

MULTICULTURAL EDUCATION BUILDS AN ATTITUDE OF TOLERANCE IN ELEMENTARY SCHOOLS

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ABSTRACT	
Multicultural education is a crucial approach to teaching students to appreciate and understand diversity in society. This article explains the role of multicultural education in fostering tolerance among elementary school students. Through this education, students are taught to accept differences in ethnicity, religion, and culture, and to avoid discrimination. Educators bear a significant responsibility in instilling these values by creating an inclusive and safe learning environment. This study also identifies factors that support and hinder the development of tolerant attitudes, such as curriculum support, educator commitment, and the role of the family. By understanding and implementing multicultural education, it is hoped that students can develop tolerant character and live harmoniously in a diverse society. Key Words: Multicultural education, tolerant attitudes, elementary school, diversity, student character.	Article History Submitted: 18 November 2025 Received: 1 April 2026 Published: 31 August 2026

A. INTRODUCTION

Multicultural education represents a contemporary pedagogical approach that endeavors to cultivate within students an appreciation for both the similarities and disparities that exist among individuals from varied backgrounds. This form of education plays a pivotal role in shaping students' character, equipping them with the necessary skills to comprehend and navigate the intricate tapestry of cultural diversity that they encounter not only within the confines of their educational institutions but also in the broader societal context beyond the school gates. A fundamental aspect of multicultural education is the promotion of tolerance, which serves as an essential element in fostering awareness and understanding of the rich diversity that characterizes various societies and nations, as evidenced by the work of Erviana and Fatmawati (2018:298).

As articulated by Ainul (Puspita, 2018:286), multicultural education is a strategic framework that is integrated across a multitude of subjects, utilizing the inherent differences that exist among individuals, such as those pertaining to ethnicity, religion, language, gender, social class, race, ability, and age, to facilitate a more effective and enriching learning experience. The overarching goal of this educational paradigm is to ensure that all students are afforded equitable opportunities for learning and growth, irrespective of their tribal affiliations, cultural backgrounds, or religious beliefs.

The implementation of multicultural education within primary schools is anticipated to play a significant role in molding the character of young learners, guiding them towards a mindset characterized by acceptance, appreciation, and respect for the various forms of differences that populate their communities, while simultaneously working to eliminate discriminatory

practices that may arise amidst societal diversity. Both multicultural and character education underscore the importance of fostering a sense of togetherness, with the ultimate objective of promoting a harmonious coexistence and interaction among individuals from diverse backgrounds. Given the critical nature of these educational themes, their relevance within the field of education cannot be overstated. Consequently, researchers have identified a pressing need to establish a learning environment that is not only safe and inclusive but also deeply respectful of the diverse array of identities and experiences that students bring into the classroom.

The incorporation of multicultural education into the school curriculum serves to embody and reflect the values of pride and acceptance that are crucial for cultivating attitudes of tolerance among students, thereby encouraging them to genuinely understand, appreciate, and embrace the cultural, ethnic, and religious differences that exist within their immediate educational surroundings, as highlighted by Ananda (2021:22). In summation, multicultural education can be understood as an acknowledgment of the diversity that permeates society, which includes, but is not limited to, the myriad of tribes, cultures, customs, religions, and races that enrich the human experience.

Tolerance, in this context, emerges as a fundamental character trait that significantly contributes to the establishment of harmony within society. The manifestations of tolerance are reflected in behaviors that honor and value the differences that exist, whether they pertain to tribal affiliations, religious beliefs, racial identities, linguistic variations, gender distinctions, or even dissenting opinions. The promotion of tolerance within primary educational settings is instrumental in nurturing an atmosphere of mutual respect and consideration among all learners.

Furthermore, fostering a culture of tolerance enhances the overall social dynamics within primary schools, particularly given the presence of diverse student populations. In the context of elementary education, the cultivation of tolerance assumes critical importance, as it empowers learners to appreciate and respect one another's opinions and actions while simultaneously acknowledging the distinctions that exist between the values held by their peers, educators, and the wider societal milieu, as noted by Mujiyanto (2020). The instillation of a tolerant mindset at the primary school level can be effectively achieved through the implementation of multicultural education practices within these educational institutions.

Multicultural education encompasses a comprehensive framework that includes various elements designed to guide, shape, and condition learners towards the development of mindsets and personalities that are well-suited for thriving amidst the complexities of tribal, linguistic, socioeconomic, and gender differences. The successful realization of these educational goals is fundamentally reliant on the pivotal role played by educators in this process. To fulfill their responsibilities within primary education, it is imperative that educators actively introduce and integrate multicultural learning initiatives within the curriculum of primary schools.

In conclusion, tolerance represents an essential attitude that fosters the development of harmony and cohesion within society. Tolerance can be

defined as the conscious act of valuing and appreciating the differences that exist among individuals with regard to their tribal backgrounds, religious beliefs, racial identities, linguistic affiliations, organizational memberships, gender identities, and worldviews. At the elementary school level, the promotion of tolerance encourages students to engage in mutual valuation and positive interaction with one another. The significance of tolerance in this educational context cannot be overlooked, as it facilitates students' understanding and appreciation of the perspectives and actions of their peers, as well as the variations that exist among students, educators, and the larger community, as pointed out by Mujiyanto (2020). Thus, multicultural education in primary schools serves a crucial role in fostering and reinforcing attitudes of tolerance among young learners.

Tolerance can be conceptualized as a multifaceted approach that is strategically employed in various contexts to foster and cultivate an atmosphere of peace and harmony among individuals and groups. This essential trait is not merely an individual inclination but rather a shared characteristic that enables people to genuinely appreciate and embrace the profound differences that exist among diverse cultures, ethnicities, and ideologies, as highlighted by Sulistiyowati Gandariyah in 2020. The development of tolerant attitudes, however, is not an automatic occurrence; instead, it necessitates deliberate and systematic efforts, one of which is the implementation of educational initiatives aimed at instilling these values within individuals. Education, in this regard, serves as a conscious and intentional endeavor that seeks to cultivate a personality aligned with the intricate values and norms inherent in the cultural and social fabric of society, as discussed by Hamdan Hasbuan in 2020.

Moreover, akin to the broader community, the academic environment, particularly schools, is characterized by a rich tapestry of diversity encompassing various tribes, races, cultures, and religious beliefs that are represented among the student body, thereby playing a crucial role in shaping their personalities. This diverse milieu significantly contributes to the personal development of students through the comprehensive learning processes facilitated by educators who are tasked with guiding and nurturing these young minds. Ultimately, it is through these educational experiences that students learn to appreciate and navigate the complexities of coexistence in a pluralistic society, reinforcing the vital importance of tolerance in their interactions and relationships.

B. RESEARCH METHODOLOGY

This particular research endeavor employs a methodical approach centered around literature studies, wherein the primary data sources are derived from scholarly journal literature that is indexed with an International Standard Serial Number, commonly referred to as ISSN, and is made readily accessible on the internet under the designation of E-ISSN. Within the domain of library studies research, there exists a comprehensive process wherein established theoretical frameworks are meticulously compared and scrutinized, alongside a thorough investigation into theoretical sources that are pertinent and relevant to the specific research problem being examined.

As articulated by Ulhaq and Rahmayanti (2020), library studies are characterized by their analytically structured frameworks, which are designed to be clear and reproducible, thereby facilitating the systematic marking, assessing, and synthesizing of an individual's written contributions that stem from the intellectual endeavors of researchers or practitioners within the field.

The realm of library studies yields outputs that encompass not only existing data but also detailed explanations regarding innovative concepts or inventions, thereby providing a valuable resource for researchers as they seek to formulate or engage in meaningful discussions surrounding the content of the topics they intend to explore. In the context of the present study, the authors undertook a comprehensive literature review focused on the theme of multicultural education, particularly in relation to the cultivation of tolerance attitudes among primary school students, which plays a crucial role in shaping their character development towards fostering a culture of tolerance. Following the literature review, the authors synthesized their findings into coherent conclusions, which were then subjected to a meticulous examination in order to ensure that the results obtained were not only robust but also aligned with the anticipated outcomes that had been previously established.

C. RESULTS AND DISCUSSION

Indonesia, a nation recognized as one of the most extensive multicultural entities globally, exhibits an exceptional array of geographical landscapes and socio-cultural diversity that is unparalleled. The concept of multicultural education has been widely acknowledged as a crucial and strategic mechanism for the establishment and reinforcement of a cohesive national identity, which is fundamentally rooted in the promotion and internalization of values such as mutual respect, tolerance, and an empathetic understanding towards the myriad cultural, religious, and ethnic variances that exist within its populace. The primary objective of this form of education is to ensure that every student, irrespective of their diverse backgrounds, is afforded equal opportunities to thrive and develop their inherent potential to the fullest extent possible, thereby contributing to a more harmonious society.

Multicultural education encompasses a plethora of methods and pedagogical approaches that actively integrate and celebrate cultural differences throughout the learning experience. These pedagogical strategies encompass social contributions, enrichment activities, transformative practices, and decision-making processes that are inclusive of all cultural perspectives. Furthermore, the educational framework encompasses a variety of approaches including, but not limited to, historical, sociological, cultural, psychological, aesthetic, and gender perspectives, all of which collectively strive to cultivate a profound awareness and consciousness of multiculturalism among students.

The implementation of multicultural education within the Indonesian context necessitates a high degree of flexibility, as it must be adeptly tailored to incorporate local contexts while simultaneously aspiring to cultivate students who deeply value the principles of diversity, democracy, and the essential tenets of human rights. This endeavor is particularly significant as

it plays a pivotal role in the construction of an inclusive, equitable, and peaceful society that honors and respects the differences among its members.

At the elementary school level, students embark on a journey of discovery, where they begin to explore and understand the similarities and differences that exist between themselves and their peers. This developmental stage often prompts learners to contemplate whether their perspectives on the world are inherently distinct from those of others, a realization that stems from their growing awareness of individual and cultural diversity. Consequently, it becomes increasingly imperative for educational institutions to foster an environment where the acknowledgment of these differences is not only accepted but celebrated, thus encouraging students to develop an appreciation for the rich tapestry of human experience.

Primary educational settings must actively promote tolerance, enabling learners to cultivate an appreciation and respect for the differences that exist in terms of religion, race, ethnicity, culture, language, and social groups. The recognition that every individual possesses a unique array of traits—including fairness, social awareness, tolerance, and compassion—significantly enhances one's capacity for empathy towards others. A comprehensive understanding of diversity in all its manifestations can empower learners to collaborate effectively, capitalizing on their respective strengths and mitigating weaknesses that may arise from such diversity. The concept of *kebhinekaan*, or unity in diversity, has increasingly gained recognition and acceptance within Indonesian society.

Indonesia, as a society characterized by its multicultural diversity, is composed of a multitude of groups that engage in mutual acculturation and uphold pluralism as an invaluable aspect of cultural diversity that warrants preservation. This rich diversity is vividly illustrated by the existence of numerous ethnic groups, each embodying their own unique ways of life and cultural practices, which, while distinct, coexist harmoniously within the broader framework of Indonesian society.

Illustrative examples of cultural tolerance encompass the nurturing of a profound appreciation for the various Indonesian cultures, recognizing and celebrating the differences in customs that surround us, engaging in the study of Indonesian cultural heritage, and fostering friendships that transcend tribal, racial, or cultural distinctions. Such tolerance is intricately linked to the broader acceptance and inclusion of individuals hailing from diverse ethnic backgrounds, thereby enriching the social fabric of the nation.

Educators occupy a pivotal position within the educational landscape, serving as facilitators who not only guide learners in their quest for knowledge but also play a crucial role in nurturing the development of their unique identities and personal qualities. In order to effectively achieve the fundamental objective of instilling values of tolerance during the formative years of childhood, it is imperative that this process be conducted in a manner that is both suitable and efficacious, as outlined in the research conducted by Rahayu and Fitriyah in the year 2020. It is thus the responsibility of educators to actively promote and embed the principle of tolerance within their students,

ensuring that these values become an integral part of their character and interpersonal interactions.

The implementation of character education that emphasizes tolerance within the classroom environment can be systematically approached through a series of five distinct and methodical steps. Initially, it is essential to conduct a thorough analysis of the foundational abilities of the students by meticulously identifying character values that can be extracted from the various teaching materials utilized in the curriculum. Subsequently, the next step involves the formulation of a comprehensive learning implementation plan that is explicitly focused on content related to tolerance and its fundamental principles. The third step requires educators to engage in continuous monitoring of the learning process, based on the material that has been imparted to the students, ensuring that comprehension and retention are being effectively achieved.

Following this, educators must undertake the assessment process, which serves to evaluate the students' grasp of the material covered, and lastly, it is crucial to conduct a thorough evaluation of the learning outcomes in order to ascertain the extent to which the students have successfully internalized and understood the concepts being taught, as highlighted by Politics and 2013 in 2021. In this broader educational context, Citizenship Education emerges as a critical component, as it aims to cultivate individuals who are well-informed and educated across various dimensions such as religion, language, age, and societal roles. This endeavor is fundamentally important in the quest to shape intelligent, competent, and dignified human beings who embody the values enshrined in Pancasila and the 1945 Constitution of Indonesia.

To effectively foster an attitude of tolerance among learners, there are three distinct programs that can be implemented, which include, but are not limited to: (a) the organization of art exhibitions that showcase a wide array of cultural expressions and artistic endeavors from different communities. (b) Providing meaningful assistance to impoverished individuals, irrespective of their race or religious affiliations, to promote social equity and compassion. (c) The celebration of a National Day which highlights cultural traditions based on national identity and the rich tapestry of cultural diversity that exists within the nation. (d) Additionally, the creation of a communication book that is designed to convey important messages to the parents of students at home, containing vital guidelines and resources for both parents and students, with the overarching aim of fostering and building character development among the student population. It is the educators' responsibility to instill these tolerance values within the school environment, while simultaneously, parents are expected to continue the reinforcement of these principles within the home setting.

The core elements that reflect the character of tolerance encompass several foundational principles, which include the notion that the ultimate goal of fostering tolerance is to create a harmonious and peaceful coexistence among individuals. Tolerance signifies an openness to and appreciation for differences, recognizing the inherent value of each individual and the uniqueness that each person brings to a diverse society. It also involves

mutual respect among individuals, underpinned by a fundamental love that serves as the bedrock of tolerance, while simultaneously acknowledging that fear and indifference can often give rise to intolerance and division. Furthermore, the concept of tolerance extends to the ability to confront challenging situations with resilience and the capacity to endure discomfort with a gentle demeanor, allowing others the freedom to exist as their true selves without judgment.

To effectively cultivate essential character traits such as honesty, tolerance, and a profound love for peace during the early childhood phase, educators can utilize a learning framework based on multicultural education. This approach recognizes that culture profoundly influences the cognitive, emotional, and behavioral patterns of individuals, which are shaped not solely by ethnic or racial backgrounds but also by various economic conditions and social contexts. Multicultural education serves as an acknowledgment of the rich tapestry of cultural diversity and provides a guiding framework for human interaction and coexistence, thereby promoting a society that is rooted in understanding and respect for all cultural expressions.

Factors Influencing the Development of Tolerance Toward Diversity Among Elementary School Students in Indonesia

In the intricate process of cultivating an attitude of tolerance towards the vast and multifaceted nature of diversity, it is crucial to recognize that a multitude of factors play significant roles in this development, including but not limited to the familial environment, the communal atmosphere, and the educational setting provided by schools. Of these factors, the family environment emerges as a paramount influence in the nurturing of a tolerant disposition, where parents inevitably bear the substantial responsibility of guiding their children in their formative years in this critical aspect of socialization and development.

Parents, being the individuals who are most closely associated with their children, assume the role of primary educators of norms and values within the domestic sphere, thereby establishing a foundational framework for their children's beliefs and attitudes. Consequently, it becomes imperative for parents to exemplify and demonstrate commendable and appropriate attitudes of tolerance, which may include but are not limited to the appreciation and respectful acknowledgment of religious and cultural differences that exist within society.

Moreover, it is essential that parents actively engage in the process of guiding their children, rather than entirely delegating this crucial responsibility to educational institutions, as relinquishing full responsibility to schools can be deemed a considerable error in judgment. This is primarily because the family unit stands as the most significant and influential factor in the development of a tolerant attitude, transcending the contributions made by schools and communities.

Furthermore, beyond the influences exerted by the family environment, it is equally important to consider the substantial impact that community environmental factors have on the cultivation of an attitude of tolerance towards diversity. The community environment plays an instrumental role in

the comprehensive shaping of an individual's character and mindset, particularly with respect to fostering attitudes of tolerance in relation to the diverse religious and cultural differences that exist within society, which encompasses the capacity to accept, understand, and appreciate such variations.

Thus, the process of selecting a positive and supportive environment is of paramount importance, as an affirmative community atmosphere is likely to yield beneficial impacts and contribute to the formation of a character that embodies tolerance towards religious and cultural diversity. In stark contrast, environments fraught with negative influences should be meticulously avoided, as such detrimental surroundings possess the potential to undermine and erode the commendable character traits that an individual has been nurtured to possess.

In addition to the influences stemming from family and community environments, it is critical to acknowledge that the school environment also holds an essential position in the development of an attitude of tolerance towards diversity. The educational institutions that children attend exert considerable influence over their cognitive frameworks and attitudes, particularly regarding the establishment of a mindset characterized by tolerance. Presently, it is noteworthy that a majority of schools have adopted the 2013 Curriculum, which is distinguished by its character-based scientific approach to education.

This curriculum integrates character education seamlessly into the learning process, thereby encompassing the promotion of an attitude of tolerance towards the rich tapestry of religious and cultural diversity. In primary education, this attitude is imparted through the IPS (Social Science) subjects that are incorporated into students' thematic books. Through engaging with the content that explores the diversity inherent in Indonesia, students are afforded the opportunity to gain a deeper understanding of this diversity while simultaneously learning to embody and practice attitudes of tolerance, which may include the appreciation of religious, ethnic, and cultural differences that manifest within the school environment.

Factors Supporting the Promotion of Tolerance Through Multicultural Education

1. Support from the Educational Curriculum: The incorporation of multicultural education within the educational curricula has the potential to significantly enhance students' comprehension of the vital principles of tolerance and the importance of diversity in a multifaceted society. When educational materials are thoughtfully designed to accurately reflect cultural diversity and emphasize the intrinsic value of tolerance, it becomes markedly easier for students to cultivate a sense of appreciation for the various differences that exist among individuals, thereby fostering a more inclusive educational atmosphere where diversity is celebrated and embraced.
2. Commitment from Educators: Within the realm of multicultural education, teachers assume a pivotal role as primary facilitators who guide and influence student learning. Educators who possess a profound

understanding of the critical importance of fostering tolerance and embracing diversity, and who demonstrate an unwavering commitment to integrating these values into their teaching practices, will be instrumental in creating an inclusive classroom environment characterized by mutual respect and understanding among all students, regardless of their diverse backgrounds.

3. **Inclusive School Environments:** The significance of a school environment that actively supports and promotes diversity cannot be overstated, as such an environment is essential for cultivating and reinforcing positive attitudes towards tolerance among students. Schools that strategically provide safe and welcoming spaces for students to express their individuality and appreciate the richness of various cultural, religious, or tribal backgrounds contribute significantly to students' feelings of acceptance and self-worth, thereby enhancing their overall educational experience.
4. **Family Role:** It is imperative to recognize that the education of tolerance and acceptance does not rest solely upon the shoulders of the educational institutions, but is equally a responsibility that must be shared with families. Families that instill the values of tolerance and acceptance from an early age are instrumental in shaping a child's personality to be open-minded and appreciative of differences, a foundation that will be further reinforced through the multicultural educational experiences provided within schools.
5. **Government Policy Support:** The role of government policies in promoting and facilitating multicultural education is of paramount importance, as such policies, including those aimed at combating discrimination and fostering character development, provide robust support for the implementation of tolerance initiatives within school settings. This regulatory framework not only establishes a strong foundation for the effective execution of multicultural education programs but also encourages schools to adopt best practices that align with these values.
6. **Extracurricular Activities That Value Diversity:** Engaging in extracurricular activities that celebrate and value diversity, such as organizing cultural days, hosting art exhibitions, or facilitating interregional student exchanges, serves as an effective medium through which students can build awareness of cultural diversity and nurture a spirit of mutual appreciation among their peers. These activities create opportunities for students to explore and engage with different cultures, thereby enriching their educational experiences and fostering a sense of community and belonging.
7. **Collaboration with Local Communities:** Actively involving local communities that represent a plethora of diverse cultural backgrounds in school activities is also a fundamental strategy that aids students in gaining a comprehensive understanding of various cultural perspectives. This can be achieved through initiatives such as organizing cultural visits, hosting panel discussions featuring prominent public figures, or encouraging participation in local cultural events, all of which provide

students with invaluable insights into the rich tapestry of human experience that exists beyond their immediate environment.

8. **Use of Media and Technology that Support Multicultural Education:** The effective utilization of various media and technology resources, including videos, films, literature, and interactive applications that positively depict cultural diversity, can play a significant role in enriching students' understanding of and engagement with different cultures. By offering these diverse learning media in an interactive and captivating manner, students are provided with the opportunity to explore and appreciate the complexities of other cultures, thereby enhancing their overall educational journey and fostering a more profound appreciation for global diversity.

Barriers to the Promotion of Tolerance Through Multicultural Education

1. **Lack of Teacher Understanding and Skills about Multicultural Education:** A significant number of educators currently find themselves lacking an adequate comprehension of the multifaceted concept of multicultural education, as well as the practical approaches necessary for its effective implementation within the classroom setting. This deficiency can largely be attributed to the insufficient training opportunities and the scarcity of resources that are specifically designed to equip teachers with the essential skills and knowledge required to foster an atmosphere of tolerance and appreciation for diversity among their students.
2. **Limitations of Integrated Curricula:** The presence of educational curricula that exhibit rigidity or fail to comprehensively incorporate the values inherent in multiculturalism can serve as substantial barriers to the successful instillation of tolerant attitudes among students. When a curriculum predominantly emphasizes academic performance while neglecting the critical importance of diversity and inclusivity, the practical application of tolerance becomes exceedingly challenging, rendering the educational experience less effective in promoting understanding and acceptance of various cultural perspectives.
3. **Stigma and Social Stereotypes:** It is a well-documented phenomenon that students frequently grow up within societal frameworks that are imbued with specific stigmas and stereotypes directed towards certain groups of individuals. Such pervasive societal biases often infiltrate educational environments, thereby making it considerably more difficult for students to embrace differences and cultivate an open-minded attitude, which can inadvertently result in the perpetuation of prejudiced views against those who are perceived as 'other.'
4. **Lack of Support from Family and Neighborhood:** The attitudes and beliefs held by families and the surrounding community in which students reside exert a profound influence on their overall outlook and behavior. In instances where family units or neighborhoods fail to recognize and value the importance of diversity, students may struggle to develop an inherent disposition towards tolerance, regardless of the extensive efforts made by educational institutions to underscore its significance within the classroom.

5. **Social and Economic Differences Among Students:** The presence of economic and social disparities among the student population can serve as a significant hindrance to the cultivation of tolerant attitudes. Students originating from varied socio-economic backgrounds may experience discomfort or alienation from their peers, thus obstructing collective efforts aimed at fostering an appreciation for the richness of diversity that exists within their educational community.
6. **Limitations of School Funds and Facilities:** The successful implementation of multicultural education necessitates the availability of sufficient resources and facilities, which are crucial for activities such as cultural celebrations and the provision of supplementary learning materials that enhance understanding of diverse perspectives. Schools that are constrained by limited financial resources may encounter formidable challenges in offering these essential facilities, ultimately detracting from the overall efficacy of tolerance education initiatives.
7. **Lack of Government Role in Supporting Multicultural Education:** A noticeable absence of robust policy support from governmental entities aimed at promoting multicultural education can significantly impede the widespread adoption of tolerant attitudes within educational settings. In the absence of encouraging regulations and frameworks, it becomes exceedingly difficult for schools to prioritize the integration of multicultural education into their teaching and learning paradigms, thereby undermining the potential for transformative educational experiences.
8. **Influence of Unpositive Media:** The role of media, particularly social media platforms, cannot be understated in its capacity to shape the perceptions and attitudes of students regarding the concept of diversity. When media outlets frequently portray conflictual narratives related to religious or cultural differences, they can inadvertently influence students to adopt negative perspectives towards other groups, thereby fostering a climate of intolerance that is counterproductive to the ideals of inclusivity and acceptance that educational institutions strive to promote.

Instilling Attitudes

The facilitation of tolerance within primary educational institutions can be effectively accomplished through the implementation of multicultural education programs that are readily accessible in these primary school settings. Multicultural education encompasses a comprehensive framework that incorporates various elements designed to guide, shape, and cultivate the cognitive and emotional development of learners, thereby fostering their ability to adapt and thrive amidst a rich tapestry of tribal, linguistic, socio-economic, and gender diversities. The successful realization of these educational ideals is inextricably linked to the pivotal role that educators play in this process. In order to fulfill the myriad tasks and responsibilities entrusted to them within primary schools, it is essential that educators adopt and implement a pedagogical approach that is fundamentally rooted in multicultural principles and practices.

The practice of multicultural education serves to instruct learners not only in the importance of valuing one another but also in the necessity of respecting and embracing the vast array of cultures, religions, and social backgrounds that coexist within the broader societal landscape, thereby providing students with a profound and nuanced understanding of diversity. Through this educational process, learners are afforded the opportunity to cultivate an inclusive mindset and a genuine appreciation for differences, which collectively contribute to the establishment of a harmonious atmosphere within a multicultural community.

The act of instilling multicultural values and promoting attitudes of tolerance within both school environments and community contexts constitutes a significant and essential responsibility that falls upon the shoulders of educators. It is incumbent upon educators to embody the qualities and characteristics of individuals who can be looked up to as role models and sources of inspiration for all learners, which encompasses not only their manner of verbal communication but also their thought processes and behavioral patterns (Seknun, 2012).

D. CONCLUSION

Indonesia is a nation characterized by its rich multiculturalism, encompassing a vast array of cultural, religious, and ethnic diversities. The implementation of multicultural education emerges as a critical strategic approach for cultivating an inclusive national identity, by fostering an ethos of tolerance and respect for diversity. The primary objective of this educational framework is to ensure equitable opportunities for all learners to realize their potential devoid of any form of discrimination. Strategies employed in multicultural education encompass the incorporation of cultural elements into the learning process, as well as approaches that consider historical, sociological, cultural, and gender perspectives, with the ultimate goal of enhancing awareness of diversity.

At the elementary education level, students are guided to recognize and value differences among individuals. Educators assume the role of facilitators who imbue the principles of tolerance, while parental involvement continues to reinforce character education within the domestic sphere. Civic Education is instrumental in cultivating individuals who embody pride, in alignment with the values of Pancasila. Initiatives promoting tolerance, such as cultural arts exhibitions and celebrations of National Days, serve to fortify the multicultural ethos. The tenets of tolerance encompass the principles of peace, receptiveness, and a recognition of the distinctiveness of each individual, alongside an educational paradigm grounded in multiculturalism that regards diversity as an essential guiding principle for fostering an inclusive and harmonious society.

The enhancement of tolerance towards diversity among primary school students in Indonesia is significantly shaped by familial, communal, and educational contexts. The familial setting constitutes a pivotal influence, wherein parents bear the responsibility of exemplifying tolerant behaviors through the appreciation of religious and cultural variances, as the family serves as the cornerstone for the instillation of tolerance values. Conversely,

the community environment plays a substantial role in molding a child's perspective on diversity, where a supportive atmosphere can nurture a tolerant disposition, whereas adverse influences may impede the development of positive character traits. The educational milieu contributes to fostering tolerance through the 2013 Curriculum, which prioritizes character education, particularly via subjects such as IPS, that enlighten students about the religious, tribal, and cultural diversity present in Indonesia.

The enactment of tolerance through multicultural education is bolstered by an inclusive curriculum that emphasizes diversity, the commitment of educators as facilitators, and a school environment that upholds the value of differences. Families are also pivotal in instilling the principles of tolerance from an early age. Supportive government policies, in conjunction with extracurricular activities that celebrate diversity, further enhance students' comprehension of multiculturalism. Additionally, partnerships with local communities and the utilization of media and technologies that depict diversity in a favorable light facilitate students' understanding and appreciation of cultural distinctions.

The realization of tolerant attitudes through multicultural education faces several impediments. A notable number of educators still harbor limited comprehension of multiculturalism and its practical application, largely attributable to insufficient training opportunities. A poorly integrated curriculum that fails to incorporate multicultural values poses a significant barrier, particularly when it is predominantly focused on academic outcomes. Furthermore, social stigmas and stereotypes prevalent within society can adversely shape students' perceptions of other groups. Insufficient familial and environmental support in cherishing diversity further complicates the development of tolerance among students. Socio-economic disparities among students may engender discomfort, thereby obstructing the acceptance of differences. The constraints imposed by inadequate funding and facilities in educational institutions exacerbate the challenges associated with the implementation of multicultural education, particularly regarding cultural initiatives. Weak governmental policy support further complicates the prioritization of multicultural educational endeavors, while the detrimental influence of media, particularly social media, can exacerbate prejudices against diversity.

The development of a disposition characterized by tolerance within primary educational institutions can be effectively achieved through the implementation of multicultural education, which enables students to coexist harmoniously amidst a variety of differences, including those related to ethnicity, language, socio-economic status, and gender. The educator's role is critically significant in influencing the cognitive and personal development of students, fostering their ability to appreciate and embrace diversity. Through an educational framework that emphasizes multiculturalism, students are instructed to acknowledge and respect the cultural, religious, and social variations that are present within society. Educators act as exemplars for their students, exhibiting attitudes and behaviors that facilitate the establishment of an inclusive and harmonious atmosphere within a multicultural context.

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