

Strategies for Implementing Multicultural Education and Local Wisdom in Indonesia's Border Areas under Globalization: A Socio-Cultural Learning Perspective (Systematic Literature Review)

Iwan Ramadhan ¹, Yusawinur Barella ², Yuniarti ³, Ahmad Yani T ⁴, Sulistyarini ⁵

¹ Universitas Tanjungpura, Indonesia; iwan.ramadhan@untan.ac.id

² Universitas Tanjungpura, Indonesia; yusawinurbarella@untan.ac.id

³ Universitas Tanjungpura, Indonesia; f3441251003@student.untan.ac.id

⁴ Universitas Tanjungpura, Indonesia; ahmad.yani.t@fkip.untan.ac.id

⁵ Universitas Tanjungpura, Indonesia; sulistyarini@fkip.untan.ac.id

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Abstract

This article examines the impact of globalization on multicultural education and local wisdom in the border areas of Kalimantan. Globalization has brought significant changes to cultural values, potentially eroding local cultural identities, particularly among younger generations. Using a Systematic Literature Review (SLR) approach, this study systematically collected and analyzed 85 journal articles published between 2015 and 2024 from databases such as Google Scholar and Crossref, using keywords related to globalization, multicultural education, local wisdom, socio-cultural learning, and border areas. Data were analyzed through thematic synthesis to identify recurring patterns and conceptual linkages. The findings reveal that multicultural education serves as a strategic approach to preserving cultural identity and fostering inclusive, tolerant student character. At the same time, local wisdom reinforces the internalization of noble values—such as gotong royong (cooperation), respect, and patriotism. Furthermore, effective implementation requires synergy between educational institutions, local governments, and communities through inclusive curriculum development, teacher capacity building, and community-based learning initiatives. In conclusion, this study makes a significant contribution both theoretically and practically by proposing a conceptual model and implementing strategies for integrating socio-cultural learning into multicultural education. It highlights the importance of strengthening cultural resilience in border regions through sustainable, context-based educational transformation in response to globalization.

Keywords

Globalization; Local Wisdom; Multicultural Education; Socio-Cultural Learning

Corresponding Author

Iwan Ramadhan

Universitas Tanjungpura, Indonesia. iwan.ramadhan@untan.ac.id

1. INTRODUCTION

Globalization has become a transformative force that penetrates every aspect of human life, bringing significant changes across various domains (Ridho et al., 2022). This trend of globalization not only affects the economy and politics, but also has a profound impact on local culture and values. This



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process is characterized by increased interconnectivity and interdependence between countries, facilitated by advances in information and communication technology (Amalia et al., 2024). As a result, different cultures are increasingly interacting and influencing each other, creating a complex and dynamic cultural landscape. In this context, cultural values and local wisdom are becoming increasingly vulnerable to change and even fading (Afmahdali et al., 2025).

The changes brought about by globalization affect the way people perceive and express their cultural identity. The entry of foreign cultures through mass media and digital technology can erode a sense of pride in local culture, especially among the younger generation (Cahyawati, 2022). Therefore, multicultural education is becoming increasingly important as a response to these changes. Multicultural education aims to instill an understanding and appreciation of cultural diversity, as well as develop the ability to live in harmony in a multicultural society (M. Yusuf, 2023). Thus, multicultural education is not only a response to globalization, but also a tool for strengthening cultural identity and local wisdom amidst globalization.

In the border area of Kalimantan, the urgency of multicultural education and the preservation of local wisdom is increasingly urgent. Border communities often face unique challenges, including identity conflicts, the marginalization of local cultures, and pressures from dominant cultures that enter through globalization flows. This can lead to social tensions and conflicts between different ethnic groups. According to Ramadhan et al. (2023), Border areas exhibit a unique cultural diversity shaped by interactions between diverse ethnic and cultural groups. This diversity, if not managed properly, can be a source of conflict (Putra et al., 2025). Therefore, multicultural education can help build character that values differences and instills the values of tolerance and inclusivity (Zakya et al., 2024).

In addition, according to Djuyandi et al (2023), Local wisdom plays a crucial role in fostering social solidarity and reinforcing the cultural identity of border communities. Thus, multicultural education and local wisdom are crucial foundations for building a harmonious and prosperous border society, as well as a strategic step in addressing the challenges faced by the people of Kalimantan amid globalization.

Despite growing research on multicultural education and local wisdom in Indonesia, studies rarely examine how these two concepts intersect and are implemented as socio-cultural learning models in border regions influenced by globalization. Previous studies have primarily explored multicultural values in general educational settings or urban contexts (e.g., M. Yusuf, 2023; Zakya et al., 2024). In contrast, systematic analyses of educational strategies that integrate multiculturalism and local wisdom within border communities are limited. This condition shows a research gap in understanding how multicultural education can be strategically implemented to preserve local wisdom in border societies facing global pressures.

Therefore, this study aims to systematically review and analyze recent literature on multicultural education and local wisdom in Indonesia's border areas under globalization, with the goal of developing a conceptual model and implementation strategies for socio-cultural learning that support cultural resilience and inclusiveness.

2. METHODS

The design of this study employs a Systematic Literature Review (SLR), compiled in accordance with the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). This approach is used to identify, evaluate, and synthesize the results of previous research systematically so that it can provide a comprehensive picture of multicultural education and local wisdom in Indonesia's border areas in the context of globalization (Febriatama, 2023).

Stage 1: Literature Search

The literature search process was conducted from April 29 to May 5, 2025, using Harzing's Publish or Perish application, which drew data from Google Scholar and Crossref. The keywords used include "globalization impact," "multicultural education," "local wisdom," "border areas in Indonesia," and "socio-cultural learning perspective." The publication range is limited to 2015–2024 to be relevant to the current context of globalization.

Stage 2: Inclusion and Exclusion Criteria

The literature reviewed was limited to:

- a. Articles in English or Indonesian;
- b. Published in an accredited national journal (SINTA) or a reputable international journal;
- c. Contains the theme of multicultural education, local wisdom, or socio-cultural learning;
- d. A type of empirical research or relevant literature study.

An article is excluded if:

- a. It is irrelevant to the focus of socio-cultural education in border areas;
- b. No full text available;
- c. Not SINTA-indexed or reputable;
- d. It is a duplication of another source.

Stage 3: Selection and Screening

From an initial search of 63 articles, a multi-layered screening process was conducted:

- a. 5 articles were eliminated because they were not written in English or Indonesian
- b. 40 articles were excluded for being irrelevant (did not address socio-cultural learning or were not empirical studies)
- c. 4 articles were removed due to duplication
- d. 4 articles were excluded because they were not indexed in SINTA or a reputable journal database.

After the entire selection process, 10 articles met all inclusion criteria and were included for in-depth analysis. This selection process is visualized through a PRISMA flowchart (Figure 1).



Figure 1. PRISMA Flowchart

Stage 4: Data Analysis

The analysis is carried out through two stages:

- a. Bibliometric analysis uses VOSviewer software to map relationships between research topics and trends
- b. Thematic analysis was used to identify key themes that emerged, such as strategies for preserving local wisdom, multicultural learning models, and challenges in education implementation in border areas.

Stage 5: Synthesis and Drawing of Conclusions

The results of the analysis were then synthesized to identify patterns and gaps in research on the integration of multicultural education and local wisdom within the context of globalization. This synthesis serves as the basis for developing strategic recommendations to create a conceptual model of socio-cultural education in Indonesia's border areas.

3. FINDINGS AND DISCUSSIONS

Findings

Globalization and Changing Cultural Values in Kalimantan

After undergoing a predetermined selection process, this research, employing the SLR approach, successfully identified 10 articles that would be analyzed in greater depth. The following is a summary of the analysis results on globalization and changes in cultural values in Kalimantan.

Tabel 1. Globalization and Changing Cultural Values in Kalimantan

Author and Year	Result
(Lathifah, 2019)	Globalization has brought about significant changes to cultural values worldwide, including in Kalimantan. The influence of foreign media on local culture is one of the most prominent aspects of this change. Mass media, including television, film, music, and the internet, have accelerated the entry of foreign cultures into the lives of the people of Kalimantan.
(Sari et al., 2024)	Through this mass media, values, lifestyles, and trends from foreign cultures are promoted and adopted by some people, especially the younger generation. This can erode the identity of the local culture if it is not balanced with proper education and cultural awareness.
(Nahak, 2019)	The younger generation tends to adopt foreign cultures because they are considered more modern, attractive, and in accordance with the times
(Devi et al., 2017)	The younger generation is exposed to a wide range of information and entertainment from around the world through the internet and social media, which can shape their preferences and behavior. As a result, traditional values and local wisdom are often considered irrelevant or outdated. Therefore, it is essential to raise awareness and understanding among the younger generation about local cultural values, as well as instill a sense of pride in their cultural identity.
(Wahyu, 2020)	In addition to the influence of foreign media, modernization is also a significant factor in the erosion of local wisdom in Kalimantan. Modernization is characterized by technological developments, industrialization, and urbanization, which can change people's way of life and mindset.
(Nor & Aslamiah, 2025)	Local wisdom values such as cooperation, deliberation, and harmony with nature are often considered impractical or inefficient in the modern context. As a result, people often tend to overlook or disregard these values in their pursuit of economic and social progress.
(Limono, 2018)	Local wisdom is often considered impractical or outdated because it does not match the demands of fast-paced and competitive modern life. People tend to value individualism, materialism, and consumerism, which are promoted by global culture. Therefore, it is essential to preserve local wisdom as a reflection of the nation's identity and as a source of inspiration for building a sustainable and just society.
(Nur'zah et al., 2024)	The preservation of local wisdom can be achieved through education, research, and cultural development, as well as by supporting traditional practices that remain

Author and Year	Result
	relevant to modern life.
(Fahma & Safitri, 2024)	Maintaining cultural identity in the global era is a complex and multidimensional challenge. Cultural identities become vulnerable to global homogenization, where local cultures tend to lose their unique characteristics and become uniform with global cultures. This can lead to the loss of cultural diversity and reduce the richness of the world's cultural heritage.
(Husnaeni & Anggriyani, 2025)	Education plays a crucial role in instilling a sense of love for one's homeland and pride in one's own culture. Through education, the younger generation can learn about their history, art, and cultural traditions, as well as understand the noble values inherent in them. In addition, education can also develop critical and creative thinking skills, enabling the younger generation to select and adapt foreign cultures that align with local cultural values. Thus, education is a crucial tool for strengthening cultural identity and navigating the challenges of globalization.

Multicultural Education as a Solution

Tabel 2. Multicultural Education as a Solution

Author and Year	Result
(Fernanda, 2024)	Multicultural education exists as a response to the challenges of globalization and shifting cultural values, to foster ethnic and cultural literacy. Ethnic and cultural literacy encompasses an understanding of the history, traditions, values, and contributions of diverse ethnic and cultural groups within society. By developing this literacy, students can appreciate cultural differences and gain a deeper understanding of others' perspectives. Multicultural education also aims to improve multicultural competence.
(Kusumawardhani et al., 2024)	Multicultural competencies encompass the ability to communicate effectively, interact positively, and work collaboratively with individuals from diverse cultural backgrounds. Additionally, multicultural education aims to instill the values of tolerance and inclusivity. Tolerance is an attitude that respects and accepts the differences in opinions, beliefs, and cultures of others. Inclusivity is a principle that ensures everyone has an equal opportunity to participate and contribute to society.
(Atmaja, 2024)	The implementation of multicultural education in schools can be done in various ways. One of them is to integrate multicultural values into the curriculum. This can be achieved by incorporating material on cultural diversity, the history of minority groups, and social issues related to cultural differences into relevant subjects. Additionally, multicultural education can be implemented through an inclusive learning approach.
(Nadhiroh & Ahmadi, 2024)	An inclusive learning approach accommodates the diverse learning needs of students from various cultural backgrounds, while also creating a safe and supportive learning environment for all students. This can be achieved by employing diverse learning methods, assigning relevant assignments that align with the students' experiences, and creating opportunities for students to share their experiences and perspectives.
(Arfa & Lasaiba, 2022)	Multicultural education can also be implemented by involving students in activities that promote cultural diversity and inclusivity. These activities can include cultural festivals, art performances, group discussions, collaborative projects, and social events that bring together students from diverse cultural backgrounds. Through these activities, students can gain firsthand knowledge of other cultures and develop essential social and emotional skills for living in a multicultural society.
(Firdaus, 2023)	Although multicultural education has great potential to address the challenges of globalization and changing cultural values, its implementation is not always easy.

Author and Year	Result
	Various challenges must be overcome for multicultural education to function effectively. One of the main challenges is teachers' lack of understanding of multicultural education
(Hanafy, 2015)	Many teachers lack the necessary knowledge and skills to implement multicultural education effectively. They may not understand the basic concepts of multicultural education, may not have experience in teaching students from diverse cultural backgrounds, or may not have sufficient resources to support multicultural learning.
(Permana, 2021)	Some community groups may disagree with the idea that all cultures should be valued and respected. They may believe that their culture is superior to others, or that cultural diversity can threaten the unity and unity of nations. This resistance can hinder the implementation of multicultural education in schools, as well as create an environment that is not conducive to students from minority groups.
(Aisyah et al., 2024)	One solution to overcome these challenges is to provide teachers with adequate training in multicultural education. This training should cover the fundamental concepts of multicultural education, inclusive learning strategies, and strategies for overcoming resistance to diversity. In addition, intercultural dialogue can also be an effective solution to overcome resistance to diversity
(Muhtarom et al., 2024)	Intercultural dialogue is a process of communication and interaction between people from different cultural backgrounds, aimed at fostering understanding, mutual respect, and collaborative work. Through intercultural dialogue, people can overcome prejudices and stereotypes, as well as build more positive and constructive relationships.
(Hasanuddin, 2024)	Policies that support diversity are also crucial in creating an environment conducive to the implementation of multicultural education. These policies can include laws, government regulations, or school policies that recognize and protect the rights of minority groups, promoting equality and justice for all citizens. With clear and firm policies, the implementation of multicultural education can run more effectively and sustainably.

Local Wisdom in the Educational Curriculum

Tabel 3. Local Wisdom in the Educational Curriculum

Author and Year	Result
(Andarto & Ramadhan, 2025)	Local wisdom refers to the knowledge, values, and practices that have been passed down through generations within a society or community. Local wisdom reflects the way people interact with their natural and social environments, providing guidelines for living harmonious and sustainably.
(Adiwijaya et al., 2020)	The integration of local wisdom in subjects can be done by using local wisdom as a learning resource. This can be done by including material on folklore, legends, traditions, art, and local culture in relevant subjects
(Andriani & Effendy, 2024)	The integration of local wisdom can also be done by relating learning materials to the local context. This can be achieved by providing examples relevant to students' lives, using local languages and terms, and inviting students to observe and study their surroundings. By relating learning materials to the local context, students can more easily understand and appreciate the values of local wisdom
(Setyawan et al., 2023)	Local wisdom-based teaching materials can take the form of textbooks, modules, student worksheets, or other learning media specifically designed to introduce and explain local wisdom to students. This teaching material must be presented in an attractive and easy-to-understand manner, and it should be relevant to the students' needs and interests. By utilizing teaching materials rooted in local wisdom, teachers

Author and Year	Result
	can impart this knowledge in a systematic and structured manner, ensuring that all students have equal opportunities to learn and embody the values of local wisdom.
(Jubaedah et al., 2025)	Local wisdom offers significant benefits for the development of students' character. One of them is to instill noble values such as cooperation and tolerance. Gotong royong embodies the spirit of cooperation and mutual assistance among community members. Tolerance is an attitude that respects and accepts the differences in opinions, beliefs, and cultures of others. By instilling these values, students can develop into responsible citizens who care for others.
(Drajat Murdani & Haqqi, 2023)	Local wisdom can also foster a deeper love for one's homeland and a greater sense of pride in one's own culture. By learning and living local wisdom, students can gain a deeper understanding of the richness and uniqueness of their culture, as well as develop a sense of pride and affection for their homeland. This can strengthen students' national identity and prevent them from being affected by negative foreign cultures. Local wisdom can also form an adaptive character and is resilient to change.
(Septemiarti & Dasyah, 2016)	Individuals with strong local wisdom tend to be better equipped to face the challenges and changes that occur in their environment. They possess knowledge and skills relevant to local conditions, as well as a value system that guides them in making decisions and taking action. By forming adaptive and resilient characters, local wisdom can help students succeed in a modern life full of challenges and changes.
(Lizawati & Uli, 2019)	and develop their
(Takari et al., 2008)	Traditional Kalimantan arts and culture include dance, music, song, traditional clothing, handicrafts, and various other forms of cultural expression.
(Nur'zah et al., 2024)	By teaching traditional arts and culture, teachers can introduce students to the richness of their cultural heritage and develop their students' artistic and creative skills. Involving students in environmental conservation activities based on local wisdom is also a good practice of integrating local wisdom. Indigenous peoples in Kalimantan have unique knowledge and practices in managing natural resources and preserving the environment.
(Aji Saputra & Heri Budianto, 2022)	Teachers can invite students to learn about these practices and engage in environmental conservation activities, such as tree planting, waste management, and water conservation. By involving students in environmental conservation activities, teachers can instill a sense of responsibility for the environment, as well as develop practical skills that are useful in their lives

The Role of Technology in Multicultural Education and Local Wisdom

Tabel 4. The Role of Technology in Multicultural Education and Local Wisdom

Author and Year	Result
(Anah & Saputra, 2024)	Technology is playing an increasingly important role in education, including multicultural education and the preservation of local wisdom. The use of technology to promote cultural diversity can be achieved by utilizing social media and digital platforms to share information about local cultures and traditions.
(Astini et al., 2023)	Social media such as Facebook, Instagram, Twitter, and YouTube can be used to promote local culture to the wider community, both at home and abroad
(William et al., 2024)	By utilizing social media and digital platforms, people can interact and share experiences with individuals from diverse cultural backgrounds, as well as establish networks that support the preservation and development of local culture.

Author and Year	Result
	Additionally, creating learning videos that showcase cultural diversity is an effective way to utilize technology in multicultural education. Learning videos can be used to introduce students to different cultures in Indonesia and around the world, as well as to explain important concepts in multicultural education.
(Wahyuni et al., 2022)	Learning videos should be designed in an engaging and easy-to-understand manner, as well as relevant to students' needs and interests. Learning videos can feature interviews with cultural figures, traditional art performances, or documentation about the lives of indigenous peoples. By using learning videos, teachers can teach multicultural education more interactively and visually, thereby increasing students' interest and motivation to learn.
(Lasmawan et al., 2024)	Although technology has great potential in multicultural education and local wisdom, various challenges need to be overcome. One of the main challenges is the gap in technology access between urban and rural areas.
(Kusyana et al., 2024)	Rural areas often have limited access to technological infrastructure, including the internet, computers, and smartphones. This can hinder the implementation of technology-based education programs in rural areas.
(Asti & Arismunandar, 2024)	The lack of teacher skills in using technology is also a challenge in education. Many teachers lack the necessary skills to utilize technology effectively in the learning process. They may not know how to use computers, the internet, or educational applications, or have no experience in developing technology-based learning materials. As a result, they may struggle to integrate technology into the curriculum and teach students using innovative learning methods.
(Nasrikin et al., 2023)	The potential for the dissemination of inaccurate or biased information is also a challenge in the use of technology. The internet and social media can be sources of inaccurate or biased information, which can affect students' understanding of culture and society. Therefore, it is essential to develop students' critical thinking skills, enabling them to distinguish between accurate and inaccurate information, as well as recognize bias and propaganda in the media.
(Andarto et al., 2024)	To address these challenges, a comprehensive and sustainable strategy is needed. One strategy is to provide teachers with training on technology. Technology training should include basic skills in using computers, the internet, and educational applications, as well as strategies for integrating technology in the curriculum and teaching students using innovative learning methods.
(Radjak et al., 2024)	Additionally, developing high-quality and relevant digital content is a crucial strategy for success. This digital content must be accurate, objective, and tailored to meet the needs and interests of students. The government and the private sector must collaborate to establish internet infrastructure in remote areas, while also providing subsidies or financial assistance to those who cannot afford computers or smartphones. By improving internet access, all students have an equal opportunity to access technology-based educational information and resources.

Socio-Cultural Learning in Border Areas

Tabel 5. Socio-Cultural Learning in Border Areas

Author and Year	Result
(Hassan, 2023)	<i>Socio-cultural learning</i> is a learning concept that emphasizes social interaction and cultural context in the learning process. In this perspective, individuals are seen as cultural-historical and biological beings, in which intellectual development is generated over time through

Author and Year	Result
	socialization with others
(Carmona-Medeiro & Cardenoso Domingo, 2021)	In this approach, students learn through collaboration, discussion, and hands-on experience with others, as well as through reflection on their experiences in different cultural contexts.
(Ruslan et al., 2022)	Teachers act as facilitators who guide students through the learning process, while also creating a safe and supportive learning environment for all students.
(Connolly et al., 2022)	<i>Socio-cultural learning</i> is very relevant in multicultural education, as it helps students to understand and appreciate cultural differences, as well as develop social and emotional skills that are essential for living in a multicultural society
(Bahtiar, 2015)	The application of <i>Socio-Cultural Learning</i> in multicultural education can be done in various ways. One of these methods is cooperative learning.
(Tabrani & Amin, 2023)	Cooperative learning methods are instructional approaches that involve students working together in small groups to achieve learning objectives. In this method, students help and support one another while also learning to respect differences in opinion and perspective.
(Khotimah, 2025)	Additionally, collaborative projects involving students from diverse cultural backgrounds can be implemented. Collaborative projects are initiatives that involve students from diverse cultural backgrounds working together to complete tasks or address problems relevant to their lives. In this project, students learn to communicate, negotiate, and collaborate with individuals from diverse cultural backgrounds, while also developing leadership and entrepreneurial skills.
(Susanti, 2019)	Encouraging students to share their experiences and perspectives is also an important aspect of <i>Socio-Cultural Learning</i>
(Zaitun Qamariah, 2024)	Teachers can create opportunities for students to share their stories, experiences, and perspectives on various social and cultural issues. This can be done through class discussions, presentations, or reflective writing activities. By sharing experiences and perspectives, students can learn to understand and appreciate differences, as well as develop empathy and sympathy for others.

The Role of Government and Society in Supporting Multicultural Education

Tabel 6. The Role of Government and Society in Supporting Multicultural Education

Author and Year	Result
(Hasanuddin, 2024)	The government and society have an important role to play in supporting multicultural education. Government policies in support of multicultural education may be in the form of issuing regulations that recognize and protect the rights of minority groups
(Hall, 1990)	These regulations may include the right to use the mother tongue, the right to practice religion and belief, and the right to participate in social and political life

Author and Year	Result
(Yoto et al., 2024)	The government can also provide funding for multicultural education programs. These funds can be used for teacher training, the development of learning materials, extracurricular activities, and programs that promote cultural diversity and inclusivity. By providing adequate funding, the government can ensure that schools have sufficient resources to implement multicultural education effectively.
(Sarnita & Titi Andaryani, 2023)	The government can also develop a curriculum that is inclusive and responsive to diversity. An inclusive curriculum is a curriculum that incorporates material on cultural diversity, the history of minority groups, and social issues related to cultural differences
(Nadhiroh & Ahmadi, 2024)	A diversity-responsive curriculum accommodates the learning needs of students from diverse cultural backgrounds, while also creating a safe and supportive learning environment for all students. By developing a curriculum that is inclusive and responsive to diversity, governments can ensure that all students have equal opportunities to learn and thrive.
(Normina, 2016)	Community participation in education is also crucial in supporting multicultural education. The community can be involved by involving community leaders and religious leaders in school activities. Community leaders and religious leaders can offer lectures, seminars, or workshops on social and cultural issues that are relevant to students' lives. They can also serve as mentors or role models for students, helping them connect with their culture and history.
(Aisara et al., 2020)	The community can also support extracurricular activities that promote local culture and heritage. Extracurricular activities such as dance, traditional music, theater, and handicrafts can help students to learn and appreciate their culture, as well as develop students' artistic and creative skills
(Rahma et al., 2024)	Communities can also build partnerships between schools, families, and communities
(Setiawan et al., 2024)	By building strong partnerships, schools can gain greater support from the community, as well as create a more conducive learning environment for students
(Aminah & Ikramatoun, 2024)	Synergy between the government and the community is crucial for creating sustainable multicultural education. The government provides policy frameworks and resources to support its initiatives. The community provides moral and practical support. Effective collaboration yields sustainable multicultural education, and by working together, governments and communities can foster learning environments that are inclusive, responsive to diversity, and tailored to students' needs. This can help students develop a better understanding of their culture, as well as acquire the social and emotional skills essential for living in a multicultural society. Ultimately, multicultural education can help build a more harmonious, equitable, and prosperous society for all citizens.

Special Challenges in Border Areas

Tabel 7. Special Challenges in Border Areas

Author and Year	Result
(Astari et al., 2024)	Border areas present unique challenges in implementing multicultural education. Limited resources and infrastructure are among the primary challenges. Border areas often have limited access to educational resources, including quality teachers, textbooks, and adequate learning facilities. The cultural influence of neighboring countries poses a significant challenge to education in border areas. Border areas are vulnerable to cultural influences from neighboring countries through mass media, trade, and social interaction
(Ramadhan, Imran, Ismiyani, Suharnain, et al., 2023)	Poor infrastructure, such as roads, bridges, and power grids, also hinders the implementation of educational programs. As a result, students in border areas often lag in academic achievement and have fewer opportunities to pursue higher education
(Feneteruma, 2018)	The government needs to pay special attention to addressing these limitations by increasing investment in education in border areas
(Ramadhan, Imran, Ulfah, et al., 2023)	This can be achieved by offering incentives to teachers to teach in border areas, enhancing the quality of teacher training, providing textbooks and learning materials tailored to the local context, and developing or upgrading educational infrastructure. By overcoming limited resources and infrastructure, the government can improve the quality of education in border areas and provide better opportunities for students to succeed
(Ester et al., 2024)	This can erode national cultural identity and cause students to be more interested in foreign cultures than their own. Therefore, there is a need for efforts to strengthen national cultural identity in border areas
(Ramadhan, Imran, Ismiyani, Prancisca, et al., 2023)	Multicultural education can help students understand and appreciate cultural differences, while also fostering a sense of pride in their own cultural heritage. This can be done by incorporating materials on national history, art, traditions, and cultural values into the curriculum, as well as holding extracurricular activities that promote local culture
(Yulna, 2018)	Social and economic vulnerabilities are also complex challenges in border areas. Border areas often face social problems such as poverty, unemployment, crime, and social conflict
(Maula et al., 2023)	These issues can affect students' motivation and ability to learn, as well as create an uncondusive learning environment. Education can play a role in improving the welfare of communities in border areas by providing skills and knowledge relevant to the needs of the local job market
(Talaohu & Ufie, 2024)	Educational programs relevant to local needs need to be developed, such as agriculture, fisheries, handicrafts, and tourism skills training
(Khair et al., 2024)	Education can also help people to address social problems by raising awareness of their rights, developing social and emotional skills, and promoting the values of tolerance and peace

Discussion

Globalization and Changing Cultural Values in Kalimantan

According to James A. Banks' multiculturalism theory, multicultural education in Kalimantan has reached only the *content integration* stage—adding cultural elements to the curriculum—yet has not advanced to equity pedagogy or empowering school culture. Thus, multicultural education remains normative and has not evolved into a transformative praxis that empowers local cultures in the face of globalization.

Viewed through Vygotsky's socio-cultural theory, shifts in cultural values occur through mediated social interactions shaped by global media and modernization. Applying the scaffolding principle—through community-based learning, collaboration with local leaders, and cross-cultural reflection—can strengthen internalization of local values. This highlights the role of social context in cultivating cultural resilience against global influences.

Comparatively, Kalimantan's situation resembles Malaysia and the Philippines, where multicultural education fosters social cohesion in border regions. Yet, unlike Malaysia's institutionalized unity-based curriculum, Indonesia's efforts remain local and school-dependent. Hence, a conceptual model is needed to connect national policy and local wisdom, ensuring cultural preservation becomes a strategic rather than symbolic response to globalization.

Multicultural Education as a Solution

Multicultural education and local wisdom play key roles in nurturing harmony and adaptability in diverse societies. Integrating multicultural values into inclusive curricula promotes understanding, empathy, and social justice. However, current implementation in Kalimantan remains at the curriculum-integration level, lacking an equity pedagogy that adjusts teaching methods to students' cultural backgrounds. A paradigm shift is needed—from mere knowledge of diversity toward empowerment and cultural transformation.

In Vygotsky's framework, teachers act as cultural mediators, bridging global and local values. Interactions among diverse students become scaffolding that fosters tolerance and intercultural collaboration. Compared to Canada, Australia, and Malaysia, where multicultural education is a national policy, Indonesia still operates on a local level. Nonetheless, its rich local wisdom provides strong potential for a uniquely Indonesian model rooted in cultural values.

Thus, a holistic model of multicultural education in border areas must move beyond cultural knowledge to strengthen social systems, educational policies, and community participation. Combining Banks' and Vygotsky's theories offers a conceptual foundation for developing contextually grounded yet globally aware strategies.

Local Wisdom in the Educational Curriculum

Local wisdom embodies community knowledge and moral guidance for harmonious living. Integrating it into curricula—through local contexts and culture-based learning resources—makes education more relevant and engaging while reinforcing cultural identity and character.

Studies (Andarto & Ramadhan, 2025; Jubaedah et al., 2025; Drajat Murdani & Haqqi, 2023) consistently show that local wisdom fosters cooperation, tolerance, and adaptability to global change. Some focus on contextual learning (Adiwijaya et al., 2020; Andriani & Effendy, 2024), while others emphasize culture-based teaching materials (Setyawan et al., 2023). These findings align with Banks' inclusive curriculum and Vygotsky's view that knowledge construction is culturally mediated. Using folklore, local languages, or traditions activates students' proximal development zones within their cultural contexts (Lizawati & Uli, 2019; Nur'zah et al., 2024).

Internationally, countries such as Thailand and the Philippines have developed localized curricula

that adapt national education to regional cultures. Indonesia could follow this path by systematizing the integration of local wisdom at the national level.

In synthesis, local wisdom serves as a bridge between globalization and cultural identity. Embedding local values into education strengthens character and acts as cultural resistance to global homogenization. A curriculum model that combines Banks' multiculturalism and Vygotsky's socio-cultural constructivism is needed to make education in multi-ethnic areas, such as Kalimantan, inclusive, contextual, and transformative.

The Role of Technology in Multicultural Education and Local Wisdom

Technology functions not only as a learning tool but also as a medium for promoting cultural diversity. Through social media and digital platforms, information on local cultures can be disseminated widely, fostering broader cultural appreciation. Interactive learning videos effectively introduce students to various cultures and enhance motivation, making learning more engaging and relevant.

However, challenges such as unequal access and limited digital literacy persist, particularly between urban and rural areas. Studies (Anah & Saputra, 2024; Astini et al., 2023; William et al., 2024) confirm that social media and digital platforms play a vital role in disseminating multicultural values, while Wahyuni et al. (2022) and Radjak et al. (2024) highlight the effectiveness of interactive videos in strengthening cultural understanding. Yet, the digital divide and low teacher competency (Lasmawan et al., 2024; Kusyana et al., 2024; Asti & Arismunandar, 2024) remain major obstacles. Therefore, technology training for educators and digital infrastructure development (Andarto et al., 2024; Radjak et al., 2024) are essential to ensure equitable access.

Theoretically, this aligns with Vygotsky's socio-constructivist approach, where digital tools serve as modern mediators that expand intercultural learning spaces. When linked to Banks' multicultural theory, technology contributes to content integration and prejudice reduction by exposing students to diverse digital materials that nurture empathy and inclusion. Globally, initiatives such as those in South Korea and Malaysia, including Malaysia's MyHeritage Education Portal, illustrate how technology supports social tolerance. Indonesia can adapt this model by incorporating interactive digital ecosystems that feature local folklore, arts, and traditions.

In synthesis, technology serves as both a preserver of local wisdom and a bridge for global cultural dialogue. Its equitable and ethical use—supported by strong policy, digital literacy, and content validation—can transform it into a tool of cultural democratization. Integrating Banks' and Vygotsky's frameworks offers a conceptual model for multicultural digital education rooted in local wisdom.

Socio-Cultural Learning in Border Areas

Socio-Cultural Learning (SCL) emphasizes learning through meaningful social interaction grounded in the local context. Studies (Ediana et al., 2023; Amelia & Aisya, 2021) show that project-based learning enhances multicultural understanding and students' social-emotional skills. Local communities, as noted by Nuraeni et al. (2024), play a crucial role by providing authentic resources, mentoring, and cultural experiences that connect students with their heritage.

SCL fosters positive attitudes toward diversity and reduces prejudice (Latuwael et al., 2024). Consistent with Vygotsky's socio-cultural theory and Banks' concept of "empowering school culture," teachers act as facilitators who create inclusive, dialogic spaces that promote empathy, justice, and equality (Hassan, 2023; Carmona-Medeiro & Cardeñoso Domingo, 2021). Cooperative and collaborative learning in border contexts (Bahtiar, 2015; Tabrani & Amin, 2023; Khotimah, 2025) further strengthens intercultural competence and social integration.

Internationally, SCL aligns with culturally responsive teaching models in the U.S., Canada, and Finland, where local contexts shape learning experiences and foster community values. In border areas,

this approach assumes a form of socio-cultural diplomacy that promotes cross-border cohesion.

Conceptually, SCL bridges Banks' multicultural education, emphasizing equality and inclusion, and Vygotsky's socio-cultural constructivism, emphasizing interactive learning and scaffolding. Its success relies on the synergy between teachers, communities, and government. Ultimately, SCL is not merely a pedagogical method but a cultural strategy that builds empathy, resilience, and social solidarity in Indonesia's border regions amid globalization.

The Role of Government and Society in Supporting Multicultural Education

Effective multicultural education depends on strong collaboration between the government and society. Government policies that recognize minority rights and promote inclusive curricula are essential to ensuring equity in education, while community participation strengthens the transmission of values, cultural identity, and affective learning.

Synthesis of various studies shows that such synergy forms the foundation of sustainable multicultural education, particularly in border areas. This aligns with Banks' (2009) concepts of equity pedagogy and empowering school culture, where all groups have equal learning opportunities, and with Vygotsky's (1978) socio-cultural theory, which emphasizes the role of community-based scaffolding in fostering cross-cultural awareness.

Internationally, countries such as Malaysia and Thailand have demonstrated that bilingual policies and indigenous participation can foster successful multicultural programs (Tan, 2019; Rahim, 2022). Hence, Indonesia's border-region initiatives resonate with global best practices that promote cultural diversity and social cohesion.

Special Challenges in Border Areas

Border regions face complex challenges—limited resources, poor infrastructure, and external cultural influences—that hinder equitable access to education. A synthesis of 85 reviewed studies reveals that multicultural education serves as a key strategy for preserving local wisdom and fostering tolerance amid globalization pressures. Research in Kalimantan and Nusa Tenggara indicates that integrating local values into curricula enhances social cohesion and fosters inclusive character development.

However, implementation outcomes vary: some emphasize government policy support, others the role of teachers and communities as cultural agents. This indicates that effectiveness depends not only on curriculum design but also on local socio-political dynamics. According to Banks' (2009) framework, these barriers reflect constraints in knowledge construction and prejudice reduction. From Vygotsky's (1978) perspective, they highlight the need for social mediation and participatory learning to overcome resource limitations.

Comparable issues arise in border contexts, such as the Mexico–U.S. border (Moya, 2021) and the Malaysia–Thailand border (Rahim & Tan, 2022), where globalization also challenges identity and equality. Strengthening local wisdom and developing contextual curricula emerge as key strategies for maintaining social integration and resilience.

In synthesis, multicultural education in border areas must evolve from a normative framework to a strategic model rooted in community empowerment, cultural preservation, and adaptive capacity. Such transformation aligns with Indonesia's national goal of building inclusive, tolerant, and globally resilient citizens.

4. CONCLUSION

This research confirms that multicultural education and local wisdom in Indonesia's border areas, particularly in Kalimantan, play a crucial role in preserving cultural identity and fostering inclusive

student character amidst globalization. Theoretically, this study enriches the literature on multicultural education by integrating Vygotsky's socio-cultural learning perspective and Banks' theory of multicultural education in the context of a unique frontier society. This integration results in a conceptual synthesis that learning based on social interaction, community collaboration, and local values can be adaptive models for developing cross-cultural awareness and resilience of national identity in border regions.

Practically, this study provides concrete recommendations for teachers and policymakers. Teachers need to adopt contextual learning strategies that combine technology, collaborative projects, and exploration of local cultures as a medium for strengthening multicultural values. Meanwhile, the government needs to formulate affirmative policies to support education in border areas through funding, teacher training, and inclusive curriculum development based on local wisdom. The contribution of this policy can serve as the basis for a development strategy promoting equitable education in border areas. Further research is recommended to develop a multicultural curriculum model based on local wisdom that can be empirically tested in various contexts of Indonesia's borders, so that education truly functions as a means of cultural preservation as well as strengthening global competitiveness.

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