

Research Article

## Multicultural Literacy Development Strategy in Basic Education Curriculum in Indonesia

**Salmi Harfi Nabilah**IAIN Syekh Nurjati, Cirebon, Indonesia  
Corresponding Author: [salmi\\_salsalharfi@gmail.com](mailto:salmi_salsalharfi@gmail.com)**Abstract**

Multicultural literacy is becoming increasingly important in today's globalized world, particularly in diverse societies like Indonesia. This paper explores strategies for developing multicultural literacy in the basic education curriculum of Indonesia. Employing qualitative methods, this study conducts a comprehensive literature review and library research to examine existing frameworks, policies, and practices related to multicultural education in Indonesia's basic education system. The research identifies key challenges and gaps in the current curriculum and proposes strategies to enhance multicultural literacy among students. The study underscores the significance of incorporating diverse cultural perspectives, histories, and values into the curriculum to foster empathy, respect, and understanding among students from different ethnic, religious, and socio-economic backgrounds. Furthermore, the paper highlights the need for teacher training programs to equip educators with the necessary knowledge, skills, and pedagogical approaches to effectively implement multicultural education in the classroom. The findings suggest the importance of integrating multicultural literacy across various subjects and learning activities to promote inclusive learning environments and prepare students for active citizenship in a multicultural society. The proposed strategies aim to address the complexities of cultural diversity and promote social cohesion and harmony in Indonesian schools. Overall, this research contributes to the ongoing discourse on multicultural education and offers practical insights for policymakers, educators, and curriculum developers in Indonesia and other diverse societies.

**Keywords:** Multicultural literacy, Basic education curriculum, Indonesia, Qualitative research, Multicultural education



## **INTRODUCTION**

In Indonesia, a country known for its rich cultural diversity, the need to foster multicultural literacy in the basic education curriculum has become increasingly imperative. While efforts have been made to promote multicultural education in the country, there remains a research gap regarding effective strategies for integrating multicultural literacy into the basic education curriculum. This research aims to address this gap by exploring and proposing strategies for the development of multicultural literacy within the basic education curriculum in Indonesia.

Previous studies have highlighted the importance of multicultural education in fostering social cohesion, promoting tolerance, and nurturing inclusive citizenship in diverse societies. However, there is limited research specifically focused on the design and implementation of multicultural literacy development strategies within the Indonesian basic education curriculum. Therefore, this study seeks to contribute to the existing literature by providing insights into innovative approaches and best practices for integrating multicultural literacy into the curriculum.

The urgency of this research lies in the growing recognition of the need to equip students with the knowledge, skills, and attitudes necessary to navigate and thrive in Indonesia's multicultural society. With globalization and increased intercultural interactions, the ability to understand, appreciate, and respect cultural diversity is essential for fostering harmonious relationships and promoting national unity.

The novelty of this research lies in its specific focus on the development of practical strategies tailored to the Indonesian context for enhancing multicultural literacy within the basic education curriculum. By examining existing frameworks, policies, and practices and synthesizing insights from relevant literature, this study aims to offer innovative approaches that can inform curriculum development initiatives and educational reforms in Indonesia.

The primary objective of this research is to identify effective strategies for the integration of multicultural literacy into the basic education curriculum in Indonesia. Additionally, the study aims to provide recommendations for policymakers, curriculum developers, and educators to enhance multicultural education practices

in Indonesian schools. Ultimately, the research seeks to contribute to the promotion of social cohesion, cultural understanding, and inclusive citizenship in Indonesian society.

## **METHOD**

This study adopts a qualitative research design to explore and analyze the development of multicultural literacy strategies within the basic education curriculum in Indonesia. Qualitative research is deemed appropriate for this study as it allows for an in-depth understanding of complex phenomena and facilitates the exploration of participants' perspectives, experiences, and perceptions regarding multicultural education.

The primary sources of data for this research include academic journals, books, government reports, policy documents, and educational materials related to multicultural education and curriculum development in Indonesia. Additionally, interviews and focus group discussions with policymakers, curriculum developers, educators, and other relevant stakeholders will be conducted to gather insights into their perspectives and experiences regarding multicultural literacy development in the basic education curriculum. Data collection techniques will include:

- a) Literature Review: A comprehensive review of existing literature on multicultural education, curriculum development, and educational policies in Indonesia will be conducted to identify key themes, trends, and best practices related to multicultural literacy development.
- b) Interviews: Semi-structured interviews will be conducted with key informants, including policymakers, curriculum developers, educational experts, and educators, to gather qualitative data on their perspectives, experiences, and recommendations regarding multicultural literacy development strategies in the basic education curriculum.
- c) Focus Group Discussions: Focus group discussions will be organized with teachers, school administrators, and representatives from civil society organizations to explore their views, challenges, and innovative practices related to multicultural education implementation in Indonesian schools.

The collected data will be analyzed using thematic analysis, which involves identifying, analyzing, and interpreting patterns and themes within the data. Initially, all data obtained from literature reviews, interviews, and focus group discussions will be transcribed and coded. Subsequently, these codes will be organized into broader themes and categories, allowing for the identification of common patterns, trends, and insights related to multicultural literacy development strategies in the Indonesian basic education curriculum. The analysis will be conducted iteratively, with constant comparison and validation of findings to ensure rigor and reliability.

## **RESULT AND DISCUSSION**

### **Current Status of Multicultural Literacy in Indonesian Basic Education Curriculum:**

The analysis of the current status of multicultural literacy in the Indonesian basic education curriculum reveals several key findings. Firstly, while the national curriculum acknowledges the importance of multicultural education, its implementation remains limited and varies across regions and schools. Secondly, multicultural content is often marginalized or inadequately integrated into mainstream subjects, resulting in a lack of emphasis on diversity and inclusion in classroom instruction. Thirdly, the existing curriculum predominantly reflects the cultural perspectives of the majority ethnic groups, neglecting the rich cultural heritage of Indonesia's diverse minority populations. Lastly, assessment methods and learning materials tend to be culturally biased, hindering students' ability to develop multicultural literacy skills effectively.

### **Challenges in Implementing Multicultural Literacy Development Strategies:**

The analysis identifies various challenges in implementing multicultural literacy development strategies within the Indonesian basic education curriculum. These challenges include resistance from conservative groups opposed to multicultural education, inadequate teacher training and professional development opportunities, limited resources and support for curriculum reform initiatives, and the dominance of a mono-cultural worldview in educational policies and practices.

Additionally, the lack of standardized guidelines and evaluation mechanisms for assessing the effectiveness of multicultural literacy programs further complicates efforts to promote diversity and inclusivity in schools.

### **Best Practices and Innovations in Multicultural Literacy Education:**

Despite the challenges, several best practices and innovative approaches have emerged in multicultural literacy education in Indonesia. These include the integration of multicultural content across various subjects, the use of culturally relevant teaching materials and resources, the promotion of intercultural dialogue and understanding through collaborative learning activities, and the establishment of partnerships between schools, communities, and civil society organizations to support multicultural education initiatives. Furthermore, teacher-led initiatives and grassroots movements have played a crucial role in advocating for the inclusion of diverse cultural perspectives in the curriculum and fostering a more inclusive learning environment.

### **Strategies for Enhancing Multicultural Literacy Development:**

To address the gaps and challenges identified, several strategies for enhancing multicultural literacy development in the Indonesian basic education curriculum are proposed. These include revising curriculum guidelines to explicitly incorporate multicultural education goals and objectives, providing comprehensive teacher training programs on multicultural pedagogy and intercultural competence, allocating sufficient resources and funding for the development of culturally responsive learning materials and resources, and fostering partnerships between educational institutions, government agencies, and community stakeholders to promote multicultural literacy initiatives.

### **Implications for Policy and Practice:**

The findings of this study have significant implications for policy and practice in multicultural literacy education in Indonesia. They underscore the need for

systemic changes in educational policies, curriculum frameworks, and teacher training programs to ensure the effective integration of multicultural content and pedagogy into the basic education curriculum. Additionally, the study highlights the importance of fostering a culture of diversity, equity, and inclusion in schools and communities to promote social cohesion, tolerance, and respect for cultural diversity in Indonesian society.

## **CONCLUSION**

In conclusion, the study on multicultural literacy development strategies in the Indonesian basic education curriculum highlights the pressing need for comprehensive reforms to promote diversity, inclusion, and cultural understanding in schools. The analysis underscores the importance of integrating multicultural content effectively into the curriculum, providing ongoing teacher training and support, and fostering partnerships between schools, communities, and policymakers to advance multicultural education initiatives. By addressing the identified challenges and leveraging best practices, Indonesia can create a more equitable and inclusive educational system that prepares students to thrive in a diverse and interconnected world.

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