

THE IMPACT OF MULTICULTURAL-BASED CURRICULUM DEVELOPMENT IN INDONESIA: PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATIONS

Dea Marlinda¹, Dila Septiani², Elsa Nur Pareza³, Keyla Nabela Larasati⁴

^{1,2,3}Program Studi Guru Sekolah Dasar, Universitas Lampung, Indonesia

deamarlinda12@gmail.com¹, dilasptn15@gmail.com², nurpareza.elsa21@gmail.com³, keylaanabela@gmail.com⁴

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ABSTRACT

This study was motivated by the need to implement a multicultural-based curriculum in Indonesia, with the aim of understanding how philosophical and psychological foundations influence curriculum development. The primary objective of this study is to determine the extent to which the development of a multicultural-based curriculum has been implemented, as well as how philosophical and psychological foundations play a role in shaping students' character to be tolerant and understanding of the cultural differences around them. The philosophical aspect is grounded in Pancasila, which prioritizes unity in diversity, serving as the primary foundation for this curriculum development. Meanwhile, the psychological aspect which takes into account students' cognitive and emotional developmental stages is also a key consideration, ensuring that learning materials related to multicultural education are well-received and understood in accordance with students' ages and developmental levels. This study employs a literature review using a descriptive qualitative approach, involving the analysis of various books, journals, and other literature sources. The emphasis on the descriptive qualitative approach enables this study to provide a comprehensive overview of multicultural education concepts and their relevance within the context of Indonesian education. This study was conducted to answer the question of how philosophical and psychological foundations influence the development of a multicultural-based curriculum. The results of this study are expected to make a significant contribution to curriculum development so that it better meets the needs of a diverse society and fosters the creation of citizens who are tolerant and respectful of differences.

Keywords: Curriculum Development, Multiculturalism, Philosophical and Psychological Foundations

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A. INTRODUCTION

Indonesia is a country widely recognized for its extraordinary diversity of cultures, ethnic groups, religions, traditions, languages, and local identities. Comprising more than 17,000 islands, Indonesia is inhabited by communities with diverse cultural backgrounds and social characteristics. This diversity constitutes an important national asset because it reflects the richness of Indonesian civilization and provides valuable resources for the development of education. However, cultural diversity can also present complex challenges when differences in cultural values, religious beliefs, ethnic identities, languages, and social practices are not accompanied by mutual understanding and respect. Therefore, education has a strategic role in ensuring that diversity becomes a source of social strength rather than a potential cause of conflict, discrimination, prejudice, or social fragmentation. In this context, the education system needs to develop learning processes that not only focus on students' academic achievement but also cultivate their ability to understand, appreciate, and interact positively with individuals from different cultural backgrounds.

One of the approaches that has received increasing attention in responding to these

challenges is the development of a multicultural-based curriculum. A multicultural

curriculum is an educational framework that recognizes diversity as an essential component of the learning process. It seeks to provide students with opportunities to learn about different cultures, perspectives, traditions, values, and social experiences in an objective, inclusive, and balanced manner. Through this approach, students are encouraged to understand that differences are a natural part of social life and should not become a basis for discrimination or exclusion. The implementation of a multicultural-based curriculum is therefore not limited to adding multicultural topics to existing learning materials but involves a broader transformation of educational objectives, teaching materials, learning strategies, classroom interactions, assessment practices, and the overall school culture. The curriculum should create an environment in which every student feels recognized, respected, and valued regardless of their cultural or social background.

The development of a multicultural-based curriculum is particularly relevant to the Indonesian educational context because the nation's identity is fundamentally connected to the principle of **Bhinneka Tunggal Ika**, which means "Unity in Diversity." This principle emphasizes that differences do not necessarily weaken national unity; instead, diversity can become a foundation for building a strong and inclusive national identity. Education, therefore, should serve as a medium through which students learn to manage differences constructively. Students need to be equipped not only with knowledge about diversity but also with attitudes and skills that enable them to communicate, cooperate, negotiate differences, and resolve social problems peacefully. A multicultural curriculum can contribute to this process by integrating values such as tolerance, equality, mutual respect, empathy, cooperation, justice, and appreciation of cultural identity into everyday learning experiences.

The philosophical foundation of a multicultural-based curriculum in Indonesia is closely related to the values contained in Pancasila as the nation's philosophical foundation. Pancasila provides a fundamental framework for developing educational goals that recognize human dignity, social justice, national unity, democratic participation, and respect for religious life. The principle of unity within diversity provides an important philosophical basis for understanding that Indonesian citizenship does not require the elimination of cultural differences. Instead, national unity should be constructed through recognition and respect for diversity. Consequently, a multicultural curriculum should be developed in accordance with the values of Pancasila by positioning diversity as an integral element of national identity. The curriculum should encourage students to understand that differences in ethnicity, religion, language, traditions, and local culture are part of the richness of Indonesia and should be maintained through respectful social interaction.

From a philosophical perspective, curriculum development also requires a clear understanding of the purpose of education. Education should not merely transfer knowledge from teachers to students but should develop individuals who possess intellectual, moral, social, and cultural capacities. In a multicultural society, these capacities are essential because students will interact with people who have different backgrounds and perspectives. A curriculum that ignores cultural diversity may unintentionally reproduce stereotypes, cultural domination, or social inequalities. Conversely, a curriculum that consciously incorporates multicultural perspectives can provide students with

opportunities to critically examine cultural assumptions, recognize social inequalities, and develop more inclusive ways of thinking. Thus, the philosophical foundation of a multicultural curriculum should emphasize human dignity, equality, social justice, national unity, and the recognition of cultural diversity.

In addition to its philosophical foundation, the development of a multicultural-based curriculum requires a strong psychological foundation. Psychological considerations are important because the effectiveness of multicultural education depends significantly on students' cognitive, emotional, moral, and social development. Students at different developmental stages have different capacities for understanding abstract concepts such as cultural identity, prejudice, tolerance, equality, and social justice. Therefore, multicultural learning experiences must be designed according to students' developmental characteristics. At the elementary level, for example, multicultural values can be introduced through stories, games, local traditions, cooperative activities, and concrete examples from students' daily lives. As students develop cognitively and emotionally, learning can gradually involve more complex discussions about identity, social differences, discrimination, conflict, and social justice.

The psychological foundation also emphasizes the development of students' attitudes and emotional competencies. Understanding multiculturalism is not sufficient if students are unable to demonstrate empathy or respect toward others. Students need opportunities to develop perspective-taking skills, emotional awareness, empathy, communication abilities, and the capacity to work collaboratively with individuals who have different backgrounds. Classroom activities can therefore be designed to encourage interaction among students, collaborative problem-solving, group discussions, simulations, reflective activities, and analysis of real-life social situations. Through such experiences, multicultural values can move from the level of theoretical knowledge to actual attitudes and behaviors. In this sense, the psychological foundation strengthens the practical dimension of multicultural education by ensuring that curriculum content is compatible with students' developmental needs.

Furthermore, the psychological dimension of multicultural curriculum development is closely associated with the formation of students' identity. Adolescence and childhood are important periods in which individuals develop perceptions about themselves and others. Educational experiences can significantly influence how students perceive cultural differences and construct their social identities. If students are repeatedly exposed to stereotypes or representations that place one culture above another, they may develop prejudicial attitudes. On the other hand, learning environments that recognize cultural differences positively can strengthen students' self-confidence while simultaneously encouraging respect for others. Therefore, multicultural curriculum development should provide balanced representations of different cultures and avoid presenting particular cultural groups as superior or inferior.

The implementation of a multicultural-based curriculum also requires attention to teachers' roles. Teachers are not merely transmitters of multicultural knowledge but also serve as role models in demonstrating tolerance, fairness, openness, and respect. Teachers need to possess adequate multicultural awareness so that they can recognize differences

among students and respond to them appropriately. They also need to create an inclusive classroom environment in which students have equal opportunities to express their opinions and participate in learning activities. In this regard, teacher competence becomes an important factor in determining whether the philosophical and psychological foundations of multicultural education can be translated into meaningful classroom practices.

Curriculum content should likewise be connected to students' cultural environments. Local culture, traditional knowledge, folklore, language, arts, customs, and community practices can be incorporated into learning materials as contextual resources. Such integration can make learning more meaningful because students can relate academic concepts to experiences that are familiar to them. At the same time, exposure to cultures beyond students' immediate environments can broaden their perspectives and encourage them to appreciate differences. Thus, multicultural curriculum development should balance local cultural identity with national and global perspectives. Students should be encouraged to appreciate their own cultural heritage while developing an open attitude toward other cultures.

The development of a multicultural curriculum also has implications for educational assessment. Assessment should not focus exclusively on students' cognitive achievement but should also consider the development of attitudes, social skills, collaboration, empathy, tolerance, and responsible behavior. Authentic assessment, observation, reflective journals, project-based activities, portfolios, and collaborative tasks can be used to assess how students apply multicultural values in real situations. Such assessment approaches can provide a more comprehensive picture of students' development and ensure that multicultural education is reflected not only in learning outcomes but also in students' daily behavior.

Based on the above discussion, addressing the challenges of developing an educational system capable of uniting differences requires a comprehensive approach to multicultural curriculum development. Such development cannot be separated from philosophical and psychological considerations. Philosophically, the curriculum must be grounded in Pancasila, **Bhinneka Tunggal Ika**, human dignity, equality, justice, national unity, and respect for cultural diversity. Psychologically, the curriculum must consider students' cognitive, emotional, social, and moral development so that multicultural values can be introduced in developmentally appropriate and meaningful ways. The interaction between these two foundations is essential because philosophical principles provide direction regarding the values and purposes that education should achieve, while psychological principles provide guidance regarding how these values can be internalized by students.

Accordingly, this study employs a literature review with a descriptive qualitative approach to examine the influence of philosophical and psychological foundations on the development of a multicultural-based curriculum in Indonesia. The study focuses on identifying the philosophical principles that underpin multicultural education and analyzing the psychological considerations necessary for implementing multicultural values in accordance with students' developmental characteristics. The central research question addressed in this study is: "How do philosophical and psychological foundations

influence the development of a multicultural-based curriculum in Indonesia?" By examining relevant theoretical and empirical literature, this study seeks to develop a comprehensive understanding of how these two foundations can be integrated into curriculum development.

The results of this study are expected to contribute theoretically and practically to the development of a multicultural-based curriculum that is more relevant to Indonesia's complex social and cultural conditions. Theoretically, the study is expected to strengthen the understanding that curriculum development should integrate philosophical values with psychological considerations rather than treating them as separate dimensions. Practically, the findings may provide educators, curriculum developers, policymakers, and schools with considerations for designing learning experiences that promote tolerance, empathy, equality, cultural appreciation, and social cohesion. Ultimately, multicultural education should not merely teach students about differences but should enable them to live constructively within diversity. Through an educational system grounded in Pancasila and responsive to students' psychological development, education can become a powerful instrument for strengthening national unity while preserving cultural diversity. In this way, the principle of **Bhinneka Tunggal Ika** can be translated from a national ideal into everyday educational practice, helping to foster a generation that is knowledgeable, culturally aware, tolerant, inclusive, and committed to maintaining unity within Indonesia's diversity.

B. RESEARCH METHOD

This study employs a literature review method using a descriptive qualitative approach. A literature review is a research method that involves systematically collecting, examining, comparing, and synthesizing information obtained from various relevant sources, including books, scholarly journals, research articles, proceedings, academic publications, and other credible references. The purpose of conducting a literature review is not merely to summarize existing literature but also to identify, interpret, and synthesize relevant concepts, theories, arguments, and findings related to the research topic. Through this method, researchers can develop a comprehensive understanding of a particular phenomenon based on the results of previous studies and theoretical perspectives.

According to Danial and Warsiah (2009:80), a literature review is research conducted by researchers by collecting a number of books and magazines related to the research problem and research objectives. This definition emphasizes that literature serves as an important source of information for understanding a research problem systematically. In the context of this study, the literature review is used to examine various perspectives concerning the development of a multicultural-based curriculum, particularly those related to its philosophical and psychological foundations. The literature selected for analysis includes theoretical discussions of multicultural education, curriculum development, Pancasila values, *Bhinneka Tunggal Ika*, cultural diversity, students' psychological development, character education, tolerance, social interaction, and inclusive education.

The literature selection process is directed toward sources that have a direct relationship with the focus of the study. Relevant literature is identified based on several

considerations, including the relevance of the topic, credibility of the source, contribution to the research questions, and the extent to which the source discusses philosophical or psychological dimensions of multicultural curriculum development. Both conceptual and empirical literature can be used to provide a broader understanding of the research problem. Conceptual literature is examined to identify theories and principles underlying multicultural education and curriculum development, while empirical studies are reviewed to understand how multicultural principles have been implemented and discussed in educational contexts.

The literature analysis is conducted through several stages. First, relevant literature is identified and collected based on keywords and concepts associated with multicultural education, multicultural curriculum, philosophical foundations, psychological foundations, cultural diversity, Pancasila, and Indonesian education. Second, the selected sources are read critically to identify the main ideas, theoretical arguments, and findings relevant to the research objectives. Third, information obtained from different sources is categorized according to major themes. These themes include the philosophical foundation of multicultural education, the psychological development of students, the role of education in managing cultural diversity, the integration of multicultural values into curriculum content, and the implications of these foundations for curriculum implementation. Fourth, the information from various sources is compared and synthesized to identify similarities, differences, relationships, and patterns among the ideas presented by previous scholars. Finally, the synthesized findings are interpreted to formulate a comprehensive description of the role of philosophical and psychological foundations in the development of a multicultural-based curriculum in Indonesia.

The research approach used in this study is a descriptive qualitative approach. A qualitative approach refers to the analysis of data presented in descriptive form, such as words, concepts, opinions, arguments, interpretations, and theoretical understandings, rather than numerical data or statistical measurements. The descriptive qualitative approach is considered appropriate because the primary objective of this study is to understand and describe ideas and concepts concerning the philosophical and psychological foundations of multicultural curriculum development. The study does not seek to test a statistical hypothesis or measure the relationship between variables but rather to interpret and explain the meaning and relevance of concepts found in the literature.

Through the descriptive qualitative approach, information obtained from various literature sources is interpreted in accordance with the context of the research problem. The analysis focuses on understanding how philosophical principles influence the formulation of curriculum objectives, educational values, learning content, and the broader orientation of multicultural education. At the same time, the psychological dimension is analyzed by examining how students' cognitive, emotional, social, and moral development should be considered when designing and implementing multicultural learning. Thus, the approach enables the researcher to examine the relationship between normative educational principles and the developmental characteristics of students.

In analyzing the philosophical dimension, particular attention is given to the values of Pancasila and .Bhinneka Tunggal Ika. as important foundations for Indonesian education. The analysis examines how values such as unity, equality, respect, justice, cooperation, tolerance, and appreciation of diversity can be translated into curriculum principles and educational practices. Meanwhile, the psychological dimension is analyzed by considering theories and concepts concerning students' development, identity formation, empathy, social interaction, tolerance, and attitudes toward cultural differences. These two dimensions are then examined in an integrated manner to understand how philosophical ideals can be implemented in ways that are appropriate to students' psychological characteristics.

The analysis also applies an interpretive process in which the researcher does not simply reproduce information from the literature but critically examines the relevance of each concept to the Indonesian educational context. Different theoretical perspectives are compared to identify complementary or contrasting ideas. This process is important because multicultural education involves complex dimensions of culture, identity, social relations, values, and educational development. Therefore, a synthesis of various perspectives is needed to produce a more comprehensive understanding rather than relying on a single theoretical viewpoint.

The validity of the information in this literature review is maintained by prioritizing credible and relevant academic sources and by comparing information across multiple references. The researcher also considers the consistency of arguments and findings presented in different sources. When different perspectives are identified, they are analyzed comparatively rather than immediately selecting one perspective. This process is intended to minimize subjective interpretation and strengthen the credibility of the conclusions drawn from the literature.

Based on these methodological considerations, the literature review and descriptive qualitative approach provide an appropriate framework for examining the philosophical and psychological foundations of multicultural-based curriculum development in Indonesia. The method enables the researcher to synthesize existing knowledge, identify key theoretical principles, interpret their relevance to Indonesia's multicultural context, and formulate implications for curriculum development. The findings are expected to provide a conceptual foundation for developing a curriculum that not only recognizes Indonesia's cultural diversity but also prepares students to interact constructively with people from different cultural, ethnic, religious, and social backgrounds. In this way, the research method supports the broader objective of understanding how education can contribute to tolerance, social cohesion, national unity, and the realization of the values embodied in .Bhinneka Tunggal Ika..

C. RESULTS AND DISCUSSION

Definition of Curriculum Development

Curriculum development is an important and complex process in the field of education. The curriculum is one of the key elements in the learning and teaching process. Curriculum development is typically carried out by educational institutions in response to the demands

of technological advancements and demographic dynamics. At this level, curriculum development is addressed within a national framework, encompassing both formal and non-formal education pathways, and extending both vertically and horizontally to achieve national educational goals. Curriculum development is the process of creating a curriculum that will serve as a guide for learning or education. It is carried out in accordance with the National Education Standards (SNP) and various foundational principles, such as philosophical, psychological, sociological, and science and technology (IPTEK) foundations. Curriculum development is also defined as the process of planning a curriculum to produce a specific curriculum tailored to the conditions of an educational institution. To develop a curriculum, several factors must be considered, such as the basic concepts of the curriculum, its philosophical foundations, and its psychological foundations.

Arifin (2012) defines curriculum development as an effort to align the curriculum with desired educational goals, whether through revision or a complete transition from one curriculum to another, while taking into account both internal and external influences. Curriculum development is a complex and ongoing process aimed at designing and organizing a curriculum that meets educational needs. Nana Syaodih Sukmadinata (2011) states, "Curriculum development involves planners, implementers, evaluators, and actual curriculum developers. A curriculum is expected to provide a foundation, content, and serve as a guide for optimally developing students' abilities in accordance with the demands and challenges of societal development." In line with this view, "Curriculum development, according to Suparlan (2011), is the process of planning and organizing the curriculum by curriculum developers and the activities carried out to ensure that the resulting curriculum can serve as instructional material and a reference used to achieve educational goals."

The essence of curriculum development lies in the process of identifying, analyzing, synthesizing, evaluating, making decisions, and creating curriculum elements. For the curriculum development process to proceed effectively and efficiently, curriculum developers must adhere to both general and specific principles of curriculum development. Furthermore, this ensures that curriculum developers can work consistently, purposefully, and produce accountable results. The products of these curriculum development activities are expected to align with the dynamic expectations of society and an ever-changing era. Furthermore, the existence of various curriculum development principles serves as evidence that curriculum is a distinct field of study.

From the many definitions put forward by experts, a common thread can be drawn: curriculum development is the process of planning and designing a curriculum tailored to the demands of technology, social dynamics, and national educational needs. This process is carried out by educational institutions in accordance with the National Education Standards (SNP) as well as philosophical, psychological, and sociological foundations, and advancements in science and technology (IPTEK).

The essence of curriculum development encompasses the steps of identification, analysis, synthesis, evaluation, and decision-making to create curriculum elements that are in line with the times.

The Meaning of Multiculturalism

The root word that can be used to understand multiculturalism is “kultur.” In the Kamus Besar Bahasa Indonesia (Great Dictionary of the Indonesian Language), “kultur” is defined as “culture.” Etymologically, multiculturalism is derived from the words “multi” (many), “kultur” (culture), and “-isme” (ism/doctrine). Essentially, this term embodies a recognition of the dignity of human beings living within their communities, each with their own unique and diverse cultures. Multiculturalism is a philosophy or a societal condition composed of many cultures. Multiculturalism often represents a sense of comfort shaped by knowledge. Multiculturalism is actually a concept whereby a community, within a national context, can acknowledge cultural diversity, differences, and pluralism whether in terms of race, tribe, ethnicity, or religion. It is a concept that conveys the understanding that a plural or diverse nation is one filled with diverse cultures (multicultural).

Multiculturalism refers to the cultural diversity present in a society or nation composed of various ethnic groups, languages, religions, customs, and differing cultural values. Simply put, multiculturalism acknowledges the existence of differences within society and values each unique cultural identity within the framework of living together. The concept of multiculturalism emphasizes the importance of tolerance, mutual respect, and intercultural cooperation. In a multicultural society, every cultural group has equal opportunities to preserve its traditions while building harmonious relationships with other groups. In other words, multiculturalism fosters social cohesion without erasing the unique cultural identities of each group.

In the field of education, multiculturalism encompasses identity, openness, cultural diversity, and social transformation. Identity, as one of the elements in education, implies that students and teachers are individuals or groups who represent a specific culture within society. Multicultural education encompasses both individual and group identities, as it is through these identities that they interact and influence one another, including interactions between different cultures. Multicultural education is not a form of monocultural education, but rather an educational model that operates within the framework of diversity. Therefore, local identities or local cultures which are inherently diverse must be integral components of the multicultural education curriculum. The thematic model is a suitable curriculum approach for multicultural education. By using this model, students can select themes to explore based on the multicultural realities of Indonesia. In an educational context, the concept of multiculturalism is applied to teach students the importance of respecting diversity and fostering an open attitude toward differences.

Philosophical and Psychological Foundations of the Curriculum

In the process of developing a curriculum, there are many factors that need to be considered, including the foundations of its development. The foundations of curriculum development include physiological and psychological foundations.

As a program and tool for achieving educational goals, the curriculum is linked to the process of changing students' behavior. In this regard, the curriculum is an educational program that serves as a tool to guide students' behavior toward the outcomes expected by the educational system. Therefore, the curriculum development process must take into account assumptions rooted in the field of psychology.

The philosophical foundation in curriculum development serves to provide clear direction and objectives regarding what is to be achieved through the educational process. This educational philosophy is based on a deep understanding of the meaning of education itself, as well as the values to be instilled in society. Educational philosophy plays a crucial role in determining educational goals, character building, and the development of students' potential in accordance with the social and cultural needs of society.

The psychological foundation of curriculum development requires that the curriculum pay attention to and consider student-related aspects during its implementation so that, when the curriculum is implemented, its objectives will be optimally achieved. Thus, psychological elements in curriculum development must absolutely be taken into account. The psychological foundation relates to an understanding of how students learn and develop psychologically. A curriculum based on this foundation takes into account the cognitive, emotional, and social developmental stages of students. The goal is to ensure that the learning process can be tailored to the needs and abilities of students according to their age and developmental stage.

The philosophical foundation in curriculum development serves as the basis for determining the goals, values, and direction of education to be achieved. Educational philosophy encompasses views on the nature of humanity, the purpose of education, and the relationship between teachers, students, and society. In the context of the curriculum, the philosophical foundation provides a deep conceptual framework regarding what should be taught to students and how education can help them develop holistically. Nana Syaodih Sukmadinata (1997) emphasized the importance of educational philosophy in curriculum development to provide clear direction and objectives for learning.

In the psychological context, Nana Syaodih Sukmadinata (1997) also noted that there are at least two fields of psychology that underpin curriculum development: (1) developmental psychology and (2) learning psychology. Developmental psychology is the study of individual behavior in relation to development. It examines the nature of development, developmental stages, aspects of development, individual developmental tasks, and other factors related to individual development all of which can serve as considerations and form the basis for curriculum development. Learning psychology is the study of individual behavior in the context of learning. Learning psychology examines the nature of learning and learning theories, as well as various other aspects of individual behavior in learning, all of which can serve as considerations and form the basis for curriculum development.

Thus, these two foundations complement each other in curriculum development to create an education that can change students' behavior in accordance with the intended goals, while taking into account developmental and learning factors relevant to the students' circumstances.

Research Findings

The results of this study show that the multicultural-based curriculum in Indonesia draws on the philosophical foundations of Pancasila, which emphasizes unity in diversity and values such as justice, humanity, and solidarity. Furthermore, the psychological

foundation of this curriculum involves an understanding of students' cognitive and emotional developmental stages, which serves as a crucial basis for conveying multicultural concepts. The learning process is tailored to students' ages and developmental stages, enabling them to optimally absorb and internalize the values of diversity. Through inclusive education that values differences, this curriculum encourages students to develop attitudes of tolerance and openness toward cultural diversity. On the other hand, the implementation of this multicultural-based curriculum still faces challenges such as limited resources, varying understandings of multicultural concepts, and the readiness of educators to convey complex multicultural material to students. It is hoped that with a curriculum that supports cultural diversity, schools in Indonesia can create a more inclusive learning environment that respects differences. The research findings are expected to contribute to the development of a curriculum that better meets the needs of a diverse society and to foster the development of citizens who are tolerant and respectful of differences.

D. CONCLUSION

This study aims to determine the extent to which the development of a multicultural-based curriculum has been implemented, as well as how philosophical and psychological foundations play a role in shaping students' character to be tolerant and understanding of the cultural differences around them. The conclusion of this study is that a multicultural-based curriculum in Indonesia must be designed with consideration of philosophical and psychological foundations to develop students' character so that they value diversity and are able to live harmoniously in a pluralistic society. The philosophical foundations, drawn from the values of Pancasila, provide clear guidance on the goal of education to foster unity amid diversity, while the psychological foundations help tailor the curriculum to children's developmental stages so that learning about the values of diversity can be effectively absorbed. Through comprehensive development, this multicultural-based curriculum is expected to serve not only as an academic guide but also as a tool for shaping students' character so they become more open-minded and tolerant in social life. The effective implementation of multicultural education through this curriculum will support the creation of a generation that upholds the values of unity, tolerance, and harmony in Indonesia, in line with the principle of "Bhinneka Tunggal Ika."

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