

Differentiated Learning Oriented to Four Aspects of Multiculturalism in Strengthening the Dimension of Global Diversity in Elementary Schools

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Abstract

This study aims to explain the integration of multicultural learning strategies and differentiated instruction in strengthening the global diversity dimension within the Pancasila Student Profile at the elementary school level. The research employs a qualitative method with a descriptive approach to provide an in-depth description of learning processes and strategies in elementary school settings. The study was conducted at four public elementary schools in the Samarinda Ulu District over a period of two months, with the primary participants comprising fourth-grade teachers and students. Data were collected through observation, interviews, documentation, and questionnaires, and were analyzed thematically. Grounded in James Banks' theory of multicultural education, this study covers four dimensions: content integration, knowledge construction, prejudice reduction, and equity pedagogy. The findings indicate that the integration of local and national cultural content plays the most significant role in fostering students' global diversity awareness. Differentiated instruction, which involves variations in content, process, and product, promotes inclusivity by allowing diverse expressions of student identity and learning styles. However, challenges remain within the equity pedagogy dimension due to limited learning resources and teacher readiness. Overall, the combination of these two approaches proves effective in developing students' tolerant, empathetic, and globally minded character.

Keywords

Multicultural education; Pancasila Student Profile; global diversity; primary school; student character

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1. INTRODUCTION

Indonesians come from diverse cultural backgrounds and live in diverse communities. Due to this cultural diversity and uniqueness, multicultural education is crucial in Indonesian education and cannot be overlooked. In October 1994, UNESCO advocated intercultural education as a global responsibility. A multicultural education system encourages schools to meet the needs, demands, and aspirations of students from diverse backgrounds. Educational institutions, particularly schools, play a central role in socialization, cultural transmission, and the formation of social groups. Given Indonesia's rich ethnicity, religion, language, and culture, there is an urgent need to raise awareness of multicultural



education, particularly at the elementary school level. As stated by (Rudianto, 2023) Multicultural education and inclusive learning in schools play a crucial role in shaping students' character, enabling them to accept, appreciate, and respect diversity while creating a safe and inclusive learning environment. Elementary school is a crucial stage for instilling the values of tolerance and multiculturalism (Atmaja, 2024).

Differentiated learning at the elementary school level is fundamental to the implementation of the Independent Curriculum in Indonesia, which provides freedom and flexibility in the learning process (Hidayat et al., 2024). Multicultural education is a teaching and assessment approach that considers students' cultural diversity, making them feel valued and motivated to learn. This system broadens students' understanding of social justice, helps them recognize and address injustice, and explores the experiences of students from diverse cultural backgrounds. Similarly, differentiated learning plays a complementary role in the educational process by adapting to the diverse learning needs, interests, and readiness levels of each student (Wahyuningsari et al., 2022). By tailoring content, processes, and products based on each student's learner profile, differentiated learning ensures that all students, regardless of their background, can engage meaningfully with learning materials while feeling respected and valued.

The term "multicultural education" encompasses a range of definitions. Literally, it refers to cultivating diversity among all students. Etymologically, the term derives from the words "education" and "multicultural" (Rahmat et al., 2024). Education refers to the process of shaping attitudes and behaviors in individuals or groups toward maturity through teaching, training, educational procedures, and methodologies (Indrowaty et al., 2024). Multiculturalism refers to varying degrees of cultural respect and diversity. However, technically, multicultural education refers to the process of realizing the full potential of each individual while respecting the plurality and heterogeneity arising from cultural, ethnic, tribal, and religious differences (Karman et al., 2022). When combined with differentiated learning strategies, multicultural education becomes more effective because it allows students to connect their cultural identities with personalized learning paths. This empowers them to become active and inclusive participants in the classroom community (Wardani et al., 2024). This differentiated learning can form a diverse class and provide opportunities for students to understand content, process ideas, and develop levels of learning outcomes so that they can learn more effectively according to their potential (Qorib, 2024).

Raising awareness of multicultural education is necessary, given Indonesia's diverse society with its rich ethnic, religious, linguistic, and cultural diversity, particularly at the elementary school level (Anton et al., 2024). Character development in students begins in elementary school, and integrating Pancasila values into character education is crucial for fostering a generation of morally upright individuals (Ningsih et al., 2022). However, the current situation indicates that certain aspects of ideal values and character development in students have not received adequate attention in the educational process due to a lack of character education programs. Consequently, this can affect students' awareness and understanding of moral values and caring attitudes towards others. Another potential outcome is a lack of opportunities to internalize these values in daily activities (Purnawanto, 2022). Therefore, to instill Pancasila values throughout the educational process, an inclusive multicultural education approach complemented by differentiated teaching is necessary. In this context, a multicultural approach and differentiated learning play a strategic role in shaping students' character to be tolerant, empathetic, and adaptable amidst the diversity of global society (Sutisna et al., 2024).

Pancasila and multiculturalism are interconnected concepts. Multiculturalism recognizes and appreciates the coexistence of various cultures, while Pancasila serves as the foundation for national ideals and values. The principles of Pancasila underpin the implementation of multiculturalism in Indonesia, and education plays a crucial role in instilling these ideals. Both concepts emphasize the importance of unity and diversity in Indonesian society. The current method of teaching Pancasila values in schools under the Merdeka Curriculum differs from the previous curriculum (Athifa et al.,

2025). One of the goals of the Indonesian national curriculum is to develop a Pancasila Student Profile, which reflects the character of students in accordance with the values of Pancasila. This profile, as outlined in Ministry of Education and Culture Regulation No. 22 of 2020, envisions Indonesian students as globally competent individuals who embody the values of Pancasila (Kemendikbudristek, 2022). The Pancasila Student Profile encompasses six primary dimensions: faith and devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity (Dawam et al., 2023).

The global diversity dimension is a crucial component of the Pancasila Student Profile, which requires students to understand diversity and have a positive attitude toward global differences (Wijayanti & Muthali'in, 2023). By internalizing the Pancasila Student Profile, students will more easily integrate its values into their daily lives. This dimension also plays a crucial role in facing the increasingly complex and interconnected challenges of the 21st century. In the era of globalization, individuals with such a character are better prepared to respond to global issues such as climate change, migration, international conflict, and pandemics that affect the entire world (Lubaba & Alfiansyah, 2022). Furthermore, this character promotes an appreciation for diversity, fosters empathy for others, and encourages the development of inclusive attitudes, all of which are essential for addressing global problems and building a more harmonious and peaceful future. Differentiated learning supports this goal by enabling students to engage with content in ways that reflect their cultural and personal backgrounds, fostering deeper empathy and active participation (Kumalasani et al., 2025). Students who possess a globally diverse character are ready to lead the future and help overcome global barriers while promoting international collaboration and peace (Suryaningsih et al., 2023).

Global diversity can be understood as tolerance for differences and an appreciation of diversity while remaining open-minded toward other cultures and respecting the ways of life of indigenous peoples. Although the dimensions of global diversity have been widely recognized in the Pancasila Student Profile, several challenges remain in its actualization. In reality, the application of global diversity values in the classroom remains uneven. Intercultural conflicts can arise because many students lack sufficient knowledge of diversity values and are unprepared to deal with cultural differences in their environment (Kuroma & Tirtoni, 2024). The implementation of differentiated teaching can address this gap by addressing students' individual experiences and helping bridge cultural misunderstandings through tailored instruction (Asrina, 2024).

Observations at several elementary schools in Samarinda Ulu City demonstrate that these schools have successfully implemented a multicultural approach to strengthen the Pancasila Student Profile, particularly in the global diversity dimension. Schools integrate diversity values into their curricula and daily activities, creating an inclusive and respectful learning environment. Learning activities involving various cultures and traditions provide students with a deeper understanding of diversity. Furthermore, schools organize various extracurricular activities that foster mutual respect among students. Teachers play a crucial role in teaching Pancasila and multicultural values, as well as in creating a safe and supportive learning environment (Ningtyas, 2024). Teachers also implement differentiated learning strategies to ensure that every student can participate meaningfully, regardless of their background or abilities (Sugiarto & Farid, 2023). Parental and community involvement in school activities enhances this approach, fostering a harmonious synergy between the school and its surrounding community. Therefore, elementary schools in Samarinda Ulu City emphasize not only academic achievement but also a commitment to developing students' character that values diversity, in line with the national education goal of fostering morally conscious and globally aware citizens. The multicultural and differentiated learning approach implemented in Samarinda Ulu elementary schools emphasizes academic and social values essential for a harmonious community (Zainuri et al., 2024).

Interviews with teachers and fourth-grade students at an elementary school in Samarinda Ulu City revealed that the school has successfully implemented a multicultural approach to strengthen the Pancasila Student Profile, particularly in the global diversity dimension. Teachers explained that they

integrate various cultures into the learning process so that students can understand and appreciate differences. Furthermore, they employ differentiated learning methods, such as flexible grouping, choice-based projects, and culturally responsive materials, to accommodate diverse learning needs. Students also shared positive experiences participating in events that celebrate diversity, such as cultural festivals, which help them feel more connected to peers from different backgrounds.

Previous research on multicultural education conducted by Irawan et al. (2023) Emphasized that multicultural education should begin at the elementary school level and include components such as teaching national commitment, tolerance of diversity, humanism, and local wisdom. To ensure that future generations uphold the ideals of diversity and respect differences between races, ethnicities, and religions, intercultural education must be introduced from an early age. This research primarily focused on preventing discrimination through multicultural education. In contrast, research by Suharno (2024) Explains that multicultural education is crucial for minimizing and preventing conflict in various regions. Through multicultural education, students' attitudes and mindsets will become more open to understanding and appreciating diversity. Furthermore, multicultural education helps build ethnic, racial, religious, and cultural diversity (promoting the values of diversity). A key aspect of implementing multicultural education in schools is the absence of policies that hinder tolerance, including refraining from insults based on race, ethnicity, and gender, and fostering sensitivity to differences. When combined with integrated learning, these efforts become more inclusive and equitable, ensuring that no student is left behind in realizing a diverse, just, and united society (Sasa et al., 2025).

Several previous studies have examined the application of multicultural learning approaches as an effective strategy to strengthen global diversity while shaping the Pancasila Student Profile at the elementary school level. According to Suryaningsih et al. (2023), teachers implemented four multicultural principles: content integration, knowledge construction, prejudice reduction, and equality pedagogy, which successfully fostered students' attitudes toward cultural awareness, intercultural communication skills, and reflection and responsibility for experiences of diversity. Differentiated learning in the Independent Curriculum, achieved through diagnostic assessments and the differentiation of content, processes, and products, can enhance the motivation, participation, and engagement of students with diverse learning styles. Wardani et al. (2024) noted that a multicultural model relevant to the Independent Curriculum at an elementary school in Samarinda Ulu City incorporates differentiated and inclusive learning activities, such as extracurricular activities and diversity-themed projects (P5), which in turn foster an inclusive and harmonious climate. Meanwhile, Sutisna et al. (2024) confirmed that the implementation of project-based multicultural education (theme: *Bhinneka Tunggal Ika I Love Indonesia*) in the Pancasila Student Profile Strengthening Program (P5) effectively fostered appreciation for cultural diversity and identity at SDN Kota Samarinda Ulu. This empirical evidence suggests that integrating multicultural and differentiated learning strategies within the Merdeka Curriculum/P5 framework can enhance the global diversity dimension of the Pancasila Student Profile by fostering cultural awareness, empathy, intercultural communication, learning motivation, and inclusion in the elementary school environment.

The results of this study stem from an exploratory approach that simultaneously integrates multicultural learning and differentiated learning within the context of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia's Independent Curriculum, aiming to strengthen the global diversity dimension in the Pancasila Student Profile at the elementary school level. Specifically, this study aims to explore and test the effectiveness of integrating multicultural learning strategies and differentiated learning in strengthening the global diversity dimension by examining how these two approaches can complement each other in creating an inclusive, adaptive, and contextual learning environment. Unlike previous studies that tend to focus on one approach separately, this study offers an integration of both as a comprehensive and transformative pedagogical strategy. In addition, this study emphasizes active student engagement through project-based activities, cross-cultural

collaboration, and reflection on cultural identity, resulting in a learning model that is more responsive to student diversity while being relevant to global and local demands.

2. METHODS

This research was conducted in four public elementary schools in the Samarinda Ulu District over a period of two months, starting in September. The research method employed was a descriptive qualitative approach, aiming to conduct an in-depth examination of the integration of multicultural learning strategies and differentiated learning in strengthening the global diversity dimension of the Pancasila Student Profile at the elementary school level. The qualitative approach was chosen because it enables the exploration of social realities and the understanding of participants' perspectives in a contextual and in-depth manner. At the same time, the descriptive nature is employed to systematically describe and explain learning phenomena (Waruwu, 2024). This research is based on James Banks' multicultural education theory, as outlined in Anwar (2022), which encompasses four main dimensions: curriculum integration, knowledge construction, prejudice reduction, and equality pedagogy. In addition, differentiated learning practices aligned with the Independent Curriculum serve as the main framework in understanding how teachers accommodate diverse student characteristics in the learning process. The research sample consisted of four elementary schools in Samarinda Ulu, with the primary participants being fourth-grade teachers and students. The selection of grade IV was based on the consideration that students at this level begin to develop critical and social thinking skills, making it relevant for the application of multicultural and differentiated learning.

Data collection was conducted through classroom observations, in-depth interviews, and questionnaires. Observations were conducted directly in fourth-grade classrooms at four schools to examine the implementation of differentiated learning strategies and the integration of multicultural values into teaching and learning interactions. In-depth interviews were conducted with fourth-grade teachers to explore their understanding, strategies, and challenges in implementing this learning approach. Additionally, interviews were conducted with several fourth-grade students to gain their perspectives on their learning experiences. Additionally, questionnaires were distributed to all fourth-grade students at the four schools to gather information on their perceptions, experiences, and levels of participation in learning activities. Data analysis was conducted in four stages: raw data collection, data reduction to filter relevant information, data presentation in a structured narrative form, and drawing conclusions based on emerging meaning patterns (Sugiyono, 2022). The entire analysis process was supported by data triangulation between teachers and students to increase the validity and credibility of the research results, thus obtaining a more comprehensive understanding of the implementation of multicultural-based differentiated learning in strengthening the dimensions of global diversity in elementary schools.

3. FINDINGS AND DISCUSSIONS

Findings

This research was conducted over two months, from September to October, in four public elementary schools located in the Samarinda Ulu District. The research method employed was a descriptive qualitative approach, aimed at providing an in-depth description of the integration of multicultural learning strategies and differentiated learning in strengthening the global diversity dimension of the Pancasila Student Profile. Research data were obtained through classroom observations, in-depth interviews with teachers and fourth-grade students, documentation, and the distribution of open-ended questionnaires to students. Observations focused on daily learning practices, particularly the integration of multicultural values and the application of differentiated learning in the teaching and learning process. Interviews and questionnaires were used to explore

students' perceptions, experiences, and levels of engagement in these learning activities. Data analysis was conducted through four main stages: raw data collection, data reduction, data presentation, and drawing conclusions based on the thesis.

The results of the study indicate that the multicultural learning approach has been implemented through four main dimensions: curriculum integration, knowledge construction, prejudice reduction, and equality pedagogy. Based on observations and documentation, 40% of learning practices are reflected in the integration of local and national cultural content into teaching materials, 25% in students' knowledge construction through cross-cultural discussions, 20% through prejudice reduction through collaborative activities, and 15% through the application of equality pedagogy. Additionally, quantitative data from the questionnaire revealed that 45% of students felt more appreciative of diversity after participating in the learning process. In comparison, 30% showed increased social empathy, and 15% experienced improved intercultural communication skills. In implementing differentiated learning, teachers employ strategies of content, process, and product differentiation to accommodate students' diverse learning styles and cultural backgrounds. However, 40% of teachers identified limited multicultural learning resources as the main obstacle, followed by 30% who complained about the lack of inclusive pedagogy training, 20% who mentioned cultural resistance from the environment, and 10% who highlighted time constraints as a barrier to implementing this strategy. These findings describe the actual conditions of multicultural and differentiated learning practices in elementary schools, including the forms of implementation and challenges faced in the field.

Discussion

The research results were then analyzed using a thematic approach to evaluate the integration between multicultural education strategies and the implementation of differentiated learning based on student characteristics in elementary schools.

Table 1. Dimensions of Multicultural Strategy and Its Implementation

No	Multicultural Strategy Dimension	Implementation Description
1	Curriculum Integration	The curriculum is structured to incorporate cultural diversity into learning content, featuring national figures from diverse ethnic backgrounds and local traditions in thematic materials.
2	Knowledge Construction	Students are encouraged to connect their cultural backgrounds with learning materials to develop critical contextual understanding.
3	Prejudice Reduction	Learning activities emphasize tolerance, empathy, and cross-cultural collaboration by eliminating social stereotypes.
4	Equality Pedagogy	Teachers adapt teaching methods to suit the needs of all students, regardless of their background.

Table 1 above illustrates the implementation of multicultural learning strategies at elementary schools in Samarinda Ulu City, organized into four main dimensions, as outlined by Banks: curriculum integration, knowledge construction, prejudice reduction, and equality pedagogy (Anwar, 2022). Curriculum integration is reflected in the content of teaching materials that accommodate cultural diversity, such as the introduction of figures from various ethnicities and local folklore in thematic learning. Knowledge construction is facilitated by encouraging students to relate their cultural backgrounds to the learning materials, thereby creating a contextual and reflective understanding (Rosanti, 2025). The dimension of prejudice reduction is realized through learning activities that foster tolerance, empathy, and mutual respect between cultures, such as cross-cultural discussions and

collaborative projects. Meanwhile, equality pedagogy is reflected in teachers' efforts to adapt teaching methods to accommodate the needs of all students without discrimination; however, in practice, they still face obstacles such as limited learning resources and inadequate training. These four dimensions demonstrate that a multicultural approach is applied not only in content but also in the learning process and attitudes oriented towards respect for diversity.

Table 2. Dimensions of Differentiated Learning Implemented

No	Type of Differentiation	Examples of Strategies Applied
1	Content Differentiation	Use of teaching materials tailored to students' understanding levels; high-performing students are given analytical texts, while other students receive narrative texts.
2	Process Differentiation	Group discussion methods for interpersonal students, and independent assignments for intrapersonal students.
3	Product Differentiation	Students are free to choose how to express their understanding, such as through posters, short stories, or oral presentations.

The implementation of differentiated learning, combined with a multicultural approach, further strengthens schools' efforts to shape students' pluralistic character. Based on Table 2, strategies for differentiating content, processes, and products have been tailored to students' interests, learning styles, and cultural backgrounds. In this context, participatory, aesthetic, psychological, and cultural approaches play a crucial role in shaping the field's development. Teachers, for example, allow students to choose the format of their final assignments (short stories, posters, presentations) to express their cultural identities freely (Nurbaya et al., 2025). Furthermore, methods such as project-based learning with a socio-cultural orientation have been shown to strengthen students' reflection skills and social responsibility towards diversity (Suri & Chandra, 2021).

The implementation of differentiated teaching also demonstrates how the principle of equity in education is concretely implemented. Teachers at Samarinda Ulu Elementary School not only accommodate cognitive diversity but also the socio-cultural backgrounds of students. This principle of equity aligns with the idea (Zainuri et al., 2024) That equitable education positions diversity as a source of strength, rather than a barrier. In this regard, teaching strategies must be grounded in the understanding that all students have varying potential and require equitable access to learning opportunities.

In the context of strengthening the Pancasila Student Profile, a multicultural approach is an essential foundation in basic education. This strategy not only prioritizes recognition of Indonesia's cultural, ethnic, religious, and linguistic diversity but also integrates these values into the educational process, oriented toward developing students' character as global citizens. Multiculturalism in education not only creates a safe and inclusive learning space but also serves as a medium for fostering empathy, social awareness, and appreciation for diversity in everyday life (Sari & Wulandari, 2022). Therefore, the integration of a multicultural approach into learning must be carried out systematically through the curriculum, teaching methods, and assessments.

One concrete manifestation of the implementation of a multicultural approach in elementary schools in Samarinda Ulu can be analyzed through four dimensions proposed by Banks: content integration, knowledge construction, prejudice reduction, and equity pedagogy (Anwar, 2022). These four dimensions serve as the framework for reviewing the findings of this study. Based on field observations, the results are then visualized in the form of a bar chart.

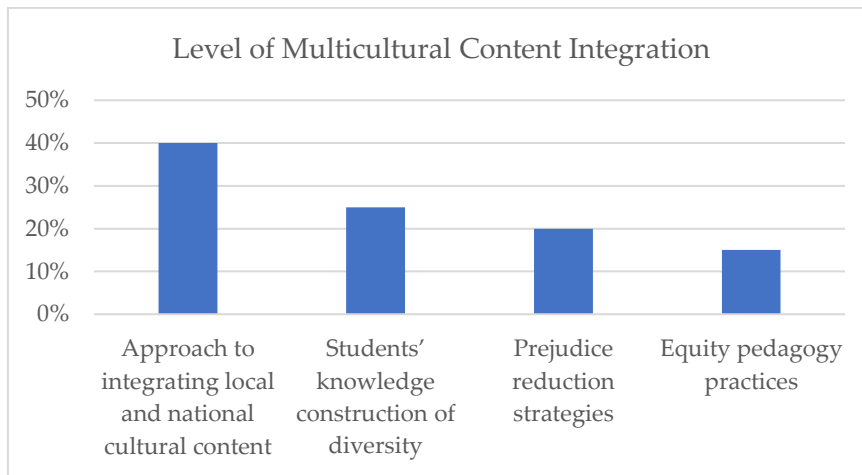


Figure 1. Level of Multicultural Content Integration Diagram

The first diagram illustrates the level of integration of multicultural content into the learning process at elementary schools in Samarinda Ulu City. The data shows that 40% of the approaches involved integrating local and national cultural content into teaching materials. This approach includes incorporating folktales from various ethnic groups in Indonesia, discussing regional traditions, and introducing culinary specialties from specific cultures in thematic activities. Meanwhile, 25% of the approaches involved constructing students' knowledge of diversity, 20% through prejudice reduction strategies, and only 15% through the practice of equality pedagogy. This dominant content integration rate indicates that teachers are focusing on the initial stage of the multicultural approach, as proposed by Banks, namely, enriching teaching materials with elements of diverse cultures (Anwar, 2022).

Based on observations and documentation, 40% of the strategies implemented by teachers in elementary schools in Samarinda Ulu City focus on content integration, such as incorporating folktales and national figures from diverse ethnic backgrounds into thematic learning. This strategy aligns with research by Putra & Hadi (2021), which emphasizes the importance of enriching teaching materials with local and national cultural content to build students' pluralistic awareness. This integration also reflects the principle of "acceptance" in a multicultural approach, namely recognizing and accepting differences without prejudice (Zainuri et al., 2024). This approach has helped students understand their own culture and that of those around them, as evidenced by previous research showing that regional art exploration assignments effectively foster an appreciation for Indonesia's diverse culture. However, the relatively small percentage of teachers focused on the aspect of equality pedagogy indicates that there are still obstacles in developing learning strategies that truly accommodate the full diversity of students.

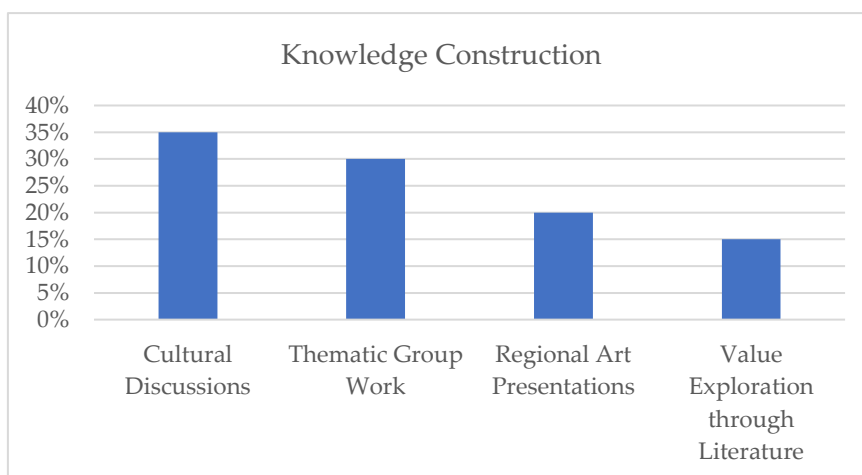


Figure 2. Knowledge Construction Diagram

In the second diagram, knowledge construction is shown as a pedagogical process that enables students to form their own perspectives on sociocultural realities. Based on observations, 35% of learning activities are conducted through cultural discussions, which enable students to explore and engage critically with diversity. These activities often take the form of an exchange of ideas and narratives of personal experiences among students. Furthermore, 30% are carried out through thematic group work, 20% through regional art presentations, and only 15% through the exploration of values through literature.

Approximately 35% of learning activities are conducted through cross-cultural discussions, which enable students to construct their own understanding of social reality. Multicultural learning allows students to utilize their cultural backgrounds to develop conceptual and moral understanding. In practice, teachers encourage students to reflect on cultural values through open-ended questions and project-based group work (Nasution & Abdillah, 2024). This approach parallels the knowledge construction framework in previous research, where students are asked to examine how cultural traditions shape their perspectives on natural or social phenomena and express these findings through collaborative projects that also consider solutions based on local wisdom (Mo'tasim & Nurhayati, 2022). However, the low use of multicultural literature indicates a lack of reading materials that reflect diverse values (Masitoh et al., 2024). This suggests the need for increased provision of multicultural-based reading materials that can enrich students' perspectives.

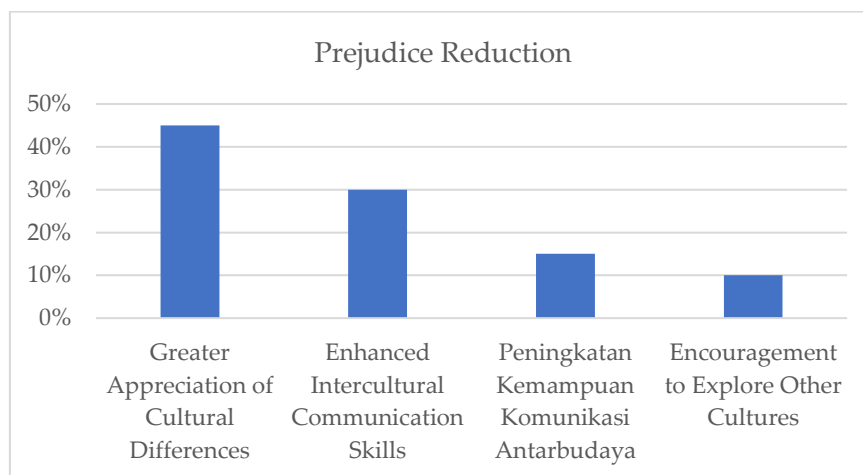


Figure 3. Reducing Prejudice Diagram

The third diagram illustrates the impact of multicultural learning on student attitudes in the context of reducing prejudice. Data collection revealed that 45% of students reported a greater appreciation for cultural differences after participating in multicultural-oriented learning. Furthermore, 30% reported increased empathy, 15% improved intercultural communication skills, and 10% felt encouraged to explore other cultures.

The prejudice reduction strategy appears to be quite successful, as evidenced by the fact that 45% of students felt more appreciative of diversity after completing the multicultural learning process. Teachers build personal relationships with students to understand their backgrounds and design learning that fosters mutual respect and empathy. This is relevant to the findings of Rahmawati (2023), who explained that learning that fosters intercultural communication has a direct impact on increased student empathy. In previous studies, teachers also engaged in personal conversations with students to recognize their identities and life experiences, creating an inclusive and respectful learning environment for diversity (Athifa et al., 2025). However, weaknesses in developing cross-cultural communication skills remain, identified by only 15% of respondents. This suggests that learning strategies should incorporate more activities, such as cultural simulations, cross-ethnic dramas, or classroom exchanges, to enhance learning.

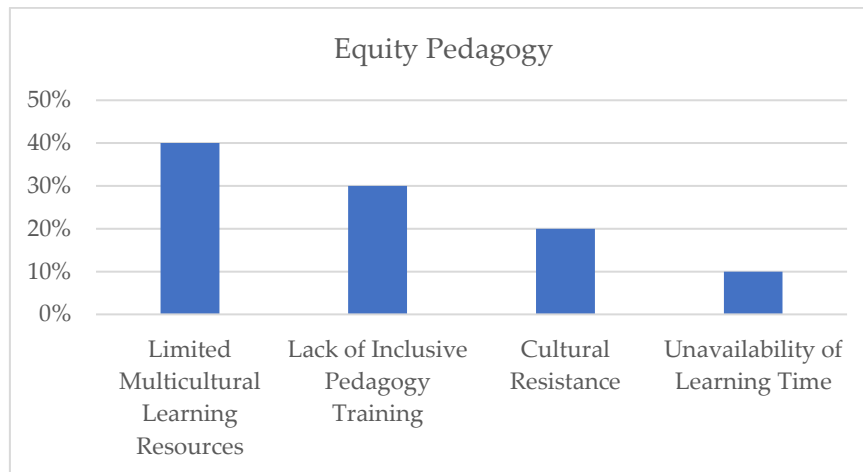


Figure 4. Challenges of Equality Pedagogy Diagram

The fourth diagram highlights challenges in the pedagogical dimension of equality. Based on the data, 40% of teachers stated that limited multicultural learning resources were a major obstacle to consistently implementing this approach. Furthermore, 30% of teachers highlighted a lack of training on inclusive pedagogy, 20% faced cultural resistance from students and parents, and 10% stated that the time allocated in the learning schedule was insufficient to accommodate multicultural strategies fully.

The pedagogical dimension of equality remains a significant challenge in implementing multicultural education at SDN Samarinda Ulu City. As many as 40% of teachers reported that limited multicultural learning resources were an obstacle, followed by a lack of inclusive pedagogical training and cultural resistance from students' parents. These findings reinforce Putra & Hadi (2021) An assertion that structural limitations and institutional support can hinder the optimal implementation of multicultural education. In practice, teachers have attempted to adapt their learning approaches to meet students' needs, but have not yet fully created a comprehensively equitable learning environment. Previous research also highlights that the principle of equality in teaching must be implemented through modified teaching methods and task planning that take into account all student backgrounds (Jayadi et al., 2022).

The link between the multicultural approach, differentiated learning, and the global diversity dimension in the Pancasila Student Profile is evident in various learning practices at SDN Kota Samarinda Ulu. Students not only learn about their own culture and that of others, but are also guided to become adaptive, critical, and empathetic individuals. This reinforces the findings of Suharno (2024) Research shows that the overall implementation of multicultural education can foster values of tolerance, moderation, and anti-discriminatory attitudes.

Habituation through daily activities, such as interfaith prayer, local cultural celebrations, and classroom discussions on universal values like peace and solidarity, further strengthens the integration of the Pancasila Student Profile values (Yufarika, 2024). Lubaba & Alfiansyah (2022) It was also stated that developing an inclusive character through a multicultural approach is not an instantaneous process, but rather requires continuity, critical reflection, and support from various school elements.

Overall, the implementation of a multicultural approach at SDN Kota Samarinda Ulu has shown encouraging progress, particularly in terms of content integration and developing students' tolerance. However, there is still room for improvement in the dimensions of knowledge construction and equality pedagogy. Institutional support, teacher capacity building, and active involvement of the school community are needed to ensure that a multicultural approach becomes an integral part of daily educational practices and truly reflects the spirit of inclusivity as mandated in the Pancasila Student Profile.

4. CONCLUSION

This research demonstrates that integrating multicultural and differentiated learning strategies within the context of the Independent Curriculum (Curriculum Merdeka) can strengthen the global diversity dimension in the Pancasila Student Profile at the elementary school level. The implementation of this strategy enriches learning content by integrating local and national cultures, creating a more adaptive, inclusive, and open learning environment that accommodates the diverse characteristics of students.

Banks' four dimensions of multicultural education—content integration, knowledge construction, prejudice reduction, and equality pedagogy—play a crucial role in fostering tolerance, social empathy, and appreciation for differences. When integrated with differentiated learning that encompasses a variety of content, processes, and products, this strategy provides students with greater space to express their identities and develop their potential optimally according to their individual characteristics.

The results of this study also indicate that the dimensions of content integration and the development of tolerance are the most significant aspects in fostering global diversity awareness among students. However, challenges remain, particularly in the pedagogical dimension of equality, including limited learning resources, teacher preparedness, and the need for supportive learning environments. Therefore, strengthening teacher capacity, providing more diverse learning resources, and collaboration between schools, families, and communities are needed to ensure a more consistent and sustainable implementation of this strategy.

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