

BUILDING DIVERSITY THROUGH MULTICULTURAL EDUCATION TO PREVENT BULLYING IN ELEMENTARY SCHOOLS

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Abstrak

Multicultural education can equip students with the knowledge, attitudes, and skills necessary to become good citizens. Given Indonesia's diversity, multicultural education plays an important role that is highly relevant to the real lives of students. Multicultural education can be implemented in elementary schools as a way to overcome or prevent social conflicts. By instilling values of tolerance, empathy, nationalism, and mutual respect in children from an early age, an inclusive learning environment will be created and social conflicts will be prevented in the future.

Article History

Submitted: 12 Mei 2025

Received: 28 Juli 2025

Published: 31 Agustus 2025

Keywords: *multicultural education, elementary school, diversity, social conflict*

A. INTRODUCTION

Education is the main foundation in shaping the character of the nation's future generations. However, there is a major challenge in the world of education today, namely the prevalence of bullying in schools, especially elementary schools. Bullying is violent or oppressive behavior carried out deliberately by an individual or group.

One case that often occurs in elementary schools is when a child has differences that stand out compared to other students, such as skin color and cultural background. An example of this is an incident that occurred to a student at SD Negeri 96 Citta, Soppeng Regency, South Sulawesi. From the results of interviews written in the blog, it was stated that "it was found that when asked about bullying, the average student answered 'teasing'.

In the fifth grade, there was a student with dark skin who was sometimes teased by his friends. The researchers identified that when the student was interviewed, he looked embarrassed to express his opinion. Meanwhile, in the sixth grade, there was an overweight student who was often called inappropriate names by his friends as a joke," wrote the researchers.

From the results of the interviews above, it can be concluded that the bullying that occurred to the victims was a form of verbal bullying among their peers at school, including teasing, cheering, sarcasm, and even calling them inappropriate nicknames. This can have an impact on the victims' behavior in their daily lives, where they become insecure, afraid to socialize, experience a decline in academic achievement, and even depression.

Quoting Andersen and Cushner, multicultural education can be defined as education about cultural diversity. Quoting James Banks, who defines multicultural education as a

way of viewing reality through a way of thinking, and not just content about various ethnic, racial, and cultural groups. This can be summarized as an effort to create a more just, tolerant, and diverse society.

Multicultural education consists of three aspects, namely an idea or concept, an educational reform movement, and a process. Therefore, multicultural education is a process of comprehensive change at the school level and basic education for all students.

Multicultural education certainly opposes various forms of racism or discrimination in the community and school environments, but it recognizes pluralism, or a condition that has various cultural, ethnic, racial, linguistic, religious, economic, gender, and other backgrounds.

Integrating multicultural education into education in Indonesia can be a solution to various conflicts and disharmony (incompatibility or imbalance) that occur within society, especially Indonesian society, which consists of various groups with different backgrounds.

Indonesia is one of the largest multicultural countries in the world. This fact can be seen from the socio-cultural conditions where Indonesia has a variety of ethnicities, cultures, languages, races, and religions. Multiculturalism in Indonesia is something that cannot be avoided. However, in reality, this condition is not accompanied by improved social conditions. In fact, there is a lot of disorder in social life in Indonesia at this time, which has led to various tensions and conflicts.

When people hear the term multicultural education, without knowing its origins, they may get caught up in trying to define what culture is and what multiculturalism is, and then conclude what multicultural education is based on that. In other words, multicultural education is concluded to be an effort to teach the various cultures of Indonesia: Javanese, Sundanese, Minangkabau, Batak, Ambonese, Sasak, Baduy (Kaneke), and so on. And because the content of culture includes arts, clothing, houses, and so on, then in "multicultural lessons" various types of regional musical instruments, regional dances, regional clothing, 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 among students, such as ethnic, cultural, linguistic, religious, social status, gender, ability, and age diversity. In this regard, it is considered very important to include multicultural education as a new discourse in the Indonesian education system, especially so that students have the sensitivity to deal with social phenomena and issues rooted in differences in ethnicity, race, religion, and values that occur in their communities, thereby fostering unity and integrity.

This can be implemented both in the substance and model of learning that recognizes and respects cultural diversity. Therefore, this study will discuss the multicultural learning approach.

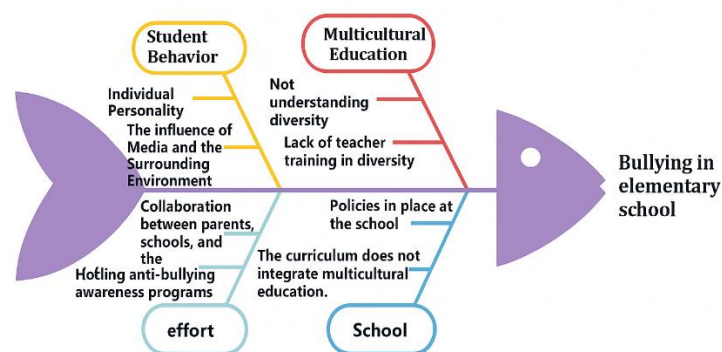
Ignorance and misunderstanding of multiculturalism will eventually lead to discrimination against certain groups. Then, in taking a multicultural approach to education, the culture that lives in the midst of a pluralistic society.

In this regard, it is considered very important to include multicultural education as a new discourse in the Indonesian education system, especially so that students have the sensitivity to deal with social phenomena and issues rooted in differences in ethnicity, race, religion, and values that occur in their communities, thereby fostering unity and integrity. This can be implemented both in the substance and in the learning model that recognizes and respects cultural diversity.

B. RESEARCH METHOD

This study uses a literature review method, which involves analyzing articles that discuss efforts to build diversity through multicultural education in order to prevent bullying in elementary schools. The literature review was conducted by examining relevant sources, such as journals, books, and articles that focus on the issues of bullying and multicultural education in elementary schools. This study presents various factors that influence bullying, such as student behavior, lack of understanding of diversity, and educational policies that are not yet integrated with the concept of multicultural education. Furthermore, 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 indicate 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 and e-books, using the keywords “multicultural education,” “elementary school,” and “multicultural education to overcome bullying.” The selected articles were published between 2018 and 2024. Data analysis was conducted 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 within a community indicates a multicultural society (Parekh 2008:19). According to Steinberg in Soemantri, various challenges related to race, socioeconomic class, gender, speech, lifestyle, sexuality, and diversity that are hampered by individuals' lack of ability are concepts of multiculturalism (Somantrie, 2011).

Of course, the various differences between each group will give rise to their own cultures that are different from other groups. Therefore, it is important to instill an attitude of respecting people's different values, cultures, and beliefs without forcing or expecting them to become like oneself.

According to Sinaga (2017), multiculturalism requires individuals to have a broad perspective by removing the dividing lines that exist in society and uniting them with a common goal, namely to create comfortable, peaceful, and tolerant conditions in unity and harmony.

Multicultural education in a handbook, Banks explains that "multicultural education consists of concepts, a series of tasks, ways of thinking, opinions, value orientations, and educational clusters needed by students who are different in terms of population." (Fathurrohman, 2017)

Indonesia has thousands of islands that are known for their diversity, in line with the Indonesian national motto, *Bhineka Tunggal Ika*, which means "unity in diversity." This motto explains that differences are not an obstacle to the development of the Indonesian nation without neglecting diversity, so that it can become a form of perfection. Multicultural education enables the Indonesian people to uphold tolerance, thereby creating a peaceful nation and state.

In this way, the community will be prepared when faced with social conflict, and with a strong sense of unity, the community will not be easily divided by social clashes.

The Problem of Bullying in Elementary Schools

Bullying occurs because of differences, in a broad sense, including differences in race, culture, gender, and so on. Misunderstandings and negative attitudes toward heterogeneity can be reduced or even eliminated by implementing multicultural education in the national education system.

Policies from authorities in the fields of education, socialization, and structured counseling, supported by various elements of society and 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 the educational possibilities of individuals, groups, and countries.

Banks (1993) characterizes multicultural education as a movement to revitalize the education system. Its main objective 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 success.

The concept of multicultural education is in line with the spirit of Law Number 20 of 2003 concerning the National Education System as stated in Article 4 Paragraph (1), namely:

“Education is conducted democratically and fairly, without discrimination, upholding human rights, religious values, cultural values, and national diversity.”

Multicultural education is implemented as a teaching and learning activity that equips students with the information, understanding, attitudes, and behaviors necessary to build conditions of equality and difference based on gender, culture, race, ethnicity, and religion. This learning method can improve conducive conditions that allow students' uniqueness to be appreciated regardless of their background.

Therefore, we propose that decision makers consider multicultural education, which has been researched by education observers for some time, by formulating and implementing a program of activities.

Implementation of Multicultural Education

Each country has different conflicts or problems, so it is important to develop multicultural education that is tailored to each country. Education is certainly based on three pillars, namely parents, the school environment, and the community.

With multicultural education, opportunities for children are equalized without discriminating based on differences in religious, cultural, ethnic, and other backgrounds, and it can foster the highest respect and tolerance for the dignity of human beings from different cultural backgrounds.

Multicultural education can be integrated into several fun and meaningful learning activities for students. For example, by providing collaborative projects that involve children in discussions from different perspectives.

Teachers who act as 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 providing a basic understanding of multicultural values from an early age. Collaborating with the community can broaden the learning experiences of students, who will have access to various sources of knowledge with different backgrounds, enabling them to share knowledge and positive experiences. This will prepare children to become good citizens who are capable of taking responsibility.

The Urgency of Multicultural Education in Schools

According to Wulandari (2020), multicultural education plays a crucial role in the diversity of Indonesian society. There are three points of urgency in multicultural education that are discussed, namely:

1. it can be used as an option in overcoming social conflicts;
2. it makes students reluctant to abandon their original culture;
3. it serves as the basis for national curriculum development.

It can be concluded that multicultural education can be an alternative in preventing and resolving social conflicts that often arise due to differences in ethnicity, religion, and

race between groups. By instilling values of tolerance from an early age, students will certainly be able to live peacefully and harmoniously in a pluralistic (diverse) society.

By learning about various cultures, students will not only be proud of their own culture but also be open to other cultures and contribute to preserving other Indonesian cultures. It can also be used as a basis for curriculum development by integrating multicultural values so that the education children receive is more relevant to community life.

Indonesia is a country so rich in diversity that it faces challenges in maintaining unity. In the face of these challenges, multicultural education is one solution for building a tolerant, inclusive, and peaceful society. In essence, multicultural education is not only about introducing various cultures, but more than that. Multicultural education can strengthen national identity, which can prevent the disintegration (division) of the nation.

As a country rich in diversity, Indonesia has a high potential for social conflict. In line with this issue, there are many cases of social conflict caused by differences. For example, there is conflict between majority and minority groups in the form of intolerance or discrimination. From this, it can be concluded that the level of tolerance in Indonesia is minimal. This is despite the fact that Indonesia's founding principle, Pancasila, serves as a guideline for behavior that maintains unity.

Stephen Hill explains in a book that the measure of success in multicultural education is whether the process can bring all elements of society together as a whole. It can be concluded that the success or failure of multicultural education is determined by the behavior of the students. All of this works because multicultural education is implemented in a way that encompasses all aspects of life, so that social conflicts caused by individual or group differences will no longer arise in Indonesian society, which has a diverse range of cultures (Wahyuni, 2020).

In this era of rapid globalization, elementary schools certainly play a crucial role in shaping the character of the nation's children to be aware of diversity and create peace. However, the negative side of increasing globalization is the erosion of the character of the nation's children.

With easy access to uncontrolled technology, many children easily imitate harsh words, intolerance, spread hoaxes, engage in cyberbullying, or even normalize Western culture. This raises concerns that the quality of children will decline and they will lose their national identity. Multicultural education is expected to be one of the solutions to overcome the negative aspects and take advantage of the positive aspects of technology use.

Multicultural education also prepares students to become global citizens who can interact with others with cross-cultural skills, teamwork, and the ability to solve problems relevant to various cultures.

The urgency of multicultural education implemented in Indonesia with the practice of Indonesia's motto, *Bhineka Tunggal Ika*, which certainly characterizes the reality of Indonesia's diversity. Wolpert, an American historian, emphasizes that it is imperative for Indonesia to implement multicultural education in learning (Slamet, 2019). The guideline of multicultural education is decision-making through deliberation (*musyawarah*) by majority vote, which requires equality and justice. This then leads to humanity and

solidarity, thereby creating peace. Furthermore, it builds the principle of respecting diversity in Indonesian society (Arafah, 2020).

With multicultural education, it is hoped that awareness among the educated will grow. This means that the learning provided is not only to develop the abilities of students based on what they have received during their education. However, it also serves as a tool for educators to instill the values of diversity in the Indonesian nation in students through direct learning activities, in accordance with the objectives of multicultural education. Thus, this education is not only useful for students but also for every element involved in it (Yaqin, 2021).

Based on this description, it can be simplified that the implementation of multicultural education is expected to foster awareness among the educated class to play a role as a generation that is able to have a broad and critical view of events in Indonesian society, so that whatever the community does, they always apply tolerance and democracy in dealing with all social conflicts. Multicultural education is pursued with the hope of minimizing social conflicts in Indonesia and even providing solutions to them, so that Indonesia is able to maintain the integrity of its 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. It is this diversity that makes Indonesia rich in culture, but so far this cultural wealth has not been adequately accommodated in our education system. Research shows that integrating local culture into learning can increase student motivation and learning outcomes. This is why the Culturally Responsive Teaching (CRT) approach is highly suitable for application in the learning process (Woodley et al. 2017; Siwatu 2011).

Culturally Responsive Teaching (CRT) is a learning approach that consciously and deliberately connects students' cultural backgrounds with the subject matter. CRT aims to: (1) Recognize and appreciate students' cultural differences; (2) Make students feel valued and involved in learning; (3) Increase student motivation and learning outcomes. As mentioned earlier, Indonesia is rich in cultural diversity. Unfortunately, our education system has not fully appreciated this diversity. Many students from minority groups feel alienated and uncomfortable at school because their cultures 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 the cultural diversity of students 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 appropriately to student cultural diversity. A lack of knowledge about cultural norms, languages, and the values of ethnic or religious groups can hinder the implementation of CRT.
2. **Lack of Appropriate Resources and Materials:** Limited resources and a lack of learning materials that reflect cultural diversity can be a challenge. Teachers

need to find or create materials that are appropriate for the cultural backgrounds of their students.

3. Challenges of Managing a Highly Diverse Classroom: A highly culturally diverse classroom can pose challenges in managing different needs and expectations. Maintaining the engagement and participation of students from different backgrounds can be a complex task;
4. Lack of Training and Support: Teachers may not have adequate training in implementing the CRT approach.

In addressing this issue, training is needed so that teachers can teach using 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 be adapted to the local context. The following methods were used in the training: The methods used in this training were lectures and question and answer sessions. Laptops, LCD projectors, and speakers were used in this activity. The LCD projectors were used as a medium to present the material created in MS PowerPoint.

The training was conducted for honorary teachers. The material was delivered by one lecturer from the Education Management Department of the Faculty of Education, UNM, and the training was attended by 30 participants. The material provided was Culturally Responsive Teaching. The activities were carried out as follows:

1. CRT needs analysis. The first step is to conduct a needs analysis related to the implementation of CRT in a particular school or region. This is important in order to understand the socio-cultural context of students and the challenges they face in relation 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 assessment.
3. Curriculum development. The curriculum needs to be developed to be more integrative and appreciative of Indonesia's cultural diversity. For example, it should include relevant local content, use native languages, and provide examples from local cultures.
4. Innovative learning models. Teachers need to use innovative learning models such as project-based learning, problem-based learning, and collaborative learning. These learning models are in line with the principles of CRT, which are student-centered and contextual.
5. Community involvement. The involvement of parents and community leaders in education can enrich the CRT perspective in schools. They can share their knowledge of local cultural values and practices that are relevant to teach to students.

Well, those are some ways to effectively implement CRT in Indonesia. Of course, its implementation must be sustainable and continuously improved so that it becomes more

responsive to the cultural dynamics of students (Hutchison and McAlister-Shields 2020; Woodley et al. 2017).

Multicultural Education as a Means of Addressing Bullying

Multicultural education is an approach that aims to foster awareness of cultural diversity within society. This education is certainly very relevant to the real life of the Indonesian people in overcoming various social conflicts that can threaten the unity and integrity of the country. Social conflict is a form of social interaction in the form of opposition that allows for attempts to eliminate or harm one of the parties involved. Social conflict brings various factors that cause conflict, which have a very negative impact on the peace of the nation. One of these factors is a lack of understanding in mutual respect between groups.

Multicultural education is a concept that provides an understanding of living with mutual respect, appreciation, and tolerance for diversity in society, so that people are able to overcome various problems related to the differences between groups.

The implementation of multicultural education is considered a step towards enlightening the nation through creative management of social conflict. In this way, conflict will only lead to change and improvement in social life.

As a foundation in efforts to prevent and overcome social conflict, multicultural education is integrated into the KE Merdeka, which is the curriculum currently used as a reference for learning in Indonesia. Teachers must first demonstrate tolerance and respect for differences, then create a pleasant learning environment and choose interactive learning methods so that learning is more memorable and enjoyable, resulting in increased motivation to learn and the preservation of local culture.

In short, multicultural education is an effort or solution to address peace in the face of social conflict and disharmony that occurs in Indonesian society in the form of discriminatory and intolerant attitudes. This will create a desire and participation of all parties, such as all levels of society, to take part in promoting the values of multicultural education in the wider community. Multicultural education is only a tool to

encourage each party to play a role in instilling awareness and developing an attitude of tolerance. Of course, with cooperation and collaboration in maintaining the integrity of the nation, this can be realized.

The role of multicultural education in preventing bullying is as follows:

1. Providing students with an understanding that heterogeneity is not a reason to engage in bullying.
2. Encouraging students to practice tolerance both at school and in the community.
3. Providing students with an understanding that mutual respect for differences is a beautiful harmony in community life.
4. Changing negative perspectives on cultural, racial, and ethnic differences into positive perspectives that view heterogeneity as a shared asset in the spirit of the four pillars of nationality.
5. Educating students about ethnocentrism to avoid feelings of superiority that view other cultures through the lens of their own culture.

Collaboration Between Parents, Community, and Schools in Overcoming Bullying

Schools, parents, and the community 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 Preventing Bullying

Schools are important places where social interactions between students take place. They must ensure that bullying prevention rules and procedures are always enforced. This includes teaching employees and teachers how to recognize, address, and report cases of bullying. 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 to play in preventing violence. Parents must be actively involved in their children's lives, listen to and observe signs of bullying, and provide support and guidance to their children. They must also communicate openly with schools, support existing anti-bullying laws, and work together to address cases of bullying.

3. The Role of the Community in Preventing Bullying

In addition, the community plays a role in creating an environment that supports the prevention of bullying. 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 encourage attitudes of respect for differences.

4. Collaboration between Schools, Parents, and the Community

Schools, parents, and the community must work together effectively to prevent bullying. These three parties must share information, resources, and experiences to identify and address cases of bullying quickly and effectively. Cooperation also allows people to better understand the risk factors for bullying and how to prevent it.

5. Integrating Education about 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 this way, we can protect our children from the dangers of bullying and help them grow and thrive in a positive and meaningful environment.

Anti-Bullying Awareness Program

An example of anti-bullying awareness is motivating the community, especially students at SDN 020 Balikpapan Utara, to prevent bullying, because bullying damages

moral attitudes at school and in the family environment. Prevention efforts are not only implemented after incidents occur but are initiated beforehand by all parties involved in shaping a child's character. Therefore, this anti-bullying socialization program aims to prevent discrimination that may affect an individual. The program also includes games that teach children how to cooperate, be tolerant, and respect others.

The method used is to provide a direct understanding of the impact of bullying, the various forms of bullying, and ways to overcome bullying, which are often absorbed more quickly by children, especially in today's technological era. One of the methods used is a teamwork game in which participants support each other by upholding the value of sportsmanship.

This socialization aims to prevent bullying, as there are currently many incidents of bullying in the surrounding environment that cannot be prevented. The influence of the environment is often a major factor in shaping a person's character to engage in bullying, and sometimes the influence of rapidly developing technology is a significant contributing factor. This rapidly advancing technology cannot be avoided, as it is a necessity. This makes it easier for people, especially children, to access things within it, such as the shows they watch or the information they obtain, which are often imitated, especially by teenagers.

This Bullying Prevention Socialization activity was held to reduce and anticipate problems that often occur. Bullying itself is very harmful to a person's psychology, especially children. The impact is very worrying, threatening the victim. With the encouragement and motivation of elementary school students not to bully their friends or others, which can harm themselves and others. One of the ways we do this is by conducting activities that promote teamwork and tolerance in coordination with each of their friends. The activity is a game that shapes the character of students to work together, be sportsmanlike, and respect one another.

Through this activity, the character of these students is improved, and there are no longer any gaps between them. They learn to respect one another. This creates harmony and enthusiasm to achieve something that can be a proud accomplishment.

Implementation of Multicultural Education in Elementary Schools

Supporting Factors

The implementation of multicultural education in elementary schools is supported by several factors, including:

1. **School Climate**

According to Sita Acetylena in her book *Pendidikan Karakter Ki Hajar Dewantara* (Character Education Ki Hajar Dewantara), one of the strategies for character building is multicultural character, which is to develop educational units that have a culture conducive to character building in various learning modules (AlbyAnggito & IwanSetiawan, 2018:6). The school climate is the 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 members such as the school

committee, foundation, principal, teachers, employees, and students learn and relate to one another.

2. The Role of Teachers

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

3. School Programs and Activities

Programs and activities in elementary schools strongly emphasize multiculturalism, both in routine and incidental activities. A routine activity in the implementation of multicultural education is the flag ceremony every Monday. This activity is attended by all members of the school community, both teachers and students. In this activity, teachers and students can interact with each other in a different atmosphere, and it can strengthen their love for their country and diversity. This activity can also be used to foster a sense of love for one another.

4. Learning Curriculum

The learning curriculum implemented in elementary schools must be in line with multicultural education, where the values of 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 multicultural education, there are not only supporting factors but also several inhibiting factors, including:

1. Infrastructure

Inadequate facilities and infrastructure, such as insufficient classrooms. For example, if there are only three classrooms that can be used for teaching and learning activities and one teacher's room, there are no facilities for worship, no library, and no counseling room. This clearly hinders the implementation of multicultural education.

2. Socialization

In addition to inadequate facilities and infrastructure, socialization of multicultural education is also very minimal. This is rarely socialized, which also hinders the implementation of multicultural education.

3. Lack of Learning Media

The lack of utilization of learning media also greatly affects efforts to implement multicultural education. This is due to the lack of teacher competence in creating and utilizing learning media, especially those related to multicultural education.

The influence of media/technology and the environment

According to Trevi (2010), bullying is aggressive or manipulative behavior deliberately carried out by a person or group of people who feel powerful with the aim of hurting or harming another person or group.

Bullying is divided into several types, namely physical bullying, which is a form of physical contact between the perpetrator and the victim, either directly or indirectly. According to previous studies, physical bullying is bullying that is carried out by using violence on several parts of the victim's body, such as slapping, kicking, hitting, pushing, and damaging the victim's belongings. Verbal bullying is behavior that involves teasing or saying words that are rude or excessively insulting, causing the victim to feel excessive fear and a decline in self-confidence as a result of these inappropriate words.

There is also cyberbullying, which is bullying carried out through social media. This includes making rude comments or threatening remarks and spreading hoaxes on social networks. According to Rifauddin, cyberbullying is a form of threat carried out to harass or hurt the victim using technical devices.

Meanwhile, according to Rigby in a journal (Nasrullah, 2015), cyberbullying is an act of harassment or what is better known as bullying, which is a negative act carried out by other people continuously or repeatedly. This act of bullying has an impact on the victim's condition, who can be physically and mentally hurt. Cyberbullying is an act of disparity, repetitive 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 integral part of people's daily lives. Social media is a website designed to foster friendships and socialization 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 social media based on internet technology can change the pattern of information dissemination, both between individuals and to other countries.

Individual personality

Bullying behavior such as providing direct moral education and ethics to children and guiding and shaping good habits in children. These habits can shape a child's character.

1. Characteristics of Bullies and Victims Coloroso (2007) mentions four elements found in bullying, namely: a power imbalance between the bully and the victim,
2. the intention to hurt and cause pain,
3. continued threats of aggression,
4. the presence of terror.

Meanwhile, according to Coloroso, the characteristics of children who tend to be victims of bullying are:

1. children who are in a new environment,
2. the youngest,
3. have experienced trauma,
4. obedient,

5. children who have behavior that is considered disruptive to others,
6. children who have no desire to fight,
7. shy,
8. poor or rich,
9. children from inferior tribes, religions, and ethnicities,
10. children who are intelligent and have other advantages,
11. children who are overweight or underweight,
12. children with unusual physical appearances, and
13. children who are in the wrong place when they make a mistake.

Several factors influence the development of students' skills:

1. Having many friends, being popular, coming from a wealthy family, being highly confident, and having good grades. They bully children below them to increase their popularity.
2. Victims of bullying, bullies usually have experienced bullying in the past, are not accepted in their group, are lonely, and experience various difficulties at school.
3. Low self-confidence, making them easily follow their friends who bully others, either consciously or unconsciously (Sari, Yuli P and Azwar W, 2017: 350). Mutjahidah, through her research findings, stated that bullies have low or weak self-control, like to force or tend to dominate others, and have impulsive and aggressive behavior (Mutjahidah, 2018: 29).

D. CONCLUSION

In conclusion, multicultural education is very important in shaping awareness of cultural diversity and fostering tolerance in society. In Indonesia, with its diversity of ethnicities, religions, and cultures, multicultural education is necessary to maintain unity and overcome social conflicts that often arise from differences. This education not only introduces different cultures but also instills the values of democracy, justice, and equality from an early age, through the roles of teachers, parents, and the community. Multicultural education is also a solution to prevent national disintegration and strengthen national identity. Although there are several obstacles to its implementation, such as a lack of infrastructure and socialization, this education remains crucial in building an inclusive, tolerant, and peaceful society.

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