

BUILDING DIVERSITY WITH MULTICULTURAL EDUCATION TO PREVENT *BULLYING* IN ELEMENTARY SCHOOLS

Arcilia Intan Permadani¹, Ratih Kurniasih², Rendo Fahestama³

^{1,2, 3.} Elementary School Teacher Education, University of Lampung, Indonesia

Arciliaintanpermadani@gmail.com¹, ratihkurniasih@gmail.com², rendofahestama@gmail.com³

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ABSTRACT

Multicultural education provides students with the knowledge, attitudes, and social skills necessary to become responsible and respectful citizens in a diverse society. In the context of Indonesia, which is characterized by extensive ethnic, cultural, religious, linguistic, and social diversity, multicultural education is highly relevant to students' everyday lives. Differences are an integral part of Indonesian society; therefore, education needs to prepare students to understand, appreciate, and respond positively to diversity. At the elementary school level, multicultural education plays an important role because childhood is a critical period for developing character, social attitudes, and patterns of interaction with others. The implementation of multicultural education can serve as an educational strategy for preventing potential social conflict by introducing values such as tolerance, empathy, equality, nationalism, cooperation, and mutual respect from an early age. These values can be integrated into classroom learning, curriculum content, school activities, and daily interactions within the school environment. Through meaningful multicultural learning experiences, students can develop an awareness that cultural and social differences should not become reasons for discrimination, prejudice, or conflict. Instead, diversity can be viewed as a valuable resource for strengthening social cohesion and national unity. Multicultural education can also create an inclusive learning environment in which students from different backgrounds have equal opportunities to participate, communicate, collaborate, and express their identities. Therefore, the implementation of multicultural education in elementary schools is an important effort to develop students who are tolerant, empathetic, inclusive, and committed to maintaining harmony within Indonesia's diverse society.

Keywords: Multicultural Education, Elementary School, Diversity, Social Conflict

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A. INTRODUCTION

Education is the main foundation in shaping the character of the nation's generation. However, there is a big challenge in the world of education today, namely the rampant cases of bullying in the school environment, especially elementary school students. Bullying is a violent or oppressive behavior carried out by a person intentionally individually or in a group. One of the cases that often occurs in elementary school is when a child has a prominent difference compared to other students, such as the color of the skin and also the cultural background of the child. An example is the incident that occurred to a student at SD Negeri 96 Citta, Soppeng Regency, South Sulawesi. From the results of the interview written in the blog, it was said that "it was found that when asked about what bullying is, the average student answered mockingly.

In class V, there are students who have dark skin color so that they are sometimes mocked by their friends, which the researcher identified when the student was interviewed, the student's face appeared to be embarrassed in expressing his opinion. As for class VI there are fat students, these students are often called inappropriate names by their friends for the reason of joking," the researchers wrote. From the results of the interview above, it can be concluded that the bullying that occurred to the victim was a form of verbal bullying between his peers at school by mocking, cheering, satirizing, and even calling with nicknames that acted appropriately. This can have an impact on the victim's behavior in daily life where the victim becomes unconfident, afraid to socialize, decreased academic achievement and depression.

Quoting the opinions of Andersen and Cushner, multicultural education can be interpreted as education about cultural diversity. Quoting James Banks' statement which defines multicultural education as a way of looking at reality in a way of thinking, and not just content about diverse ethnic, racial, and cultural groups. Which can be concluded as an effort to create a society that is more just, tolerant, and respects diversity.

Multicultural education consists of 3 (three) aspects, namely *an idea or concept, an educational reform movement, and a process*, therefore multicultural education is a process of change at the comprehensive school level and basic education for all students. Multicultural education certainly opposes various forms of racism or discrimination in society and schools, but multicultural education recognizes pluralism or a condition that has various groups of cultural backgrounds, ethnicities, races, languages, religions, economies, genders, and others. Integrating multicultural education into education in Indonesia can be a solution to various conflicts and disharmonizations (inconsistencies or imbalances) that occur in the scope of society, especially Indonesian society whose conditions consist of various groups with different backgrounds.

Indonesia is one of the largest multicultural countries in the world. This reality can be seen from the socio-cultural conditions where Indonesia has a variety of ethnicities, cultures, languages, races and religions. Multiculturalism in Indonesia is inevitable. But in reality, such conditions are not accompanied by improved social conditions. In fact, there are many irregularities in social life in Indonesia at this time, which cause various tensions and conflicts. When people hear the term multicultural education, without knowing its origin, they can then get stuck in looking for the formula of what culture is, and what multicultural is, then multicultural education is deduced from it. In other words, it is concluded that multicultural education is an effort to teach various kinds of Indonesian cultures: Javanese, Sundanese, Minangkabau, Batak, Ambon, Sasak, Baduy (Kaneke) and so on. And because the content of the culture includes art, clothing, houses and so on, so as in the multicultural "lesson", various regional musical instruments, regional dances, regional clothing, regional traditional houses and so on are taught.

Multicultural education offers an alternative through the application of educational strategies and concepts based on diversity in society, especially those that exist in students such as ethnicity, culture, language, religion, social status, gender, ability, age. In this regard, it is considered very important to provide a portion of multicultural education as a new discourse in the education system in Indonesia, especially so that students have sensitivity in dealing with social symptoms and problems that are rooted in differences due to ethnicity, race, religion and value systems that occur in the environment of their society so that they can instill unity and unity. This can be implemented in both the substance and the learning model that recognizes and respects cultural diversity. Therefore, this research will discuss the multicultural learning approach.

This ignorance and lack of understanding of multiculturalism will later lead to discrimination against certain groups. Then, in approaching multicultural education, a culture that lives in the midst of a plural society. In this regard, it is considered very important to provide a portion of multicultural education as a new discourse in the education system in Indonesia, especially so that students have sensitivity in dealing with social symptoms and problems that are rooted in differences due to ethnicity, race, religion and value systems that occur in the environment of their society so that they can instill unity and unity. This can be implemented in both the substance and the learning model that recognizes and respects cultural diversity.

B. RESEARCH METHODS

In this study, a literature study method was used, namely analyzing articles that discuss efforts to build diversity through multicultural education to prevent bullying in elementary schools. The literature study was conducted by examining relevant sources, such as journals, books, and articles that focus on bullying issues and multicultural education in the elementary school environment. In this study, various factors that affect the occurrence of bullying are presented, such as student behavior, lack of understanding of diversity, and educational policies that have not been integrated with the concept of multicultural education. Then, this study also emphasizes the importance of collaborative efforts between parents, teachers, and the community in overcoming or preventing bullying through anti-bullying socialization and teacher training. The results of this study show that multicultural education plays an important role in creating a conducive environment and preventing bullying in elementary schools.

The data was obtained from various sources including scientific journals on Google Scholar, e-books, using the keywords "multicultural education", "elementary school", and "multicultural education overcoming bullying". The selected articles have a publication time range between 2018 and 2024. The data analysis carried out was by identifying multicultural education in elementary schools and multicultural education as an effort to reduce bullying.



C. RESULTS AND DISCUSSION

Individual knowledge and understanding of diversity in social life will certainly foster awareness of tolerance. The existence of two or more cultures in the scope of people's lives, indicates a multicultural society (Parekh 2008:19). According to Steinberg in Soemantri, various challenges in race, socioeconomic class, gender, speech, lifestyle, sexuality and diversity that are hampered by the lack of individual abilities, are the concept of multiculturalism (Somantrie, 2011).

Of course, with the various differences from each group, it will give rise to its own culture that is different from other groups. Therefore, it is important to instill an attitude to respect people's differences in values, cultures and beliefs by not having the thought of forcing or hoping that the person becomes or is like him. According to Sinaga (2017), Multiculturalism requires individuals to have a broad view by removing the discriminating gap that exists in society as well as uniting common goals, namely creating comfortable, peaceful, tolerant conditions in unity and unity.

Multicultural education in a handbook, there is Banks who explains that "multicultural education consists of concepts, sequences in doing a job, thinking styles, opinions, value orientation and educational clusters needed by students who are different in population". (Fathurrohman, 2017). Indonesia has thousands of islands which are certainly known for their diversity in accordance with the motto of the Indonesian nation, namely *Bhineka Tunggal Ika*,

the motto explains that differences are not something that is an obstacle to the development of the Indonesian nation without putting aside diversity so that it can become a perfection. Multicultural education allows the Indonesian nation to jointly uphold a sense of tolerance so that a peaceful life of the nation and state can be realized. That way the community will have readiness if faced with a social conflict, then with a strong unity, the community will not be easy to be divided by social clashes.

The Problem of Bullying in Elementary Schools

Bullying occurs because of differences, in a broad sense regarding differences in race, culture, gender, and others. Distorted understandings and negative attitudes towards heterogeneity can be reduced to eliminate by actualizing multicultural education in the national education system; Policies of the authorities in the field of education, socialization and structured counseling assisted by the support of various elements of society and elements of schools/universities.

According to Banks (2001), multicultural education is a system of ideas and knowledge that investigates and evaluates the importance of cultural and ethnic diversity in influencing lifestyles, social experiences, personal identities, and educational possibilities of individuals, groups, and countries. Banks (1993) characterized multicultural education as a movement to revitalize the education system. Where the main goal is to change the structure of educational institutions so that male and female students, students with special needs, and students from different racial, ethnic, and cultural backgrounds have equal opportunities to achieve academic achievement. The concept of multicultural education is in line with the spirit of Law Number 20 of 2003 concerning the National Education System mentioned in Article 4 Paragraph (1), namely:

"Education is organized democratically and justly and non-discriminatory by upholding human rights, religious values, cultural values and the plurality of the nation". Multicultural education is carried out as a teaching and learning activity that can equip students with the information, understanding, attitudes, and behaviors needed to build conditions of similarity and differences based on gender, culture, race, ethnicity, and religion. This learning method can increase conducive conditions that allow students' uniqueness to be appreciated regardless of their background character. Therefore, we propose that decision-makers consider the multicultural education that has been researched by education observers so far, by formulating and implementing a variety of activities and programs.

Application of Multicultural Education

Each country has different conflicts or problems, therefore the importance of developing multicultural education that is tailored in each country is different. Education certainly relies on three pillars including parents, the school environment and the community. With multicultural education, opportunities for children are equalized without differentiating treatment with different religious, cultural, ethnic and other backgrounds and can foster the highest respect and tolerance for the dignity and dignity of human beings from their cultural backgrounds.

Multicultural education can be integrated into several fun and meaningful learning activities or activities for students. For example, by providing collaborative projects that involve children to discuss with each other through various different perspectives. Teachers who are facilitators in learning must also have a deep understanding of the concept of multiculturalism and be able

to create an inclusive learning environment or conditions. Parents also have a very important role in instilling and developing a basic understanding of multicultural values from an early age. By collaborating with the community, it can expand the learning experience of students who have various resource persons with different backgrounds so that they can share knowledge and also positive experiences. With this, it will create and prepare children to become good citizens and of course be able to be responsible.

The Urgency of Multicultural Education in Schools

According to Wulandari (2020), multicultural education has a crucial role in the diversity of Indonesian society. There are 3 points of urgency for multicultural education that are discussed, namely;

1. can be used as an option in overcoming social conflicts;
2. makes students reluctant to let go of their culture of origin;
3. as the basis for the development of the national curriculum.

It can be concluded that multicultural education can be an alternative in preventing and overcoming social conflicts that often arise due to ethnic, religious, and racial differences between groups. By instilling the value of tolerance from an early age, students will definitely be able to coexist peacefully and harmoniously in a plural (diverse) society. By learning about various cultures, students will not only be proud of their own culture but will also be open to other cultures and contribute to preserving other Indonesian cultures. It can also be used as the basis for curriculum development, namely by integrating multicultural values so that the education obtained by children is more relevant to people's lives.

Indonesia is a country that is so rich in diversity, that it has challenges in maintaining unity. In these various challenges that arise, multicultural education is present as one of the solutions to build a tolerant, inclusive and peaceful society. In fact, multicultural education does not only introduce various cultures but more than that. Multicultural education can strengthen national identity that can prevent the disintegration (division) of the nation.

As a country full of diversity, the potential for social conflicts in Indonesia is quite large. In accordance with the problem, there are many cases of various social conflicts caused by differences. For example, between the majority group and the minority in the form of intolerance or discrimination. From this, it can be concluded that the level of tolerance in Indonesia can be said to be minimal. In fact, it is in accordance with Indonesia's foundation, namely Pancasila as a guideline in behavior that maintains unity.

Stephen Hill in a book explains that the benchmark of success in multicultural education is if the process is able to make all elements of society become a complete unit. It can be concluded that the success or failure of a multicultural education is seen from the behavior of students. All of this is happening because multicultural education in its implementation includes a multimediated side of life, so it is hoped that social conflicts caused by individual and group differences will no longer appear in the lives of Indonesian people who have a variety of cultures (Wahyuni, 2020).

In the era of globalization that is developing at an increasing pace, elementary schools certainly play a very crucial role in shaping the character of the nation's children who have an awareness of diversity and create peace. But the negative side of increasing globalization is the erosion of the character of the nation's children. With easy access to uncontrolled technology use,

many children easily imitate rude words, intolerance, spreading hoax news, *cyberbullying*, or even normalizing westernized culture. From these problems, it is feared that the quality of children will decline and lose their national identity. With multicultural education, it is hoped that it can be one that can overcome the negative side and take advantage of the positive side of the use of technology.

Multicultural education also prepares students to become global citizens who can interact with others with cross-cultural skills, teamwork, and the ability to solve relevant problems in different cultures. The urgency of multicultural education applied in Indonesia with the practice of Indonesia's motto, namely *Bhineka Tunggal Ika*, which of course characterizes the reality of the diversity of the Indonesian nation. Wolpert is a history expert who has a United States nationality and emphasized that it is a must for the Indonesian people to apply Multicultural Education in learning (Slamet, 2019). The guideline of multicultural education is decision-making by way of joint (deliberation) taking the most votes that want equality and justice. Then it leads to humanity, solidarity so that peace is created. Then, build principles to respect the diversity of Indonesian society (Arafah, 2020).

With this multicultural education, it is hoped that it can foster awareness among the educated. This means that the learning provided is not only to develop students' abilities for what they have received during the education. However, it is also a transformative tool for educators to instill values in the diversity of the Indonesian nation to students which are held in direct learning activities, in accordance with the goals of multicultural education. So, this education is not only useful for students but also for every element that is incorporated in it (Yaqin, 2021).

Based on the explanation, it can be implied that the implementation of multicultural education is expected to foster the awareness of the educated group to play a role as a generation that is able to have views and broad and critical insights on events in the Indonesian society, so that whatever will be done by the community always applies a tolerant and democratic attitude in facing all social conflicts. Multicultural education is pursued in the hope of minimizing social conflicts that occur in Indonesia even as a solution to solve them so that Indonesia is able to maintain the integrity of a pluralistic nation in harmony.

Teacher Training in Managing Diversity

Indonesia is known as the largest archipelago in the world with thousands of islands, hundreds of ethnic groups, and hundreds of regional languages. This diversity is what makes Indonesia rich in culture, but so far this cultural richness has not been accommodated in our education system. Research shows that integrating local culture in learning can improve student motivation and learning outcomes. This is why the Culturally Responsive Teaching (CRT) approach is very suitable to be applied to the learning process. (Woodley et al. 2017; Siwatu 2011).

Culturally Responsive Teaching (CRT) is a learning approach that consciously and intentionally connects students' cultural backgrounds to the subject matter. CRT aims to: (1) Recognize and appreciate students' cultural differences; (2) Making students feel valued and involved in learning; (3) Improving student motivation and learning outcomes. As already mentioned, Indonesia is rich in cultural diversity. Unfortunately, our education has not fully appreciated this diversity. Many students from minority groups feel alienated and uncomfortable in school because their culture and experiences are rarely reflected in the curriculum or classroom interactions. (Siwatu 2011).

Culturally Responsive Teaching (CRT) is a teaching approach that recognizes and understands students' cultural diversity to create an inclusive learning environment. (Mumpuniarti et al. 2020; Kohli et al. 2022). Problems in Implementing Culturally Responsive Teaching (CRT):

1. Lack of understanding of Student Culture: Teachers may face difficulties in understanding and responding to students' cultural diversity properly. Lack of knowledge of cultural norms, languages, and values of ethnic or religious groups can hinder the implementation of CRT;
2. Lack of Appropriate Resources and Materials: Limited resources and lack of learning materials that reflect cultural diversity can be challenging. Teachers need to find or create materials that are appropriate to the cultural background of students;
3. Challenges of Managing Highly Diverse Classrooms: Culturally diverse classrooms can pose challenges in managing different needs and expectations. Maintaining the engagement and participation of students from diverse backgrounds can be a complex task;
4. Lack of Training and Support: Teachers may not have adequate training in implementing the CRT approach.

In overcoming this problem, it is necessary to conduct training so that teachers can teach with a holistic CRT approach and support from the school, and teacher professional development can be the key to success in implementing Culturally Responsive Teaching. (Hutchison and McAlister-Shields 2020). The application of CRT in the learning process in elementary schools must certainly be adjusted to the local context. The following methods are carried out in the training: The methods used in this training are lecture methods, and questions and answers. In carrying out this activity, tools in the form of laptops and LCDs, and spikers were used. This LCD laptop is used as a medium to display the material created in the MS. Power Point program to be trained.

Training is carried out for Honorary teachers. The material was presented by 1 lecturer at the Faculty of Education Management FIP UNM, the training participants were followed by 30 participants. The material provided is Culturally Responsive Teaching The activities are carried out by:

1. Analysis of CRT needs. The first step is to conduct a needs analysis related to the implementation of CRT in a certain school or area. It is important to know the socio-cultural context of students and the challenges they face related to education.
2. Teacher training. Teachers play a key role in the implementation of CRT. They need to be trained to have the right competencies and mindset. Training can focus on aspects of cultural awareness, curriculum, learning models, and culturally responsive assessments.
3. Curriculum development. The curriculum needs to be developed to be more integrative and appreciative of Indonesia's cultural diversity. For example, include relevant local content, use the native language, and examples from the local culture.
4. Innovative learning models. Teachers need to use innovative learning models such as project-based learning, problem-based learning, and collaborative learning. This learning model is in accordance with the principles of CRT, which is student-centered and contextual.
5. Community involvement. The involvement of parents and community leaders in education can enrich the perspective of CRT in schools. They can share knowledge about relevant local cultural values and practices to teach students.

So, those are some ways that can be done to implement CRT in Indonesia effectively. Of course, its implementation must be sustainable and continue to be refined so that it is more responsive to the dynamics of student culture. (Hutchison and McAlister-Shields 2020; Woodley et al. 2017).

Multicultural Education as an Effort to Handle Bullying

Multicultural education is an approach that aims to foster awareness of cultural diversity in society. Of course, this education is very relevant to the real life of the Indonesian nation in overcoming various kinds of social conflicts that can threaten the unity and unity of the State. Social conflict is a social interaction in the form of conflict that allows efforts to get rid of each other or harm one of the parties involved. Social conflicts bring various factors that cause conflicts that have a negative impact on the peace of the nation. One of them is the lack of understanding in mutual respect between groups. Multicultural education is a concept that provides understanding to live with mutual respect, respect and tolerance for the diversity of society, so that people are able to overcome various problems related to the differences of each group.

The application of multicultural education is considered as a learning step to enlighten the life of the nation by managing social conflicts creatively. That way, conflict will only give birth to a change and improvement in social life. As a foundation in an effort to prevent and overcome social conflicts, multicultural education is integrated into the KE Merdeka, which is a curriculum that is being used as a reference for learning in Indonesia. That is, teachers must first show a tolerant attitude and cultivate differences, then teachers must create pleasant learning environments, choose interactive learning methods so that learning is more memorable and fun and produce an increased level of learning motivation and preserve local culture.

In short, multicultural education is an effort or solution in dealing with peace over social conflicts and disharmony that occur in Indonesian society in the form of discriminatory attitudes and intolerance. So that the desire and participation of all parties, such as all levels of society, are formed to call for multicultural educational values in the community at large. Multicultural education is only a tool to encourage each party to have a role in instilling awareness and developing tolerance. Of course, cooperation and collaboration in maintaining the integrity of the nation will be realized.

The role of multicultural education in preventing bullying is:

- a. Provide understanding to students that existing heterogeneity is not a reason to commit bullying.
- b. Invite students to apply an attitude of tolerance both in the school environment and in the community.
- c. Providing understanding to students that the attitude of mutual respect for existing differences is a beautiful harmonization in social life.
- d. Changing the negative perspective of cultural, racial and ethnic differences into a positive perspective that considers heterogeneity as a shared property with the spirit of the 4 pillars of nationality.
- e. Educate students about ethnocentrism to avoid feelings of superiority who see other cultures through the lens of their own culture.

Collaboration of Parents, Community, and Schools in Overcoming Bullying

Schools, parents, and society as a whole all have a role to play in preventing bullying. In order for schools to be safe, supportive, and free from violence, these three parties must work closely together. The importance of collaboration between schools, parents, and the community in preventing bullying will be discussed in this article.

1. The Role of Schools in Bullying Prevention

Schools are important places where social interaction takes place between students. They must ensure that bullying prevention rules and procedures are always in place. This includes teaching employees and teachers how to recognize, address and report bullying cases. Schools must also provide a safe, supportive, and inclusive environment for all students.

2. The Role of Parents in Bullying Prevention

Parents also have an important role in preventing violence. Parents should be actively involved in their children's lives, listen to and observe signs of bullying, and provide support and direction to their children. They should also speak openly with schools, support existing anti-bullying laws, and work together to deal with bullying cases.

3. The Role of the Community in Bullying Prevention

In addition, the community plays a role in creating an environment that supports bullying prevention. Communities can provide social support to students and families affected by bullying. They can also educate the public about the importance of preventing bullying and encouraging an attitude of respecting differences.

4. Collaboration between Schools, Parents, and the Community

Schools, parents, and the community must work well together to prevent bullying. These three parties must share information, resources, and experience to identify and deal with bullying cases quickly and effectively. Cooperation also allows people to better understand the risk factors for bullying and how to prevent them.

5. Integrating Education on Bullying into the Curriculum

In addition, education about bullying should be part of the school curriculum. This includes training in social skills, empathy, and conflict management, which can help students grow in healthy relationships and respect differences. Schools, parents, and the community must work together to stop bullying. By working together, these three parties can create a safe, supportive, and inclusive environment for all students. In doing so, we can protect our children from the dangers of abuse and help them grow and thrive in a positive and meaningful environment.

Anti-Bullying Socialization Program

An example of anti-bullying socialization is the idea of motivation to the community, especially students of SDN 020 North Balikpapan towards bullying prevention, because this bullying damages the morals of attitudes in schools and the family environment. Prevention is carried out not only because there is an incident but before it happens it has begun to be prevented from all parties who play a role in a child's character. For this reason, in this anti-bullying socialization by making these efforts to avoid discrimination that has an impact on a person. In this activity, game activities are also carried out that provide learning on how to work together, tolerate and respect others.

The method is carried out by providing a direct understanding of how bullying impacts, what forms bullying is said, and what ways to overcome bullying which is often absorbed faster by children, especially in the current technological era. One of the methods used is a teamwork game that supports each other by upholding the value of sportsmanship. This socialization has the purpose of preventing bullying, because at this time there are many incidents of this in the surrounding environment that cannot be prevented. The influence of the environment is often the main factor in the formation of a person's character to commit bullying, sometimes the encouragement of the influence of technology that is growing rapidly becomes a fairly high supporter. This increasingly rapid technology is inevitable, because it is a necessity. This makes it easier for a person, especially children, to get something in it, such as the spectacle they get or the information they can become something that is often imitated, especially by teenagers.

This Bullying Prevention Socialization activity was held to reduce and anticipate problems that often occur. Bullying itself is very vulnerable to a person's psychology, especially children. The impact caused was also very worrying, so it threatened the victim. With encouragement of motivation to elementary school students not to bully their friends or other people who can endanger themselves or others. One of the ways we do it is to carry out activities that are teamwork and tolerance that coordinate with each of their friends. The activity carried out is a game that forms the character of students to work together, be sportsmanlike and respect each other. With this activity, the character of these students is formed to be better, there is no longer a gap between them. Learn to appreciate each other. Creating harmony and full enthusiasm to realize something that can be a proud achievement.

Application of Multicultural Education in Elementary Schools

Supporting Factors

In the implementation of multicultural education in elementary schools, several supporting factors are experienced, including:

1. School Climate

According to Sita Acetylena in her book *Ki Hajar Dewantara Character Education*, it is explained that one of the character development strategies is multicultural character, namely by developing Education Units that have a culture conducive to character development in various learning modules (AlbyAnggito & IwanSetiawan, 2018:6). School climate as a quality of school life that grows and develops based on the spirit and values embraced by the school, namely in the form of how school residents such as school committees, foundations, principals, teachers, employees, and students learn, and relate to each other.

2. The Role of the Teacher

According to E. Mulyasa, teachers play a very important role in helping the development of students to realize their life goals optimally (2007:30). Teachers have an important role in education. This means that no matter how great technological advances, the role of teachers will still be needed. Especially in multicultural education, teachers are important figures in understanding the basic understanding of multiculturalism.

3. School Programs and Activities

Programs and activities in elementary schools strongly prioritize multiculturalism both in routine activities and in incidental activities. Activities that are carried out regularly in the implementation of multicultural education are the Flag Ceremony every Monday. This

activity was attended by all school residents, both teachers and students. In this activity, teachers and students can interact with each other in different atmospheres, and can strengthen the love of the homeland and diversity. And this activity can also be used as a fertilization of love for each other.

4. Learning Curriculum

The learning curriculum applied in elementary schools must be adapted to multicultural education where the values in multicultural education are integrated into all subjects. This is very good for the development and understanding of multicultural education.

Inhibiting Factors

In the application of the application of multicultural education, not only supporting factors but also several inhibiting factors including:

1. Infrastructure

Facilities and Infrastructure are inadequate, classrooms are inadequate, for example if there are only 3 classrooms that can be used for teaching and learning activities and 1 teacher's room, there are no worship facilities, no library, no counseling room. This is clearly an obstacle in the implementation of multicultural education.

2. Socialization

Apart from inadequate facilities and infrastructure, the socialization of multicultural education is also very minimal, this is rarely socialized, this is also an obstacle to the implementation of multicultural education.

3. Lack of Learning Media

The lack of use of learning media also has a great influence on efforts to implement multicultural education. This is due to the lack of teacher competence in the creation and use of learning media, especially those related to multicultural education.

Influence of media/technology and the environment

According to Trevi (2010), bullying is aggressive or manipulative behavior that is carried out deliberately by a person or group of people who feel strong with the aim of hurting or harming a person or group. Bullying is divided into several targets, namely physical bullying in the form of an act of physical contact between the perpetrator and the victim directly or indirectly. According to previous research, physical bullying is bullying that is carried out by using violence in several parts of the victim's body, such as slapping, kicking, hitting, pushing, and damaging the victim's belongings. As for verbal bullying, it is a behavior that is carried out by mocking or throwing words that lead to abusive words or excessive insults that have an impact on excessive fear and decreased confidence in the victim as a result of these inappropriate words.

There is also Cyberbullying, which is an act of bullying carried out on social media. Such as giving rude comments or threatening words and also hoax information written through social networks. According to Rifauddin, cyberbullying is a form of threat that is made to harass or hurt victims with technical devices. According to Rigby in the journal (Nasrullah, 2015), cyberbullying is an act of bullying or better known as bullying, which is a negative act carried out by others continuously or repeatedly. This act of bullying has an impact on the condition of the victim who can be physically and mentally injured. Cyberbullying is an act of inequality, repetition of behavior, or negative habits using information and communication technology, such

as Instagram, TikTok, and personal websites by individuals or groups with the intention of hurting others.

In today's era, social media is an inseparable thing in people's daily lives. Social media is a website that is intended to make friends and socialize on the internet that can support people's social interactions. Social media uses web-based technology that transforms communication into interactive dialogue. The development of social media has an impact on how we communicate today, but with social media based on internet technology, it can change the pattern of disseminating information both between individuals and to other countries.

Individual personality

Bullying behavior such as providing direct moral and moral education to children and guiding and forming good habits in children. With these habits it can give birth to the character of a child.

- a. Characteristics of Perpetrators and Victims of Bullying Coloroso (2007) mentions four elements contained in bullying, namely: the difference in power between the perpetrator and the victim,
- b. intent to hurt and injure,
- c. the threat of continued aggression,
- d. The Existence of Terror

Meanwhile, according to m Coloroso, it is also stated that the characteristics of children who tend to be victims of bullying are:

- a. children who are in a new environment,
- b. youngest,
- c. have experienced trauma,
- d. obedient,
- e. children who have behaviors that are considered to be disturbing to others,
- f. a child who has no desire in a fight,
- g. Shy,
- h. The Rich and Poor,
- i. children who come from inferior ethnicities, religions and ethnicities,
- j. children who are intelligent and have other advantages,
- k. fat or thin child,
- l. have an unusual physical shape and
- m. child who is in the wrong place at the time of the mistake

There are several influencing factors in the development of students' skills:

- a. Many friends, popular, come from wealthy families, high self-esteem as well as good achievements. They bully children under them to increase their popularity
- b. Being a victim of bullying, the perpetrator of bullying has usually experienced bullying in the past, is less accepted in his group, is lonely and experiences various difficulties at school
- c. low confidence so that it is easy to follow the invitation of their friends who bully both consciously and unconsciously (Sari, Yuli P and Azwar W, 2017: 350). Mutjahidah through the results of her research said that bullying perpetrators have low or weak self-control, like to force or tend to dominate others, have impulsive and aggressive behavior (Mutjahidah, 2018: 29).

D. CONCLUSION

Multicultural education plays a crucial role in developing awareness of cultural diversity and fostering tolerance, mutual respect, and social harmony within society. In an increasingly diverse social environment, education cannot be limited to the transmission of academic knowledge but must also prepare students to understand and respond positively to differences in ethnicity, religion, culture, language, traditions, and social backgrounds. Multicultural education provides students with opportunities to recognize diversity as an essential part of social life and to develop attitudes that support peaceful and constructive interaction with individuals from different backgrounds.

In Indonesia, multicultural education is particularly relevant because the country is characterized by extraordinary ethnic, religious, linguistic, and cultural diversity. This diversity represents an important national asset, but it can also create challenges when differences are accompanied by prejudice, stereotypes, discrimination, intolerance, or social inequality. Therefore, education has a strategic role in transforming diversity from a potential source of social tension into a foundation for strengthening national unity. The principles of *Bhinneka Tunggal Ika* and the values of Pancasila provide an important foundation for developing educational practices that recognize differences while emphasizing equality, unity, mutual respect, and social responsibility.

Multicultural education does not merely introduce students to different cultures but also seeks to develop democratic attitudes, justice, equality, empathy, cooperation, and respect for human dignity. These values need to be introduced from an early age because elementary school represents an important period in the development of students' character, social attitudes, and patterns of interaction. Through multicultural learning experiences, students can be encouraged to understand that cultural differences should not become a basis for discrimination or exclusion. Instead, diversity can be viewed as an opportunity to learn from one another and develop broader perspectives.

The successful implementation of multicultural education requires the involvement of various educational stakeholders. Teachers have an important role in creating inclusive classrooms, selecting learning materials that represent cultural diversity fairly, facilitating dialogue, and demonstrating tolerant behavior through their daily interactions with students. Parents also contribute by reinforcing values of respect, empathy, equality, and openness within the family environment. Meanwhile, the community can provide authentic cultural experiences through local traditions, community activities, cultural practices, and social interactions. Collaboration among schools, families, and communities can create a consistent environment for the development of multicultural values.

Furthermore, multicultural education can contribute to preventing social conflict and strengthening national identity. Students who are accustomed to interacting with differences in a respectful manner are more likely to develop the ability to communicate, cooperate, resolve disagreements, and reject discriminatory behavior. In the long term, these competencies can contribute to preventing intolerance and social fragmentation. Multicultural education therefore has a broader function than cultural recognition; it can serve as a strategic instrument for strengthening social cohesion and maintaining national unity within a diverse society.

Therefore, multicultural education remains an essential component of education in Indonesia. Its implementation can help develop a generation that is inclusive, tolerant, democratic, empathetic, and respectful of diversity. By integrating multicultural values into curriculum content, classroom interaction, school culture, family education, and community involvement, education can contribute significantly to preventing social conflict, strengthening national identity, and maintaining the unity of Indonesia. Ultimately, multicultural education provides an important foundation for building a peaceful and inclusive society in which diversity is not perceived as a threat but as a valuable strength that enriches national life.

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