emerged as an educational approach designed to address these challenges (Sholeh, Lestari, et al., 2024). This approach aims to introduce students to concepts of cultural diversity, universal values, and the importance of respecting differences as an initial step toward building an inclusive society (Yumnah, n.d.). Indonesia, a country rich in cultural, linguistic, religious, and ethnic variety, has an urgent need to integrate multicultural curricula into its educational system. According to the Central Statistics Agency (BPS), Indonesia has over 1,300 ethnic groups and 700 actively spoken regional languages (Kompas, 2023). While this diversity is a remarkable asset, it also holds potential for conflict if not managed effectively. Developing curriculum that promote multicultural principles is vital for maintaining social cohesion.

Research indicates that multicultural education helps students understand the importance of coexisting peacefully amid diversity. Banks (2008) asserts that multicultural curricula play a significant role in fostering students' awareness of social justice and equality (Purwasari, 2023). These curricula also instill values of tolerance through lessons on cultural diversity, history, and traditions from various communities (Ahmed et al., 2024). By understanding multiple cultural perspectives, students are expected to appreciate differences and reduce prejudice or negative stereotypes toward others. Globally, multicultural education not only contributes to tolerance but also cultivates global awareness (Kurdi, 2023). Global awareness refers to the ability to comprehend and respond to issues that transcend local boundaries, such as climate change, human rights, and economic inequality. Inclusive curricula encourage students to understand the interconnectedness of local actions and their global impact. This is vital, as students represent the next generation tasked with addressing future global challenges.

Despite its clear benefits, the implementation of multicultural curricula in Indonesia faces several challenges. A key challenge is teachers' limited understanding of multiculturalism and how to integrate it into their teaching practices (Ismanto & Trisatyawati, 2024). Many educators still rely on conventional, homogeneous teaching approaches that lack sensitivity to diversity (Ma et al., 2024). According to a 2024 study by Mutiara et al., many teachers, especially in rural areas, struggle to incorporate multicultural elements into their lessons due to insufficient training and resources (Yuniarti, 2024). In some schools, teachers still follow traditional methods that emphasize a single national identity, often overlooking Indonesia's rich cultural and ethnic diversity (Mutiara et al., 2024).

Government policy support remains inadequate, particularly in providing technical guidelines and teaching materials to support multicultural approaches (K.

Syafi'i & Ikwandi, 2023). The Ministry of Education and Culture's 2022 report highlighted that only 40% of schools nationwide have received comprehensive multicultural education training or resources (Maesyaroh, 2024). This lack of infrastructure and policy backing leads to inconsistency in curriculum implementation across regions (Johnson et al., 2024). For example, while multicultural education is integrated into the curriculum in urban areas such as Jakarta, it is often not effectively implemented in rural provinces like East Nusa Tenggara or Papua, where local teachers face challenges such as language barriers, limited access to professional development, and insufficient teaching materials.

Societal attitudes toward multiculturalism are still evolving. While Indonesia is known for its motto "Bhinneka Tunggal Ika" (Unity in Diversity), there are rising concerns about religious and ethnic tensions, particularly in areas with historical conflicts, such as in Aceh and Papua. This environment further complicates the acceptance and effectiveness of multicultural education. The 2023 National Tolerance Index report revealed that while overall levels of tolerance are increasing, there are still significant pockets of intolerance, particularly among youth who may not fully understand or appreciate the value of cultural diversity. These challenges highlight the need for stronger governmental and institutional support, including enhanced teacher training programs, the development of comprehensive teaching resources, and clear policy guidelines to ensure the successful integration of multicultural education throughout Indonesia. Another challenge is resistance from certain segments of society that perceive multicultural curricula as a threat to cultural identity or local values (Serepinah & Nurhasanah, 2023). In some cases, this approach is criticized for prioritizing global values at the expense of deeply rooted local contexts. This creates a dilemma between fostering global awareness and preserving established local cultural values.

Nevertheless, several schools in Indonesia have begun incorporating multicultural approaches in their teaching. Some faith-based schools, such as madrasas, have integrated multicultural principles into their curricula to emphasize the necessity of interfaith tolerance (Hasanuddin, 2024). Additionally, extracurricular programs such as student exchange initiatives and cross-cultural activities serve as effective platforms for instilling multicultural values in students (Satyawati & Dwikurnaningsih, 2024). Research on the impact of multicultural curricula on students' tolerance and global awareness is crucial to providing empirical insights into the effectiveness of this approach (Windayani et al., 2024). These research will not only examine how multicultural curricula influence students' attitudes toward diversity, but also explore how these approaches might be enhanced to nurture a generation that is both tolerant and globally cognizant (Syafi'i & El-Yunusi, 2024). As such, the findings of this research are expected to contribute significantly to the development of more inclusive educational policies in Indonesia.

This study will draw on multiculturalism concepts proposed by experts such as James A. Banks and Sonia Nieto, who emphasize the importance of multicultural education in creating a just and equitable society (Ghofur, 2011). This research will consider Indonesia's local context by adopting approaches aligned with the dominant cultural and religious values in the community (Habibulloh et al., 2024). This approach aims to bridge the gap between local and global values, resulting in curricula that are not only effective but also widely accepted. Against this backdrop, the study will focus on exploring the impact of multicultural curricula on students' tolerance and global awareness across various educational levels in Indonesia. It will also identify supporting and inhibiting factors in the implementation of multicultural curricula, offering practical recommendations to overcome existing challenges. The findings of this research are expected to serve as a foundation for policymakers, educators, and education practitioners in designing curricula that are more inclusive and responsive to contemporary needs.

In an increasingly globalized world, the importance of multicultural education has become a focal point, especially in countries with rich cultural, ethnic, and religious diversity, such as Indonesia. As a country with the motto "Bhinneka Tunggal Ika" (Unity in Diversity), the need to foster tolerance and global awareness among the younger generation is crucial. In a society with significant ethnic, religious, and cultural differences, education plays a key role in promoting peaceful coexistence and social cohesion. Indonesia encounters numerous obstacles in successfully executing multicultural education. Although certain educational institutions in larger urban centers have begun to adopt multicultural programs, less developed provinces and areas with a past of ethnic or religious conflicts frequently find it difficult to foster inclusive communities. The absence of comprehensive teacher training, restricted availability of educational materials, and inadequate policy backing impede the effective realization of multicultural education that could cultivate open-minded and globally-aware citizens.

Although the importance of multicultural education has been widely acknowledged, there is still a significant gap in understanding its impact on students' tolerance and global awareness, particularly in the Indonesian context. While some studies have highlighted the benefits of multicultural curricula, the challenges faced in their implementation and measurable outcomes related to social cohesion and global perspectives have not been explored in depth. Specifically, there is a lack of research focusing on rural areas and underdeveloped provinces in Indonesia. Additionally, the role of teacher preparedness, government support, and curriculum adaptation in promoting multiculturalism still requires further investigation.

This study aims to explore the impact of multicultural education on students' tolerance and global awareness in Indonesia, with a focus on the challenges and opportunities in its implementation. Through this research, it is hoped that multicultural education can be recognized not only as a pedagogical approach but also

as a crucial tool for shaping a younger generation that is not only tolerant of differences but also highly globally aware. By analyzing the implementation of multicultural curricula and identifying the challenges faced by teachers, schools, and policymakers, this study aims to provide practical recommendations for improving the education system. Overall, this research contributes to the development of more inclusive educational policies capable of addressing global challenges and helping to create a peaceful, just, and globally competitive society. Therefore, multicultural education will transcend its role as merely a teaching method and become a transformational strategy that equips students with the knowledge, skills, and attitudes necessary to thrive in an interconnected world.

RESEARCH METHOD

The research method employed in this study was library research, which investigated the impact of implementing a multicultural curriculum on students' tolerance and global awareness in Indonesia (Yin, 2009). This method involves collecting and analyzing literature relevant to the research topic, including the concept of multicultural education, its implementation within the Indonesian context, and its effects on students' attitudes toward diversity. By utilizing library research, the study aims to gain a deeper understanding of the application of multicultural curricula in Indonesia and its contribution to fostering a tolerant and globally conscious generation (Glesne, 2016).

Data collection technique

The research draws on two main types of literature sources: primary and secondary. Primary sources encompass books, academic journals, scholarly papers, and research findings that explore concepts of multicultural education, the fundamentals of cultural diversity, and case analyses regarding the application of multicultural curricula in multiple nations, specifically Indonesia. Secondary sources include references concerning global consciousness, education for acceptance, and investigations into social and cultural diversity within Indonesia. These references form a conceptual basis and offer factual support for the examination conducted in this study. Data collection is conducted through a search for literature from various academic databases, both online and offline, such as Google Scholar, JSTOR, ProQuest, and Scopus. Additionally, local literature addressing the implementation of multicultural education policies and challenges faced by schools in Indonesia is also gathered (Patton, 2002). All sources used in this study are selected based on criteria of suitability and relevance to the research topic, prioritizing literature published within the last ten years and from reputable academic publishers.

Data Analyze

The collected data were analyzed qualitatively using a descriptive-analytical approach (Miles et al., 2014). The key themes identified in this analysis include the definition and foundational principles of multicultural education, the impact of

multicultural curricula on students' attitudes toward diversity, the role of multicultural curricula in fostering global awareness, and the challenges faced in implementing these curricula in Indonesia. This analysis aims to delve deeper into understanding how multicultural education can influence students' attitudes toward differences and strengthen their global awareness.

RESULTS AND DISCUSSION

Findings from this literature study provide profound insights into the implementation of multicultural curricula in Indonesia and their impact on students' attitudes toward tolerance and global awareness. Based on the analyzed literature, it is evident that multicultural curricula can serve as effective tools for fostering a more inclusive and harmonious society. However, their implementation faces several challenges, including teachers' understanding, policy limitations, and local cultural resistance.

The Impact of Multicultural Curricula on Tolerance

One significant key finding from this study is that multicultural educational programs greatly improve students' perceptions of tolerance. These educational initiatives are designed to expose learners to a variety of cultural, ethnic, religious, and linguistic backgrounds, functioning both as a means to investigate diversity and as tools to transform students' viewpoints and attitudes regarding differences. In a world that is becoming more intricate due to globalization, recognizing and valuing diversity has emerged as a critical demand, notably in a varied nation such as Indonesia. According to Banks (2019), curricula that integrate lessons on the cultures, histories, and traditions of various social and ethnic groups can increase students' ability to appreciate differences and reduce negative prejudices toward other groups (Banks, 2019). Students exposed to information about cultural diversity, particularly when presented in engaging and accessible formats, are more open to embracing differences. Furthermore, students equipped with knowledge of diversity are more likely to develop mutual respect, which is the foundation of a harmonious and peaceful society. This is especially relevant in Indonesia, a nation rich in ethnic, religious, and cultural diversity. Multicultural education plays a crucial role in strengthening understanding and appreciation of differences, ultimately fostering tolerance among students.

Previous studies also show that students taught through multicultural approaches tend to be more open to differences and less influenced by negative stereotypes or prejudices that often stem from ignorance about other cultures or groups. For instance, research by Fadlillah (2017) indicates that students exposed to lessons on ethnic and cultural diversity are less prone to stereotyping and prejudice, as they recognize the inherent value and contributions of each culture to society (Fadlillah, 2017). This understanding is vital because tolerance is not merely about accepting differences but also about appreciating and learning from them. To achieve these outcomes, multicultural curricula must be delivered appropriately and aligned with

local contexts. In many cases, the primary challenge in implementing multicultural curricula is integrating global values of diversity with the long-standing local values (Sopiansyah & Erihardiana, 2021). In Indonesia, many schools still adopt homogeneous approaches that prioritize a single perspective or culture, often perceiving diversity as foreign or even threatening to local cultural identity. Thus, creating curricula that accommodate and respect local values while introducing global diversity is crucial.

Integrating multicultural curricula with local values requires a deep understanding of local communities' cultures and traditions. Educators play a vital role in ensuring that the materials presented not only introduce global diversity but also remain relevant to the lives and values of local communities (Ramdhan, 2019). For example, schools in Indonesia, particularly in culturally diverse regions, can develop curricula reflecting this diversity. For instance, history and cultural studies can include materials combining the nation's struggle for independence with local cultural histories, enabling students to understand the importance of tolerance in a global context while appreciating their cultural heritage. Implementing multicultural education must cater to students' characteristics and needs. Every student comes from a different cultural background, which should be considered when designing curricula. Multicultural curricula must help students understand that, despite their cultural differences, they share equal rights to be respected and accepted in society (Barella et al., 2023). Therefore, a more personalized and contextual approach is essential to ensure that the tolerance values taught through the curriculum do not seem foreign or conflicting with students' cultural identities. One way to actively involve students is by providing opportunities for them to share their cultural experiences and perspectives during class activities, discussions, or collaborative projects.

Another challenge in implementing multicultural curricula is the limited understanding among teachers regarding the concepts and objectives of multicultural education. Many teachers still lack the knowledge to effectively integrate diversity values into their teaching (Barella et al., 2023). Multicultural curricula have a positive impact on enhancing students' attitudes toward tolerance, provided their implementation employs appropriate approaches tailored to students' needs and characteristics. Multicultural education is essential not only for fostering mutual respect among students but also for preparing them to face global challenges in the future. Moving forward, collaboration between the government, schools, and communities is needed to develop curricula emphasizing cultural diversity without neglecting existing local values. Through this approach, education in Indonesia can play a pivotal role in creating a generation that is tolerant, inclusive, and ready to navigate an increasingly interconnected and diverse world.

Global Awareness Through Multicultural Education

Multicultural education plays a crucial role in fostering global awareness among students. In the context of education, global awareness goes beyond understanding

different cultures and traditions; it also encompasses addressing pressing global issues such as climate change, human rights, social inequality, and economic challenges (Sipuan et al., 2022). In an increasingly interconnected world, it is essential for students to develop a broader perspective that extends beyond local concerns. One way to achieve this is through a multicultural curriculum that integrates cultural diversity while offering a holistic global outlook. As globalization deepens, global literacy has become one of the most essential skills for the younger generation. Global literacy entails the ability to comprehend and respond to international issues in political, economic, and social contexts. Multicultural education serves as a bridge connecting students to a deeper understanding of global challenges. Research indicates that students exposed to global issues through multicultural education are more likely to connect local problems to broader global issues (Sipuan et al., 2022). For instance, local social inequality can be understood as part of a larger global pattern. Students learning through this approach recognize that challenges in their communities are not isolated but are interconnected with broader global dynamics.

According to Banks (2008), multicultural education broadens students' perspectives on how local issues such as social injustice, poverty, and environmental degradation have broader implications involving other nations. By introducing students to global perspectives, they become aware that their actions at the local level can have far-reaching impacts beyond national borders. For example, climate change, a pressing global challenge, is significantly influenced by local behaviors such as fossil fuel consumption and deforestation (Amin, 2019). Students who understand these connections are more motivated to participate in environmental conservation efforts at both local and international levels. Multicultural education not only teaches about cultural differences but also explores how this diversity impacts social, political, and economic dynamics at the global level. By appreciating that every culture has unique viewpoints on global issues, students develop empathy and a sense of responsibility for global conditions (Sholeh, Azah, et al., 2024). They learn that in a connected world, each individual has a role to play in creating positive change. A practical example of this is how students are encouraged to engage in discussions about climate change or social inequality through the lens of their own cultural perspectives.

Multicultural education helps students understand the importance of their contributions in addressing global problems (Kuswaya Wihardit, 2010). Learners who are taught with principles of multiculturalism tend to show greater unity with individuals from diverse cultural, ethnic, or religious affiliations. This aspect becomes especially significant when addressing worldwide issues that necessitate collaboration across countries and cultures, including pandemics or the struggle for human rights. As a result, multicultural education in Indonesia not only boosts awareness of local cultural variety but also equips students to acknowledge their responsibilities on a global scale. Multicultural education can foster critical thinking about global issues and encourage

collaborative problem-solving. Through a curriculum grounded in the values of diversity, students are invited to analyze various social and political problems from multiple cultural perspectives. They are trained not merely to accept information but to critique and evaluate its impact on different societal groups. For instance, lessons on social and economic inequality can help students understand how government policies in one country affect communities in another, particularly in the context of developing nations. This approach allows students to recognize the importance of global collaboration in creating more equitable social justice.

Through multicultural education, students are also taught to actively address global challenges. In Indonesia, this education can deepen understanding of how a diverse country like Indonesia can contribute to global peace. Indonesia, with its high ethnic, religious, and cultural diversity, has the potential to play a pivotal role in fostering global awareness rooted in tolerance and respect for (Lafif Ahmad Rofid Al Azmi et al., 2024). By equipping students with knowledge of global dynamics and the ability to adapt to diversity, multicultural education in Indonesia can help produce a generation more prepared to participate in global development efforts. When effectively implemented, multicultural education in Indonesia will not only raise students' global awareness but also cultivate social and moral responsibility for the world's challenges. Over the long term, this will create a more inclusive, empathetic, and compassionate society at both local and global levels. Therefore, it is vital for educators and policymakers to continue developing multicultural curricula that address students' needs and the complexities of global challenges. In doing so, multicultural education can empower a generation that is not only intellectually equipped to navigate global changes but also committed to becoming agents of transformation for a better world.

Challenges in Implementing Multicultural Curriculum

The implementation of a multicultural curriculum in Indonesia faces significant challenges that hinder its effectiveness in fostering inclusive education and appreciation for diversity. Despite the evident benefits of a multicultural curriculum, these challenges require serious attention from various stakeholders, including the government, educators, and society. One of the primary challenges is the limited understanding among teachers regarding multiculturalism and how to integrate it into the learning process (Noor & Fitriyah, 2021). In many schools, teaching methods remain conventional and homogenous, making them less responsive to the diversity surrounding students. Most teachers in Indonesia tend to focus solely on delivering subject material without considering students' varied cultural, ethnic, or religious backgrounds. Consequently, teaching approaches fail to create a space for students to learn about diversity and deeply understand differences. Teachers, as the frontline agents of education, need the capability to recognize and appreciate these differences within the learning process. Therefore, intensive training on multicultural education for teachers is critical. Such training can help educators develop more inclusive and

diversity-sensitive approaches to teaching, enabling students to appreciate differences and broaden their understanding of other cultures.

Government policies related to multicultural curricula remain limited. While educational policies supporting diversity exist, they are not accompanied by clear technical guidelines on implementing multicultural values within the current curriculum (Dwintari, 2018). The national curriculum in Indonesia emphasizes academic standards and uniformity, leading to instruction that focuses more on theoretical and homogenous subject matter. Such a curriculum provides little room for students to understand and appreciate cultural diversity within society. Thus, it is crucial to develop a more flexible and adaptive curriculum that accommodates Indonesia's cultural diversity. These adjustments are necessary to integrate multicultural education more effectively across all education levels, allowing students to learn about and appreciate diversity from an early age.

The resistance from the community to the multicultural curriculum presents a considerable external obstacle. Certain local organizations perceive multicultural education as a danger to their cultural and spiritual identities. They worry that imparting knowledge about cultural variety, universal principles, and global viewpoints may undermine the conventional and religious values that have been maintained in society. Such worries frequently stem from insufficient awareness of how multicultural education can harmoniously exist alongside the preservation of regional cultural values (Rifa'i, 2015). Some believe that introducing students to foreign cultures and international values might harm or even replace their traditional values. In reality, multicultural education aims to enrich students' perspectives on the broader world while maintaining their local cultural and religious identities.

This situation creates a complex dilemma between efforts to build global awareness and the need to preserve long-standing local values. On the one hand, global values underpinning multicultural education—such as mutual respect, social justice, and cross-cultural understanding—are crucial in an increasingly interconnected and diverse world. Therefore, careful approaches are necessary in designing and implementing a multicultural curriculum that harmonizes local and global values (Fadlillah, 2017). Open dialogue among the government, educators, and society is essential to finding common ground in creating a curriculum that respects diversity while strengthening local cultural identity.

Such approaches must be implemented thoughtfully to ensure communities do not feel their cultural identities are at risk. Collaboration among various stakeholders is key to overcoming this resistance (Haruna et al., 2024). Through educational institutions, the government must clarify to society that multicultural education does not undermine local cultural values but instead broadens students' knowledge and understanding of different cultures worldwide. It can also strengthen pride in local culture while fostering student openness and tolerance for differences.

Another challenge in implementing a multicultural curriculum is the limited resources and supporting infrastructure. Many schools in Indonesia, especially in rural areas, struggle to provide facilities conducive to multicultural learning (Sholeh, Azah, et al., 2024). For example, there is often a lack of teaching materials reflecting Indonesia's cultural diversity or extracurricular activities supporting multicultural learning. This becomes a significant challenge for schools in implementing an inclusive curriculum. Therefore, it is vital for the government to enhance support by providing adequate facilities, teacher training, and teaching materials that highlight Indonesia's cultural diversity.

Recommendations for Multicultural Curriculum Development

Based on this analysis, several recommendations can optimize the implementation of a multicultural curriculum in Indonesia. These recommendations aim to address existing challenges and ensure effective multicultural education, shaping a tolerant, inclusive generation ready to face global challenges. Intensive training programs for teachers on the importance of multicultural education and how to integrate it into daily teaching practices are essential. Teachers play a crucial role in shaping students' attitudes and perspectives on diversity. Training should cover concepts of multiculturalism and strategies for teaching diversity in ways aligned with both local and global contexts. It should include diverse teaching methods that create inclusive learning environments where students learn to appreciate cultural and religious differences. Additionally, such training can enhance teachers' understanding of how to deliver culturally sensitive content and manage diverse classroom dynamics.

Government strategies need to be updated to foster the creation of a more relevant and inclusive multicultural syllabus. It is essential to establish transparent technical instructions to guarantee uniform application throughout all stages of education, spanning from elementary to university levels. For instance, the national educational framework might be modified to incorporate lessons on global history that cover numerous countries and cultures instead of concentrating exclusively on Indonesian historical events. This adjustment would enrich students' understanding of broader intercultural relations. The development of these guidelines should involve experts, practitioners, and community leaders to align the curriculum with Indonesia's sociocultural context. Open communication and collaboration among the government, educators, and society are vital to reducing resistance to multicultural education. Public outreach and education about the benefits of multicultural education can help dispel fears about its impact on cultural and religious identities. Multicultural education fosters respect for cultural differences while building student character to be more open, tolerant, and empathetic. In this context, the government should educate the public about the value of diversity and how multicultural education enriches social life without threatening long-standing local values. Community involvement in curriculum

development through forums, seminars, or engagement with community leaders is crucial to fostering ownership and support for its implementation.

Addressing resource limitations is crucial to successful implementation. The government must ensure schools, particularly in rural areas, have access to facilities, teaching materials, and extracurricular programs that reflect Indonesia's cultural diversity. Assisting schools in these areas will help them develop implementing settings that promote multicultural education. The multicultural curriculum in Indonesia can achieve better execution. By providing proper teacher training, policy support from government, and engaged participation from local communities, multicultural education has the potential to greatly enhance acceptance and global consciousness in students. Moreover, it can develop young generations who not only understand domestic cultural diversity but also possess empathy and responsibility for broader global issues.

CONCLUSION

Based on the findings of this study, it can be concluded that a multicultural curriculum plays a crucial role in fostering tolerance and enhancing global awareness among students. The implementation of multicultural education in Indonesia has proven effective in introducing students to cultural, ethnic, religious, and global diversity, which in turn helps them appreciate differences and strengthen social cohesion within society. Despite its clear benefits, the implementation of a multicultural curriculum still faces various challenges, including limited teacher understanding, lack of technical guidelines from government policies, and cultural resistance within communities. To optimize the impact of multicultural education, intensive training for teachers, the formulation of clearer technical guidelines by the government, and constructive dialogue among various stakeholders are essential to foster a better understanding of the importance of diversity and global values. With these measures, multicultural education is expected to be implemented more effectively, enriching students' learning experiences and preparing them to become individuals who can live harmoniously in diversity and actively address global challenges in the future.

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