Culture-Based Education: A Literature Study in A Multi-Cultural Society

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Abstract

This research examines the importance of incorporating local culture into education. The study reveals that local wisdom plays a crucial role in shaping individual character and national progress. However, challenges such as the dominance of Western epistemology and the suppression of local knowledge hinder these efforts. This research examines various approaches to integrating local culture into the curriculum, including the inclusion of local content in textbooks and the creation of an inclusive learning environment. The results show that this integration can improve students' critical thinking skills, emotional intelligence and sense of national identity. The importance of meeting the needs of diverse students was also emphasised, including students from different backgrounds. Teacher training and the development of culturally relevant teaching methods are key to the successful implementation of multicultural education. In conclusion, this research highlights the importance of creating an inclusive learning environment that values cultural diversity. Thus, education can be more relevant and meaningful for all students.

1. Introduction

The progress of a nation is determined mainly by the potential of its people. One of the forms and potentials unique to each region is its local culture. Local culture is believed to shape the character of a region, endowing it with unique characteristics (Hermino & Arifin, 2020). Recognising that student character can be developed through local wisdom, the curriculum becomes a key component of education that can be integrated with local cultural values within society (Nasrah & Siraj, 2023).

Society plays a crucial role in shaping educational values by establishing customs in its respective regions. Communities that still uphold the noble values of their local culture are referred to as indigenous peoples. Indigenous peoples are the guardians of some of the most biodiverse areas in the world. Besides being responsible for the world's linguistic and cultural diversity, indigenous peoples also possess traditional knowledge that is an invaluable resource for all humanity.

Traditional knowledge in indigenous communities is rooted in social interpretations and culturally constructed values within multicultural societies. The more abundant the culture of a region, the more knowledge that can be utilized by the community. In-depth knowledge of professionals' experiences regarding current social challenges and their relevance to multicultural societies seems to be lacking.

As a multicultural society with diverse religious backgrounds, people lead different social lives. These differences provide a foundation for building social disaster resilience. The existence of local wisdom in society during the era of globalisation plays a significant role, such as supporting social disaster resilience, developing cultural tourism villages that foster harmony, integration, and social cohesion, and preserving cultural wealth passed down from generation to generation.

Cultural wealth from generation to generation requires educational actors to reconsider traditional knowledge and wisdom as a strategy for sustainable development. However, education in sustainable development faces several challenges, because the hegemonic discourse of education is less exclusive when based on Western epistemology. Education and sustainable development should incorporate alternative, local, or indigenous knowledge to foster innovative educational approaches.

Innovative education can be done by integrating culture into the curriculum. Integrating culture into the formal education curriculum can enrich the minds of people, especially young people. However, historical factors and the dominance of Western education hinder it. For example, indigenous norms, belief systems, languages and ways of life are under threat, even endangered by colonisation and the introduction of non-native practices suppressing traditional knowledge and cultural heritage, which is a long-term and cumulative understanding of community ecosystem dynamics.

Good community ecosystem dynamics will occur if culture is integrated into education. Research (Jima, 2022) concluded that cultural inclusion in education can support modern education. One of the inclusion efforts was the incorporation of local culture into textbooks; however, the inclusion of local culture in new textbooks has not been significant.

The inclusion of local culture in textbooks is only one example of the many other efforts that have been made. This becomes particularly important when a study shows that multicultural encounters between students and many intercultural gatherings on campus have a generally positive effect on reducing prejudice and rejecting stereotypes within the academic community. This article examines various efforts to integrate local culture in education in a multicultural society.

2. Literature Reviews

The curriculum in multicultural education not only emphasises academic standards but also adopts an anti-bias framework that aims for inclusivity (Escayg, 2019; Vance, 2023). This means that the curriculum should be designed to promote understanding and acceptance of different cultures, and reduce prejudice and discrimination (Paridah & Tahir, 2023). Multicultural education also promotes a bilingual teaching model that integrates ethnic languages and English. This not only helps students learn a new language but also appreciate and preserve their native language, which is an important part of their cultural identity (Dhedchawanagon, 2023).

Social studies in the context of a multicultural society can change students' perspectives and behaviors. By learning about history and diverse cultures, students become more open and appreciative of differences (Ambe, 2006). Education plays an important role in shaping students' characters to become more tolerant of diversity. Multicultural schools that accept diverse identities provide an environment that supports culture-based learning (Abdurrahman et al., 2023).

Research and data analysis in multicultural education is often conducted through literature study, which allows for an in-depth understanding of various aspects of culture and their impact on education (Putri Praswanti et al., 2023). Multiculturally based learning has been proven to improve students' emotional intelligence. By understanding and appreciating different cultures, students learn to respond emotionally in a more empathetic and thoughtful way (Setemen et al., 2023).

Multicultural learning also contributes to students' character building and critical thinking skills. By exposing them to multiple perspectives and challenges, students are encouraged to think more critically and reflectively (Ball, 2000). Multicultural learning in social studies can influence students' nationalism (Setemen et al., 2023). Awareness of cultural diversity can encourage a sense of pride and responsibility as citizens living in a diverse society (Castro, 2013).

Learning strategies in multicultural education include dialog, observation and case handling. These methods help students to understand and appreciate cultural diversity more deeply (Ngalimun et al., 2022). Multicultural education is essential in a diverse society as it helps in building cultural understanding and encourages the development of tolerant attitudes (Jung, 2022).

The development of tolerance in schools is necessary to accept cultural differences. Schools that adopt a multicultural-based educational approach tend to promote positive treatment of cultural differences (Vasilyeva et al., 2022). The main goal of multicultural learning is to build cross-cultural dependence and understanding. It creates connections between individuals from different backgrounds and promotes harmonious coexistence (Ridho & Tumin, 2022). International projects introduced in occupational therapy education show how cultural

learning can be applied globally. This pilot project successfully connected students from two countries for a rich cultural learning experience (Lungulov & Gajić, 2022).

3. Research Method

This research employed a systematic analysis method. This method involves searching for international articles that examine culture-based learning and multicultural-based learning in multicultural societies. The articles obtained were then selected according to the specified criteria. The article search was conducted through national and international journal databases that raise the topic of multicultural-based learning. The keywords used in this search include culture-based learning, multicultural education, and multicultural society. Keyword combinations were also customised using logical operators (AND, OR, NOT) to narrow or broaden the scope of the search according to the research needs.

The articles obtained were then selected based on the following criteria: (1) Articles published within the last 10 years, (2) Articles that examine culture-based or multicultural learning. Articles were from peer-reviewed journals, (3) Unnecessary articles were excluded. We analysed the articles we needed to get the key points in the articles. Initial screening was based on the title and abstract to determine suitability to the research focus. Articles that passed the initial screening were further analysed by reading the entire content of the article.

Articles that met the inclusion criteria were analysed using thematic analysis techniques. This process involved: (1) Identification of key points relevant to culture-based learning and multicultural-based learning. (2) Categorisation of findings based on key themes, such as learning strategies, impact on learners, or challenges in implementation. (3) Synthesising the analysed results to gain a comprehensive understanding of the topic. To ensure the reliability and validity of the results, source triangulation was conducted.

4. Results and Discussion

A multicultural society is a form of interaction between people from different cultures, nations, languages, and religions (Josefová, 2014). The advantages of a multicultural approach in education include various benefits, such as the development of critical thinking skills, emotional intelligence, and character skills (Goh, 2012). By integrating various cultural perspectives into the learning process, students not only learn about specific subjects but also develop the ability to appreciate and understand cultural differences (Tomasello et al., 1993). It is essential to enhance the effectiveness of both internal and external support, as well as training for teachers, to raise awareness of the need for a multicultural approach (Monsen et al., 2014), and improve their ability to create a learning environment that meets the diverse needs of their students.

The development of bilingual teaching models that combine English with ethnic languages in bilingual education helps students develop better language skills and appreciate their cultural heritage (Anderson, 2008). In Indonesia, with its rich linguistic diversity, this model could help preserve local languages while preparing students to compete on a global level. In this curriculum, several important school values related to cultural diversity are emphasised through teacher and student interaction activities, learning characteristics, language, motivation systems, and the school's cultural environment (Bank, 1993).

Integration of multicultural education approach in the curriculum. This approach emphasizes the importance of including multicultural content in the curriculum (Barry & Lechner, 1995). In Indonesia, this means ensuring that teaching materials and methods reflect the nation's cultural diversity. Social learning that promotes tolerance in a multicultural society is crucial for fostering social cohesion and national unity (Blum, 2014). In its conceptualization, teachers should use a blend of content from various cultures in what they teach, illustrating and representing students' diversity through writing, history, values, beliefs, and various perspectives from various cultures (Abacioglu et al., 2023). Finally, teachers should strive for pedagogical equity (i.e., equity in the way they teach, by making teaching modifications to implement a variety of teaching styles and diverse assessments to facilitate the learning and academic achievement of all students). Facilitate the learning and academic achievement of all students. Learning, linking material to students' lives, and creating a learning atmosphere in various forms (e.g., cooperative learning, problem-based learning, roleplaying, simulation) (Abacioglu et al., 2023).

The use of content analysis in library materials, analysing data through content analysis of library materials, helps to understand how multicultural education is implemented and interpreted (McIver, 2018). It is also helpful for assessing the effectiveness of existing teaching materials in promoting multicultural understanding. Improving skills through multicultural learning, multicultural-based learning is effective in improving students' critical thinking skills, character, and emotional intelligence (Supriyanto & Amrin, 2022). Using teaching materials rich in cultural context, students can more easily understand abstract concepts and develop broader competencies (Gay & Howard, 2000). Teachers need to develop cultural and ethnic self-evaluation and self-reflection, to help teachers better understand the diversity of effective multicultural education (Gay & Howard, 2000).

Roux (2001) states that in multicultural schools, various factors such as race, culture, gender, environmental influences, socio-economic aspects, and genetics play an important role in the success rate of learning, but notes that theoretically, if all these variables could be eliminated, the most important criterion in terms of assessing academic success or failure. The most important academic criterion for assessing success or failure is a student's ability to use written or spoken language effectively. By understanding and appreciating cultural diversity, students can develop a sense of pride and responsibility towards their nation—stages of multicultural learning. Multicultural learning involves several stages: analysis, strategy, and planning. It includes analyzing students' needs, designing effective strategies for teaching multicultural concepts, and planning lessons that promote cultural understanding (Lee & Greene, 2004).

Student-centred teaching methods such as discussion, role-playing, and student-centred learning encourage active engagement and deep understanding (Barraket, 2005). This approach is essential in multicultural education, as it allows students to explore and understand different perspectives through direct interaction (McGee, Banks, & Banks, 1995). Education as a process of shaping human capabilities. Education is the process of shaping human capabilities and achieving higher goals (Walker, 2010). In this context, multicultural education plays a crucial role in shaping citizens who can understand and appreciate differences, and work together in a diverse society (Hermino & Arrifin , 2020). Multicultural education activities bring specific positive results (Alexander, 2015).

Shortcomings in the Development of Tolerance in Indonesian Multicultural Education. Although there are many benefits, multicultural education in Indonesia still has shortcomings in developing tolerance (Raihani, 2018). The main weakness of this concept is in some utopian ideas about the prospect of eliminating differences between civilizations and cultures through education (Alexander, 2015). This may be due to a lack of understanding or inconsistent implementation in schools. Multicultural education should focus on developing knowledge, attitudes and skills that support democracy and freedom in society (Gay, 1997). This includes the ability to appreciate differences and cooperate effectively with others from different cultural backgrounds.

International perspectives in occupational therapy students in the US who learn about occupational therapy gain new insights into international similarities and differences (Law et al., 2022). This helps them understand how their skills can be applied in various cultural contexts. Simulation as a learning tool Simulation and debriefing are practical tools to prepare students to deal with diverse issues through critical discussion. This is important in multicultural contexts, where students need to learn how to handle various situations with appropriate cultural sensitivity (Lee & Greene, 2004).

Education is one element that can increase or decrease prejudice between groups (Abacioglu et al., 2023). Culturally relevant educational principles are crucial for making learning more meaningful for students (Lim et al., 2019). For example, incorporating ethnomathematics into math teaching helps students connect mathematical concepts to their own cultural experiences. A potential solution to address this challenge is to incorporate more multicultural practices into education that have the potential to benefit all students (Abacioglu et al., 2023). The development of a personal value system is an ongoing process. Education should focus on developing the capacity to understand cultural meanings and apply them in daily life (Lee, 2008).

Effectiveness of Educational Games for Cross-Cultural Care Training Educational games can be an effective and engaging tool for cross-cultural care training (Nyman Gomez & Berg Marklund, 2018). Future studies should focus on randomized designs and patient-related outcomes to evaluate the broader impact of this method. The need for teacher training to support culture-based learning teacher education and training is essential to support culture-based learning (Zuchdi & Nurhadi, 2019). Teachers need to be trained to integrate cultural elements into their teaching effectively. Categories of mathematical connections in culture-based learning Culture-based learning supports students' development of mathematical connections in three categories: understanding, representation and justification. It helps students see how math concepts relate to real life and their own culture.

A multicultural approach in education has many benefits. Some of the main benefits outlined in the text include: (1) multicultural education enriches students' cognitive and social development by exposing them to diverse perspectives and experiences (Fox & Gay, 1995). (2) Through exposure to different cultures and views, students can develop better critical thinking skills (Gruber & Boreen, 2003). (3) Multicultural education also plays a role in shaping students' character and improving their emotional intelligence, which is essential for interacting in a diverse society (Goh, 2012). (4) By understanding and appreciating cultural differences, students can develop a more tolerant and nationalistic attitude (Utomo & Wasino, 2020). The advantages of multicultural practices may vary depending on their position in the social hierarchy (Abacioglu et al., 2023).

Social learning is an effective tool to instil tolerance values in students. By focusing on student-centred teaching, social education can help students understand and appreciate diversity in society (Parker, 2016). Some of the approaches mentioned in the text include: (1) Student-centred learning, which allows students to be active in the learning process, so they can be more involved and understand the material from various points of view (E. Lee & Hannafin, 2016). (2) Multicultural learning strategies, teachers can implement learning strategies that emphasise the importance of diversity and inclusiveness in social subject matter (Banks et al., 2001). (3)

Careful planning, multicultural education requires careful analysis and planning to ensure that all students get meaningful learning experiences (Tonbuloglu et al., 2016). Making positive and meaningful social connections (i.e., relatedness) is one of the psychological needs of students (Abacioglu et al., 2023).

Although multicultural education offers numerous benefits, its implementation in Indonesia still faces challenges in developing tolerance towards existing cultural differences. Therefore, it is essential to promote a positive approach to cultural differences and integrate multicultural-based education into the national education system to foster a more tolerant and inclusive society. Multicultural education also helps students to develop the skills necessary to participate in democracy (Marri, 2005; Goh, 2012). Through positive cross-cultural experiences, students can learn to appreciate and respect differences, which are essential for effective participation in a democratic society (Bishop & Hamot, 2001).

Simulation and debriefing are effective methods in preparing students to interact with diverse clients (Spinner-Gelfars, 2013). These methods foster critical discussion and collaboration, which are essential for developing a deeper understanding of other cultures and interacting with them effectively (Barraket, 2005; MacPherson, 2010). Local culture-based mathematics learning models can have positive educational effects, including increased student motivation, a deeper appreciation for culture, and a better understanding of mathematics. This demonstrates how multicultural education can be effectively applied across various disciplines to enhance student learning outcomes (Lee & Hannafin, 2016; Parker, 2016).

Culturally relevant education fosters students' sense of connection to their school. By aligning learning content with students' culture, education becomes more meaningful and relevant, which in turn increases students' engagement and motivation in the learning process.

5. Implications

In education, race, ethnicity, and socioeconomic status are often key determinants that influence access to and the quality of education received by students.

5.1 Race and Ethnicity

Students from different racial and ethnic backgrounds often face discrimination or stereotypes that can affect their learning experience. Multicultural education seeks to overcome these barriers by integrating learning materials that respect and reflect students' cultural diversity (Keengwe, 2010; Lim et al., 2019). Understanding and valuing these differences is essential to creating an inclusive learning environment and supporting students' cultural identity development.

5.2 Socioeconomic Status

Students' socioeconomic status affects their access to quality educational resources. Students from low-income families may not have equal access to technology, books or extracurricular activities compared to students from more affluent families. Multicultural education promotes equity by providing additional support to students in need and adapting teaching methods to meet the diverse needs of students from various socioeconomic backgrounds (Barry & Lechner, 1995; Gruber & Boreen, 2003; Eden et al., 2024).

5.3 Religion and Ability in Education

The influence of gender in education is evident in subject selection, classroom participation, and the social expectations placed on students. Multicultural education aims to reduce gender inequality by providing equal opportunities for all students, regardless of their gender (Gay & Howard, 2000; Banks et al., 2001). Religion often influences students' values and worldview. Multicultural education values religious diversity by integrating interfaith understanding into the curriculum, encouraging tolerance and respect for different beliefs. Every student has unique abilities (Parker, 2016; Eden et al., 2024). Multicultural education considers the diverse needs of students with varying abilities, including those with special educational needs, and tailors teaching methods to ensure all students can participate and succeed in the learning environment (Barraket, 2005; Utomo & Wasino, 2020).

5.4 Multicultural Approach to Education

This approach helps meet the needs of diverse students more effectively. For example, it reduces the workload associated with English proficiency through the gradual use of the target language. Social education can foster tolerant characters in a multicultural society and change people's perspectives and behaviors (Gay, 1997; Parker, 2016; Utomo & Wasino, 2020). Effective social learning recognizes diverse identities in schools and communities. At the higher education level, multicultural education promotes critical thinking and emotional intelligence (Gruber & Boreen, 2003; Tonbuloglu et al., 2016). Learning design tailored to the needs of students

will provide a more meaningful education. The implementation of multicultural-based learning can increase nationalist attitudes in students and emphasise multicultural awareness and respect in the social studies curriculum (Barry & Lechner, 1995; Banks et al., 2001).

5.5 Implementation of Multicultural Education in Indonesia

Despite the importance of multicultural education, there are shortcomings in its implementation in Indonesia. Schools play an important role in recognizing and celebrating student diversity. Developing a positive understanding of cultural differences is essential to promote awareness and respect for diversity (Zuchdi & Nurhadi, 2019; Utomo & Wasino, 2020). Local culture-based learning can motivate students in learning and increase their appreciation of their own culture. The development of culturally relevant pedagogy from an ethnomathematics perspective can provide effective learning and strengthen students' connectedness to school (Keengwe, 2010; Lim et al., 2019; Eden et al., 2024).

5.6 Skills and Values in Multicultural Education

Simulation-based learning can enhance students' cultural competence in social work. Preparation through simulation and debriefing helps students to better deal with diverse issues (Gruber & Boreen, 2003; Keengwe, 2010). Education and training that aim to understand the meaning of culture and select appropriate multicultural elements are essential for enhancing students' connectedness to the learning process. The development of a culturally aligned personal value system is essential in multicultural education. It helps students integrate cultural values into their own identity (Gruber & Boreen, 2003; Law et al., 2022). Multicultural education requires an approach that focuses on student-centred learning through discussion, role-playing, and demonstrations to ensure effective implementation in culturally diverse countries (Fox & Gay, 1995; Supriyanto & Amrin, 2022).

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Conflict of Interest

The authors declare that they have no conflict of interest regarding the publication of this paper.

Author Contribution

*The authors confirm contributions to the paper as follows: **study conception and design**: Yan Piter Basman Ziraluo; **data collection**: Yan Piter Basman Ziraluo, Nofamataro Zebua, Ester Novi Kurnia Zebua; **analysis and interpretation of results**: Yan Piter Basman Ziraluo, Nofamataro Zebua; **manuscript preparation**: Yan Piter Basman Ziraluo, Nofamataro Zebua, Ester Novi Kurnia Zebua. All authors reviewed the results and approved the final version of the manuscript.*

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