

# An Investigation Of The Multiculturalism Values In Inclusive Education: The Impacts For Fostering Peaceful Environment At Bali Hati International School

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Received: 2026, 04,03 Accepted: 2026, 05,17  
Available online: 2026, 06, 21

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KEYWORDS	ABSTRACT
<p><b>Keywords:</b> multiculturalism; inclusive education; peace education; multicultural values; peaceful attitudes.</p> <p><b>Conflict of Interest Statement:</b> The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.</p> <p>Copyright © 2026 EDU. All rights reserved.</p>	<p>This study investigated the integration of multicultural values in inclusive education settings to promote peaceful values and attitudes within the educational environment. The research was conducted at Sekolah Bali Hati, an international bilingual school implementing inclusive and multicultural educational practices. The study employed a mixed-methods approach combining qualitative case study and quantitative survey designs. Qualitative data were collected through semi-structured interviews, classroom observations, field notes, and document analysis involving school principals, teachers, and students. Meanwhile, quantitative data were obtained through questionnaires distributed to teachers regarding their perspectives and experiences in integrating multiculturalism into inclusive classrooms. The qualitative data were analyzed using Spradley's Taxonomy Analysis, while the quantitative data were analyzed descriptively using mean scores and thematic coding. The findings revealed that multicultural values were integrated into teaching and learning processes through culturally responsive teaching, cooperative learning, differentiated instruction, intercultural communication, and inclusive classroom interactions. The school policies, curriculum, and co-curricular activities also supported the implementation of multiculturalism by promoting equality, empathy, respect, collaboration, and social responsibility. Furthermore, the integration of multicultural values effectively fostered peaceful values and attitudes, including tolerance, mutual respect, empathy, social cohesion, non-discrimination, and conflict resolution among students. The study also proposed an inclusive multicultural and world peace education framework designed to strengthen peaceful educational environments, enhance social cohesion, and minimize discrimination in inclusive school settings. In conclusion, the integration of multicultural values within inclusive education plays a significant role in developing peaceful attitudes and creating harmonious educational environments. This study contributes to the development of multicultural and peace education practices, particularly in inclusive primary school contexts.</p>

## Introduction

The principle of inclusive education highlights the significance of ensuring equal opportunities and access to learning for all students within classroom environments (Nasir et al., 2025). In this context, teachers and schools hold responsibility for establishing supportive conditions that allow students to learn based on their individual abilities, needs, and interests. Although several studies describe inclusive education mainly as the provision of special programs for students with learning difficulties or special needs (Samudra, 2019; Said et al., 2023; Susilawati et al., 2023; Sipahudin, 2024), the notion of inclusive education extends beyond this understanding. Inclusive education also refers to the creation of learning environments that recognize and embrace diversity, including differences in

culture, language, traditions, physical and cognitive abilities, as well as social status (Nzuza & Sulaimon, 2025; Sherpa, 2019). In this regard, inclusive classroom practices are not only intended to accommodate students with disabilities, but also to address the broader cultural and social diversity among learners.

Globalization and the growth of international mobility have contributed to increasingly diverse educational settings, especially in international schools that serve students from various cultural, linguistic, and religious backgrounds. Such diversity offers valuable opportunities for cross-cultural learning, yet it also requires schools to ensure that every learner—regardless of cultural identity or learning needs—can actively participate and develop optimally. Therefore, integrating multicultural values within the framework of inclusive education becomes essential. According to Banks (2015), multicultural education seeks to assist students in “understand, accept, and appreciate cultural diversity,” enabling them to coexist peacefully and productively.

Multiculturalism in education is not merely concerned with acknowledging cultural differences, but also with cultivating values such as respect, tolerance, justice, and empathy. Gay (2010) explains that culturally responsive teaching aims to connect students’ identities with the learning process so they feel acknowledged and appreciated. In relation to inclusive education, Slee (2018) argues that inclusivity is not solely about providing access for students with special needs, but also about developing an environment that embraces social and cultural diversity as a strength. Furthermore, the relationship between multiculturalism and inclusive education establishes a strong basis for promoting peace education. UNESCO (2014) states that peace education is intended to develop “skills, values, and attitudes that enable learners to live together harmoniously.” This perspective is consistent with Galtung’s (1969) concept of positive peace, which refers to a social condition characterized by cooperation, empathy, and justice. Within the context of international elementary schools, peace education becomes increasingly significant because students grow up in multicultural environments that may be vulnerable to misunderstandings, stereotypes, or intercultural conflicts.

The implementation of inclusive education in Indonesia still encounters considerable challenges, particularly regarding the limited development of tolerance, including respect for and acceptance of differences among students. Cases of disrespect in educational settings—such as bullying, discrimination, injustice, and intercultural conflict—demonstrate a lack of tolerance and acceptance (Padmadewi et al., 2023). Over the past five years, several serious incidents have occurred in educational institutions throughout the country. Based on a report from Kompas.com, the Indonesian Education Watch Network (JPPI) recorded an increase in school violence cases between 2020 and 2024 (Mashabi & Prastiwi, 2024). These incidents involve bullying, discriminatory behavior, and both physical and psychological violence within schools (UNESCO, 2019). One significant case reported by detik.com involved an elementary school student with a disability in Gorontalo who experienced bullying at school (Nawu, 2025). Likewise, news.okezone.com reported a case involving a junior high school student in West Lampung who also became a victim of bullying (Widyanti, 2025). Collectively, these reports illustrate a concerning reality regarding the absence of deeply embedded values of respect for diversity and differences within school communities.

Multiculturalism functions as a strategic approach to preventing social divisions that may threaten peace by encouraging tolerance and respect for differences in society. The concept of multiculturalism recognizes the existence of individuals living within culturally and socially diverse environments, including differences in ethnicity, religion, language, traditions, social status, and customs (Kymlicka & Banting, 2006; Gay, 2018). In educational settings, multicultural values play an important role not only in fostering acceptance and tolerance toward diversity, but also in preventing social conflict and developing students’ attitudes toward peaceful coexistence. Upholding multicultural values is crucial for creating a democratic school climate, promoting tolerance toward diversity, reducing discrimination and inequality, and fostering harmonious social relationships (Harmi et al., 2022). Consequently, the integration of multicultural values in education supports the internalization of principles such as fairness, empathy, solidarity, and tolerance, while also encouraging awareness of diversity and egalitarian attitudes toward ethnic, cultural, and religious differences (Hanpalam, 2020).

A tangible manifestation of multiculturalism in education can be observed through its integration into inclusive education practices. Achieving this requires a learning approach that guarantees

equitable access for all students, regardless of their cultural or social backgrounds (Sherpa, 2019). In this context, teachers are expected not only to deliver academic material effectively but also to act as facilitators who cultivate and maintain a peaceful, inclusive, and supportive classroom environment for every learner. Moreover, when inclusive education is enriched with multicultural values, it can greatly improve the quality of the learning environment, encourage harmonious interactions, and contribute to the development of peaceful and meaningful educational experiences for all students.

Building upon the increasing awareness of multiculturalism and inclusive education, several previous studies have investigated the strategies and approaches utilized by teachers to foster inclusive learning environments. Most existing research has concentrated on effective instructional methods, pedagogical approaches, and learning media that support inclusive classroom practices (Damyanov, 2024; Nzuzza & Sulaimon, 2025; Padmadewi et al., 2023, 2024). Nevertheless, a research gap still exists regarding the exploration of how multicultural values are integrated within inclusive education. A review of related literature reveals that although many studies discuss teaching strategies in multicultural contexts, the incorporation of multicultural values into inclusive education requires further investigation. Previous studies mainly focus on aspects such as understanding multiculturalism and religious moderation (Harmi et al., 2022), examining teachers' roles and attitudes toward multicultural education (Akkaya et al., 2021; Ilmi et al., 2021; Lim & Kester, 2023), and implementing teaching practices that integrate multicultural elements to foster respect and tolerance in diverse educational settings (Nuryadi et al., 2020; Özkan, 2022).

Several existing studies concerning multiculturalism within inclusive education mainly emphasize the micro level of teaching practices. In contrast, the present study aims to expand the perspective by examining the macro level, particularly by exploring how multicultural values can be effectively employed to promote peace-related values and attitudes in inclusive educational settings. This study is also aligned with the objectives of Sustainable Development Goal (SDG) 4, which emphasizes the importance of addressing social inequalities and ensuring equitable and quality inclusive education for all learners, regardless of their backgrounds or individual conditions (Rambla & Langthaler, 2016). Achieving this vision requires continuous and sustainable efforts that extend beyond classroom strategies. Furthermore, investigating the role of multicultural values as a means of fostering respect for diversity, strengthening social cohesion, reducing discrimination, and cultivating peaceful values in inclusive educational environments remains an important area that deserves further exploration. Therefore, the study aims to examine how multicultural values can meaningfully contribute to promoting peaceful attitudes and a harmonious educational climate in accordance with the principles of SDG 4.

## **Research Design and Methodology**

This study employed a mixed-methods approach by integrating qualitative and quantitative methods to obtain a comprehensive understanding of the implementation of multicultural values in inclusive education. According to John W. Creswell, mixed-methods research combines qualitative and quantitative data to provide a deeper interpretation of social and educational phenomena. The qualitative approach was applied to explore how multicultural values were perceived and implemented in classroom practices, school policies, curriculum, and co-curricular activities, while the quantitative approach was used to investigate teachers' perspectives and experiences regarding multicultural practices in inclusive classrooms.

The research adopted a case study design for the qualitative phase and a survey design for the quantitative phase. The case study design enabled the researcher to investigate multicultural and inclusive educational practices in a real-life context through in-depth exploration of classroom interaction and school culture. This design was considered appropriate because it allowed the researcher to examine multicultural integration holistically within a natural educational environment. Similar qualitative case study designs were previously utilized by Nuryadi and Lim in examining multicultural education practices. Meanwhile, the survey design was conducted to collect quantitative data regarding teachers' perspectives toward the integration of multiculturalism and peace education in inclusive settings.

The study was conducted at Sekolah Bali Hati, an international bilingual school that integrates multicultural and inclusive practices into its educational system. The participants consisted of the school principal, teachers, and Grade 4 primary students who were actively involved in multicultural learning activities and school programs. The study employed purposive sampling because the participants were selected based on specific criteria related to the research objectives. According to Sugiyono, purposive sampling is appropriate when participants are intentionally chosen due to their relevance and contribution to the phenomenon being investigated.

Data were collected through semi-structured interviews, classroom observations, document analysis, and questionnaires. The interviews were conducted with teachers and the school principal to explore the implementation of multicultural values in inclusive education. Classroom observations were used to examine multicultural interactions and teaching practices in the English teaching and learning process. In addition, document analysis was carried out on school policies, lesson plans, and curriculum documents to identify how multicultural values and peace education were integrated into school practices. For the quantitative phase, questionnaires consisting of closed-ended and open-ended questions were distributed through Google Forms to gather teachers' perspectives and experiences. Similar instruments were also applied by Padmadewi in studies related to inclusive education and teachers' perceptions. To ensure data credibility, this study applied source triangulation and methodological triangulation by integrating interviews, observations, field notes, document analysis, and questionnaires.

The qualitative data were analyzed using Taxonomy Analysis proposed by James P. Spradley, which included domain analysis, taxonomy analysis, focused observation, thematic analysis, and conclusion drawing. This analytical framework enabled the researcher to systematically identify patterns of multicultural integration and peace values in inclusive educational settings. Meanwhile, the quantitative data obtained from Likert-scale questionnaires were analyzed using descriptive statistical analysis by calculating mean scores to describe teachers' perceptions toward multicultural and peace education practices. The descriptive responses from open-ended questions were coded, categorized into themes, and interpreted narratively. The analysis process was supported by Microsoft Excel for organizing and interpreting quantitative data.

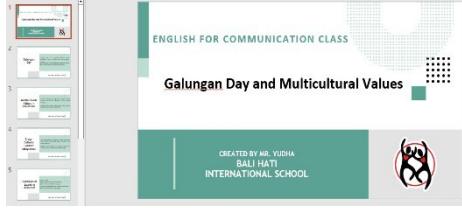


## **Findings and Discussion**

**How do teachers implement multicultural values in the English teaching and learning process, and what are their perceptions?**

### **a. Content Integration**

Content integration refers to how teachers develop and connect English learning materials with diverse cross-cultural contexts to introduce multicultural values. Observations show that the teacher actively integrates topics such as special cultural celebrations, diversity, mutual respect, and social values like anti-bullying into the lessons. Furthermore, the teacher and students utilize fiction stories from different cultures in reading activities, which engages students in exploring diverse viewpoints and absorbing multicultural values. Additionally, establishing clear learning questions and objectives plays a crucial role in this integration to support the development of students' awareness, tolerance, empathy, and respect for differences.

Table 1. Content Integration

No.	Content Material	Explanation
1.	<p data-bbox="323 284 564 315">Cultural Celebration</p>  <p data-bbox="323 521 895 584">Figure 1. <i>Galungan Day</i> Content Integration (Source: researcher documentation)</p> <p data-bbox="323 613 927 801">The learning slide presents cultural content integration by explaining Galungan, which is an important Hindu celebration in Bali that symbolizes the victory of good over evil and is celebrated by Balinese Hindus through prayers, family gatherings, and traditional ceremonies.</p>	<p data-bbox="962 284 1366 741">This finding highlights the integration of multicultural values through cross-cultural content integration. The implementation demonstrates that teachers incorporate Galungan into English learning materials to help students understand local cultural traditions and practices. This approach also encourages students to develop respect, appreciation, and tolerance toward different cultural celebrations and beliefs.</p>
2.	<p data-bbox="323 837 512 869">Diversity Values</p>  <p data-bbox="323 1099 815 1193">Figure 2. Diversity Values Content Integration (Source: researcher documentation)</p> <p data-bbox="323 1227 938 1442">The learning slide above presents the topic “We Are All Unique” as part of multicultural education content in the teaching and learning process. The material emphasizes that every individual has different characteristics, appearances, interests, and preferences, even among family members or friends.</p>	<p data-bbox="962 837 1366 1205">The finding indicates that the implementation of content integration in English learning incorporates diversity values as part of multicultural education. The learning content not only emphasizes students’ language development but also promotes understanding and appreciation of differences as an essential aspect of multicultural values integration in education.</p>
3.	<p data-bbox="323 1480 536 1512">Respectful Values</p>  <p data-bbox="323 1771 916 1830">Figure 3. Respectful Values Content Integration (Source: researcher documentation)</p> <p data-bbox="323 1830 935 2047">The picture illustrates a learning question, “What does it mean to be respectful to others and ourselves?”, which is used as part of multicultural education in the teaching and learning process. This question encourages students to reflect critically on the importance of respect, self-awareness, and positive attitudes.</p>	<p data-bbox="962 1480 1366 1785">The finding reveals that respectful values are integrated as part of multicultural values in English learning within the educational context. In this implementation, students are encouraged to develop a deeper understanding of mutual respect toward individual differences and uniqueness.</p>


No.	Content Material	Explanation																				
4.	<p><b>Anti-bullying Plan</b></p> <table border="1"> <thead> <tr> <th>Section</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>School Name</td> <td>Bali Hati International School</td> </tr> <tr> <td>Purpose</td> <td>To create a safe, respectful, and inclusive learning environment for all students and prevent bullying in school.</td> </tr> <tr> <td>Definition of Bullying</td> <td>Bullying is repeated aggressive behavior that hurts, threatens, or intimidates another person physically, verbally, socially, or online.</td> </tr> <tr> <td>Types of Bullying</td> <td>1. Physical bullying (hitting, kicking, pushing) 2. Verbal bullying (teasing, insulting, name-calling) 3. Social bullying (excluding others, spreading rumors) 4. Cyberbullying (harmful online messages)</td> </tr> <tr> <td>School Rules Against Bullying</td> <td>- Respect teachers and classmates - Use polite language - Accept differences and diversity - Report bullying incidents - Create a friendly classroom environment</td> </tr> <tr> <td>Prevention Strategies</td> <td>- Integrate respectful and multicultural values into lessons - Conduct anti-bullying campaigns - Encourage teamwork activities - Provide counseling services - Display posters about kindness and inclusion</td> </tr> <tr> <td>Reporting Procedures</td> <td>1. Students report bullying to teachers or counselors. 2. Teachers investigate the incident. 3. Parents are informed if necessary. 4. Appropriate action is taken to stop bullying.</td> </tr> <tr> <td>Support for Victims</td> <td>- Counseling support - Emotional support from teachers - Safe learning environment</td> </tr> <tr> <td>Support for Students Who Bully</td> <td>- Guidance and counseling - Reflection activities - Behavior improvement plan</td> </tr> </tbody> </table> <p>Figure 4. Anti-bullying Content Integration</p>	Section	Description	School Name	Bali Hati International School	Purpose	To create a safe, respectful, and inclusive learning environment for all students and prevent bullying in school.	Definition of Bullying	Bullying is repeated aggressive behavior that hurts, threatens, or intimidates another person physically, verbally, socially, or online.	Types of Bullying	1. Physical bullying (hitting, kicking, pushing) 2. Verbal bullying (teasing, insulting, name-calling) 3. Social bullying (excluding others, spreading rumors) 4. Cyberbullying (harmful online messages)	School Rules Against Bullying	- Respect teachers and classmates - Use polite language - Accept differences and diversity - Report bullying incidents - Create a friendly classroom environment	Prevention Strategies	- Integrate respectful and multicultural values into lessons - Conduct anti-bullying campaigns - Encourage teamwork activities - Provide counseling services - Display posters about kindness and inclusion	Reporting Procedures	1. Students report bullying to teachers or counselors. 2. Teachers investigate the incident. 3. Parents are informed if necessary. 4. Appropriate action is taken to stop bullying.	Support for Victims	- Counseling support - Emotional support from teachers - Safe learning environment	Support for Students Who Bully	- Guidance and counseling - Reflection activities - Behavior improvement plan	<p>This finding indicates that multicultural values play an important role in creating a safe and inclusive learning environment within the field of education. In this context, the integration of anti-bullying content into the teaching and learning process supports the development of peaceful classroom environments.</p>
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	<p>(Source: researcher documentation)</p> <p>The picture above presents anti-bullying topics as part of English learning materials within the educational context.</p>																					


Therefore, it can be concluded that the results of content integration in integrating multicultural values, in English teaching and learning process are content of cultural celebration, diversity values, respectful values, and anti-bullying content plan.



### b. Teaching Strategy

The teaching strategy is an important aspect of teaching and learning process to achieve the learning goals. In this point, as the statement of “Teachers use teaching strategy that actively encourage students to participate in understanding multicultural values.”, was found that several teaching strategies used by the teacher to engage students’ participation in the process of their learning. Several teaching strategies were found including (1) Discussion, (2) Differentiated Learning, (3) Think-Pair-Share,(4) Inquiry-Based Learning, (5) Cooperative Learning, (6) Collaborative Learning, (7) Project-Based Learning, (8) Problem-Based Learning, (9) Interactive Learning activity, and (10) Reflective Learning strategies, each teaching strategies are presents more detail in the table below.



Table 2. Teaching Strategies



No.	Teaching Strategy	Implementation
1.	Discussion	Discussions are used as introductory and closing
	 <p>Figure 5. Discussion Activity (Source: researcher documentation)</p>	<p>in the learning activities. At the beginning of the lesson, teachers usually start with guided discussions to activate students’ prior knowledge related to the topic to be discussed. At the end of the lesson, discussions are also held as a reflection on the learning process that has been taken. This strategy gives students the opportunity to share their experiences or perspectives on the issues or topics to be discussed. In addition, the teacher’s role is to encourage students to respond to each other’s discussions politely and empathetically so that they can build more meaningful discussion process.</p>

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2.	<p><b>Differentiated Learning</b></p> <table border="1" data-bbox="319 246 774 515"> <thead> <tr> <th>Student Name</th> <th>Subject</th> <th>Differentiated Learning Strategy</th> <th>Example of Learning Activity</th> </tr> </thead> <tbody> <tr> <td>Chiara</td> <td>English</td> <td>Reading differentiation</td> <td>Chiara reads a short descriptive text and answers simple comprehension questions.</td> </tr> <tr> <td>Gauri</td> <td>English</td> <td>Vocabulary support</td> <td>Gauri learns new vocabulary using pictures and flashcards.</td> </tr> <tr> <td>Aeden</td> <td>Bahasa Indonesia</td> <td>Writing differentiation</td> <td>Aeden writes a short paragraph about his daily activities.</td> </tr> <tr> <td>Kai</td> <td>Bahasa Indonesia</td> <td>Advanced writing task</td> <td>Kai creates a complete narrative essay with detailed ideas.</td> </tr> <tr> <td>Adolf</td> <td>Mathematics</td> <td>Basic skill support</td> <td>Adolf practices simple addition and subtraction problems with teacher guidance.</td> </tr> <tr> <td>Amirah</td> <td>Mathematics</td> <td>Higher order thinking task</td> <td>Amirah solves challenging word problems independently.</td> </tr> <tr> <td>Amoy</td> <td>English</td> <td>Collaborative learning</td> <td>Amoy works in a group discussion about cultural diversity topics.</td> </tr> <tr> <td>Tania</td> <td>Mathematics</td> <td>Visual learning strategy</td> <td>Tania uses games and manipulatives to understand fractions.</td> </tr> <tr> <td>Annora</td> <td>Bahasa Indonesia</td> <td>Presentation based assessment</td> <td>Annora presents her story orally in front of the class.</td> </tr> <tr> <td>Vera</td> <td>English</td> <td>Multimedia learning</td> <td>Vera watches educational videos and</td> </tr> </tbody> </table> <p>Figure 6. Differentiated Groups (Source: researcher documentation)</p>	Student Name	Subject	Differentiated Learning Strategy	Example of Learning Activity	Chiara	English	Reading differentiation	Chiara reads a short descriptive text and answers simple comprehension questions.	Gauri	English	Vocabulary support	Gauri learns new vocabulary using pictures and flashcards.	Aeden	Bahasa Indonesia	Writing differentiation	Aeden writes a short paragraph about his daily activities.	Kai	Bahasa Indonesia	Advanced writing task	Kai creates a complete narrative essay with detailed ideas.	Adolf	Mathematics	Basic skill support	Adolf practices simple addition and subtraction problems with teacher guidance.	Amirah	Mathematics	Higher order thinking task	Amirah solves challenging word problems independently.	Amoy	English	Collaborative learning	Amoy works in a group discussion about cultural diversity topics.	Tania	Mathematics	Visual learning strategy	Tania uses games and manipulatives to understand fractions.	Annora	Bahasa Indonesia	Presentation based assessment	Annora presents her story orally in front of the class.	Vera	English	Multimedia learning	Vera watches educational videos and	<p>Differentiated learning strategies are commonly implemented in core subjects such as English, Bahasa Indonesia, and Mathematics within the educational context. In this approach, teachers categorize students into different learning groups based on their abilities, often using color indicators to distinguish advanced, intermediate, and lower-level groups. Furthermore, teachers provide various learning activities and materials, including reading texts with different levels of difficulty, differentiated worksheets, and diverse instructional media to accommodate students' learning needs.</p>
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	 <p>Figure 7. Intervention Activity (Source: researcher documentation)</p>	<p>In addition, students who require extra assistance during the learning process receive support from teacher assistants and the school learning support team. These support personnel provide guidance, supervision, and individualized assistance to ensure that all students can actively participate and achieve meaningful learning outcomes in an inclusive classroom environment.</p>																																												

No.	Teaching Strategy	Implementation
3.	<p>Think-Pair-Share</p>  <p>Figure 8. TPS Activity (Source: researcher documentation)</p>	<p>This strategy is implemented through talking partner activities in the teaching and learning process, where students from diverse cultural backgrounds and nationalities are paired as discussion partners. In this approach, the teacher provides specific questions or discussion topics, and students are first encouraged to think individually before discussing their ideas with their partners for comparison and reflection. In the final stage, several student pairs are invited to present the results of their discussions to the whole class. Furthermore, teachers support the discussion process by providing stimulating and critical-thinking questions that guide students' understanding of the learning materials. For example, in reading activities, teachers may ask questions such as, "What more do we learn about the topic?", "What challenges did the character face?", and "How is color used in the illustrations to convey meaning?". This strategy promotes collaborative learning, critical thinking, communication skills, and respect for diverse perspectives in an inclusive educational environment.</p>
4.	<p>Inquiry-Based Learning</p>  <p>Figure 9. Inquiry-based Learning Activity (Source: researcher documentation)</p>	<p>In the educational context, teachers encourage students to explore learning topics and issues through inquiry-based activities, including simple questioning and investigation. For instance, students are assigned to research customs, traditions, or cultural celebrations from their home countries using digital learning resources and then present their findings to the class. This learning activity promotes the development of students' critical and creative thinking skills while enhancing their understanding and appreciation of cultural diversity.</p>

No.	Teaching Strategy	Implementation
5.	<p>Cooperative Learning</p>  <p>Figure 10. Cooperative Learning Activity (Source: researcher documentation)</p>	<p>In the educational setting, cooperative learning activities are implemented by organizing students into small groups consisting of four to six members from diverse cultural backgrounds. Within each group, students work collaboratively toward shared learning goals while assuming specific responsibilities, such as note-taker, presenter, discussion leader, or information researcher. This instructional strategy promotes active participation, peer learning, and mutual support among students.</p>
6.	<p>Collaborative Learning</p>  <p>Figure 11. Collaborative Learning- Reading Buddies (Source: researcher documentation)</p>	<p>Collaborative learning strategy is also encouraging students to work together into groups activities. This strategy is implemented through co-curricular programs, such as service learning, sister school, reading buddies, cultural field trip, and other social events. Collaborative learning activities not only improve students' ability in conducting good teamwork, friendship, and leadership skills, but also strengthen their social relationship skills that are sensitive to the surrounding environment.</p>
7.	<p>Project-Based Learning</p>  <p>Figure 12. Making Poster Activity (Source: researcher documentation)</p>	<p>This technique encourages students to focus on specialized projects based on their knowledge of the course or the topics raised. Students, for example, are instructed to design a poster on the theme of variety, such as regional linguistic diversity, traditional attire, art, traditional music, food, cultural ceremonies, and traditional houses, which they then exhibit to the class. Additionally, project-based learning involves</p>

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		<p>Students can also participate in establishing a classroom agreement, which becomes a whole-class project based on classroom values and agreements. Thus, project-based learning can inspire students to collaborate, undertake research, and convey their awareness of cultural variety and views.</p>																				
	<p>Figure 13. Results of Classroom Agreement-Project Based Learning (Source: researcher documentation)</p>																					
8.	<p><b>Problem-Based Learning</b></p>  <p>Figure 14. Problem Based Learning Activity-Discussing Topic (Source: researcher documentation)</p> <table border="1" data-bbox="312 1361 772 1675"> <thead> <tr> <th>Component</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Theme</td> <td>Helping Others and Sharing Kindness</td> </tr> <tr> <td>Grade Level</td> <td>IV</td> </tr> <tr> <td>Subject Integration</td> <td>English, Religion, Social Studies</td> </tr> <tr> <td>Duration</td> <td>1 Week</td> </tr> <tr> <td>Learning Objectives</td> <td>Students understand the importance of kindness, empathy, and helping others in everyday life.</td> </tr> <tr> <td>Service Activity</td> <td>Charity Donation and Kindness Campaign</td> </tr> <tr> <td>Learning Activities</td> <td>Students write simple English messages about kindness, create greeting cards, collect donations, and distribute them to people in need.</td> </tr> <tr> <td>Reflection</td> <td>Students discuss what they learned from helping others and how kindness can create a positive community.</td> </tr> <tr> <td>Expected Outcomes</td> <td>Students develop empathy, social responsibility, cooperation, and respect toward others.</td> </tr> </tbody> </table> <p>Figure 15. Service-Learning Plans (Source: researcher documentation)</p>	Component	Description	Theme	Helping Others and Sharing Kindness	Grade Level	IV	Subject Integration	English, Religion, Social Studies	Duration	1 Week	Learning Objectives	Students understand the importance of kindness, empathy, and helping others in everyday life.	Service Activity	Charity Donation and Kindness Campaign	Learning Activities	Students write simple English messages about kindness, create greeting cards, collect donations, and distribute them to people in need.	Reflection	Students discuss what they learned from helping others and how kindness can create a positive community.	Expected Outcomes	Students develop empathy, social responsibility, cooperation, and respect toward others.	<p>The problem-based learning technique is carried out through a service-learning program in which students and teachers participate in scenarios or challenges relating to real-world difficulties. For example, the actions connected with public schools in Bali impacted by the recent flooding (SDN 2 Lottunduh and SDN 3 Kedewatan), where SPK Indonesia and PTFA generated funds to purchase bags and stationery for distribution to the schools. Students are urged to address subjects including friendship, communication in school, and environmental responsibility.</p>
Component	Description																					
Theme	Helping Others and Sharing Kindness																					
Grade Level	IV																					
Subject Integration	English, Religion, Social Studies																					
Duration	1 Week																					
Learning Objectives	Students understand the importance of kindness, empathy, and helping others in everyday life.																					
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Learning Activities	Students write simple English messages about kindness, create greeting cards, collect donations, and distribute them to people in need.																					
Reflection	Students discuss what they learned from helping others and how kindness can create a positive community.																					
Expected Outcomes	Students develop empathy, social responsibility, cooperation, and respect toward others.																					
		<p>These exercises teach children critical thinking skills and emphasize the value of tolerance, empathy, and collaboration.</p>																				

No.	Teaching Strategy	Implementation
9.	<p>Interactive Learning Activity</p>  <p>Figure 16. Smart Board Games Activity (Source: researcher documentation)</p>	<p>Teachers can combine interactive learning activities like board games, role-playing, and other presenting activities with other interactive media. These activities inspire students to engage and connect with their peers. In addition to enhancing language abilities in English lessons, these activities assist students develop strong social relationships in the classroom. Gamification and other interactive tactics can help integrate multicultural and peace ideals into the teaching and learning process.</p>
10.	<p>Reflective Learning</p>	<p>Reflective teaching practices are often implemented at the conclusion of learning through circle time exercises. Teachers allow students time to reflect on their learning experiences. This exercise allows students to express their learnings, difficulties, reflections on the week, and appreciation for interactions with classmates from diverse backgrounds.</p>
	 <p>Figure 4. 17 Closing Lesson Activity-Reflection (Source: researcher documentation)</p>	

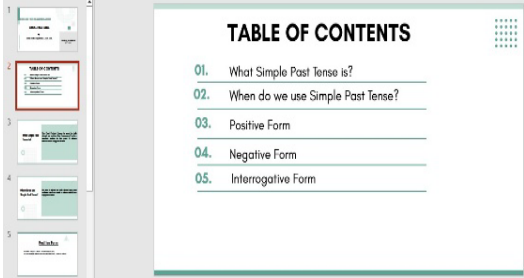


Those strategies are implemented in the teaching and learning process, not only in English language lesson but also integrated into all subject area. The various teaching activities are found as the teaching and learning strategies in integrating multicultural values, as though a circle time, reading buddies, and talking partners. Those learning activities are also part of developing teaching strategies that help students understand and integrate multicultural values effectively into their learning process.

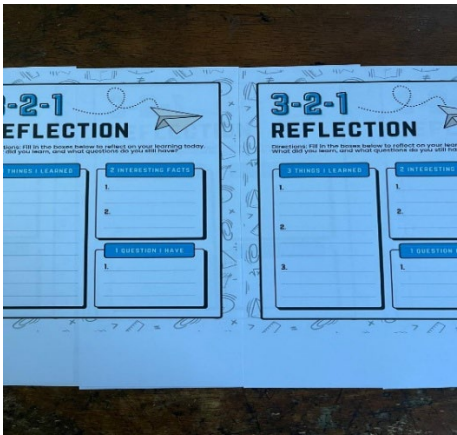
### c. Teaching Media

Teaching media is an essential tool that helps teachers deliver lessons more effectively, making them easier to understand, more focused, and more interesting for students. Observations show that the teacher uses a variety of both digital and conventional media to deliver materials on multicultural values. Digital media includes students' iPads or tablets for reading digital literature and online learning apps, alongside frequent use of PowerPoint and YouTube. Meanwhile,

conventional media is provided through paper-based support such as posters, flashcards, board games, and worksheets, all of which are documented as evidence for this study.

Table 3. Teaching Media

No.	Teaching Media	Explanation
1.	<p>Digital teaching media through PowerPoint</p>  <p>Figure 18. PowerPoint Teaching Media (Source: researcher documentation)</p>	<p>The findings show that the majority of learning and teaching media use PowerPoint slides as the primary content implementation. Teachers include learning goals and questions on presentation slides to increase student awareness of the material being taught.</p>
2.	<p>Printable flashcards for teaching media</p>  <p>Figure 19. Flashcards Teaching Media (Source: researcher documentation)</p>	<p>The finding in the left column depicts an example of flashcards that the teacher use as a teaching tool. Several downloadable flashcards may be obtained on certain learning resources websites, such as twinkl.co.id and sparkelbox.co.uk.</p>
3.	<p>Teaching media board games</p>  <p>Figure 20. Board Games Teaching Media (Source: researcher documentation)</p>	<p>Finding board games is typically done during free time learning, after students have completed their tasks, projects, and other learning activities. Several board games are also utilized as icebreakers throughout the teaching and learning process.</p>

<p>4.</p>	<p>Teaching media flashcard reflection and social skill</p>  <p>Figure 21. Flashcards Reflection Teaching Media          (Source: researcher documentation)</p>	<p>This educational material is utilized during the learning process, particularly when emphasizing diversity and respectful values in multicultural content integration. Students are instructed to discuss in pairs and then report their findings in front of the class.</p>
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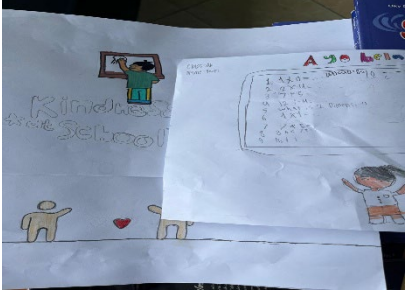



The teaching media regarding multicultural values, the teacher actively encourages students' understanding through learning slide on the PowerPoint, video/film, picture, and posters. The teacher consistently mentions learning objectives and relevant starting questions related to the topics discussed, including the content of the multicultural values itself. In general, the use of various teaching media shows that teachers consciously utilize media as a supporting tool in integrating multicultural values. In other words, the teaching media not only functions as a tool for delivering material, but also as a medium for building students' understanding, awareness, and attitudes towards diversity in the context of inclusive learning.

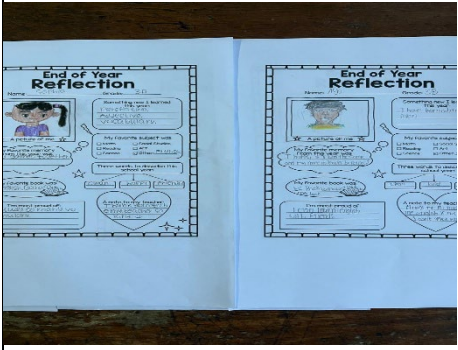
**d. Classroom Management**

Classroom management strategies are developed across four main stages: planning, organizing, implementing, and evaluation. In the planning stage, teachers structure their administration by combining the Cambridge and National Curriculums into long-term (curriculum maps), medium-term (sequenced activities and assessments), and short-term plans (daily guidelines). This structured planning ensures equal learning opportunities, minimizes achievement imbalances, and incorporates student diversity as the foundation for integrating multicultural values. In the organizing stage, teachers arrange students heterogeneously into small groups using collaborative and differentiated learning approaches, allowing for better guidance. The classroom environment is also equipped with posters like "Class Beliefs" and "School Learner Characteristics" to remind students of behavioral expectations and multicultural values.

During the implementation stage, teachers deliver lessons based on the developed plans by facilitating discussions, providing clear guidance, and addressing student behavior fairly across diverse backgrounds using a persuasive approach to maintain a safe learning environment. To reinforce multicultural values, teachers utilize a transparent points system via ClassDojo, rewarding positive behaviors such as teamwork, respect, and active participation. Finally, in the evaluation stage, teachers conduct continuous assessment by reflecting on student engagement, strategy effectiveness, and social-emotional development. This includes direct observation of academic progress and behavior reflection activities to help students assess their cooperation and empathy. The results of this evaluation are then used as a basis to adjust future management strategies and ensure a fair, inclusive learning environment.

Table 4. Classroom Management

No.	Findings	Explanation
1.	<p>Learner characteristics</p>  <p>Figure 22. Learner Characteristic Plan (Source: researcher documentation)</p>	<p>Learner characteristics are a component of multicultural values integration in schools. Teachers use an integrated technique to learn each learner's characteristics in all terms.</p>
2.	<p>Classroom beliefs poster</p>  <p>Figure 23. Classroom Beliefs Poster (Source: researcher documentation)</p>	<p>Organizing classroom principles and agreement posters in each class promotes student knowledge and respect for established norms and views.</p>
3.	<p>Learner characteristics poster</p>  <p>Figure 24. Learner Characteristic Poster (Source: researcher documentation)</p>	<p>The learner characteristics poster, displayed in classrooms and across the school, serves as a reminder for students to promote intercultural values in the community.</p>
4.	<p>ClassDojo display point</p>  <p>Figure 25. ClassDojo Screen (Source: researcher documentation)</p>	<p>The Class Dojo point system recognizes students who effectively display learner characteristics or intercultural ideals.</p>

5.	<p><b>Reflection sheet</b></p>  <p>Figure 26. Student Behavior Reflection Sheet (Source: researcher documentation)</p>	<p>This study suggests that reflecting on students' conduct is an important element of the continuous evaluation process for assessing their emotional and social development.</p>
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**e. Teacher - Students Interaction**

The interaction between teachers and students is one of the important aspects observed in the learning process. This interaction is not only related to the delivery of learning content, but also reflects how teachers build positive, inclusive, and mutually respectful relationships as a form of support for the implementation of multicultural values in the classroom. Based on the observation results, teachers use inclusive, clear, and respectful language in considering the diversity of students' backgrounds when delivering learning materials. Teachers demonstrate a commitment to providing positive learning experiences by maintaining a safe, fair, and supportive classroom environment. During the learning process, teachers strive to ensure that there is no discrimination or unequal treatment of students, so that every student feels accepted and valued in the learning process.

In addition, the results of the observation also show that the attitudes and behaviors of students reflect an understanding and implementation of multicultural values in daily learning activities. Students actively show mutual respect for teachers and friends, wait for their turn during discussion sessions, and show empathy and support for their peers. In group activities, students demonstrate positive cooperation, a sense of responsibility for the learning process, and concern for the school environment. Lastly, students also seem to help each other, both in academic activities and social interactions in the classroom.

**School's Role in Supporting the Multicultural Values Integration in an Inclusive Education**

**a. Multicultural Values Integration**

This part presents the results of document analysis on multicultural values integration within the school policy and curriculum documents. The findings demonstrate the ways in which documents policy and curriculum support the multicultural values integration in inclusive schools. The following results are as follows:

Table 5. Multicultural Values Integration

Code	Statements	Document Type	Reference Theory
A1.1	This diversity in terms of language, culture, experience, and expectations is very important so that we have clear lines of communication to facilitate the running of the school. In other words, it is necessary to promote mutual respect, kindness, empathy, and pride.	Teacher's Handbook	Knowledge Construction

A1.2	This curriculum involves students in learning about the world around them, including their responsibility to care for the natural environment, through thematic units. Specifically, the Cambridge Humanities curriculum is designed to develop students' knowledge and skills so that they can become informed, active, and emphatic members of the community	Teaching and Learning Policy and Cambridge Humanities Curriculum Framework	Knowledge Construction
A2.1	The school is committed to providing a high-quality education that is full of care. By instilling in each student, a strong sense of responsibility towards the environment, both through curriculum enrichment and through fieldwork inside and outside the school. In addition, all members of the Bali hati Scholl community are expected to uphold high standards of behavior, friendliness, and politeness, act in accordance with the school's ethos and values of caring and	Teacher's Handbook and Parent Handbook	Content Integration
	encourage friendly competition within the school.		

Based on Table 5, the school's policy and curriculum actively support the integration of multicultural values through a knowledge construction and content integration approach. School policy emphasizes raising awareness among all members to recognize and value diverse cultural aspects, beliefs, and experiences, which strengthens core values like mutual respect, kindness, empathy, and pride. Furthermore, the policy is committed to providing high-quality education that fosters deep care, a strong sense of responsibility toward the environment, and high standards of student behavior, including friendliness and politeness. Complementing this, the curriculum framework focuses on helping students understand the world around them, shaping them into responsible, active, and empathetic community members. Ultimately, these policies and curricula conceptually build a diverse, inclusive school environment that promotes acceptance and mutual respect.

#### b. Inclusiveness

In this point, the inclusiveness refers to providing freedom, justice, and equality in the learning process, as well as protection against discrimination, rights, and social justice. For more details, the results of the document analysis are presented below.

Table 6. Inclusiveness

Code	Statements	Document Type	Reference Theory
A3.1	The school is committed to enforcing discipline based on fairness and common sense, and to implementing strict measures to uphold all student's rights within the school.	Parent Handbook	Prejudice Reduction
A3.2	The curriculum encourages students to become actively involved in developing their own well-being and that of others by reflecting on and understanding themselves, building positive relationships with others, and becoming safe and active contributors in an ever-changing world.	Cambridge Wellbeing Curriculum Framework	Prejudice Reduction

A4.1	The vision of Bali hati School is to provide “Education for a better world”. This vision promotes inclusivity, safety, and support while promoting excellence and happiness. In other words, Bali hati	Teacher’s Handbook and Student Support Policy	Equity Pedagogy
	School is committed to being an inclusive education institution ... we strive to provide students with the support they need to access both social and academic learning.		
A4.2	The curriculum encourages continuous and ongoing feedback to students. This is used to help students reflect on their past performance and determine the next steps in the learning process. In addition, short-term/weekly planning considers more specific learning objectives, including how differentiated instruction will be implemented and what key vocabulary students need to understand.	Teaching and Learning Policy	Equity Pedagogy

Based on Table 6, the school's policy and curriculum support the integration of multicultural values through inclusivity, aligning with prejudice reduction and equity pedagogy. Within the prejudice reduction framework, school policy (A3.1) strongly champions inclusion by protecting students' right to learn, ensuring fairness, enforcing well-reasoned discipline, and preventing discrimination. Complementing this, the curriculum (A3.2) focuses on student well-being, fulfilling diverse learning needs, and utilizing reflection to reduce prejudice and build positive social relationships. Within the equity pedagogy framework, school policy (A4.21) drives the vision of "Education for a better world" by providing equal social and academic opportunities while promoting student excellence. Additionally, curriculum documents and short-term plans (A4.2) ensure fair development for every individual by implementing differentiation strategies that directly accommodate various learning needs, abilities, and cultural backgrounds.

### c. Cultural Perspectives Integration

In the section of cultural perspective integration, the research findings focus on constructing the understanding integration of cultural perspectives including local, national, and international cultural views, as well as representing the fundamental concept of multicultural values. As the results of the document analysis are presented below as follows.

Table 7. Cultural Perspective Integration

Code	Statements	Document Type	Reference Theory
A5.1	The appreciation of these values, as well as special lesson in regional language, arts, and Balinese customs, is fundamental to Bali hati in preserving culture. In addition, regular assembly activities can be used as a means of building community, celebrating, sharing news, and promoting the profile of Bali hati students. Bali hati School celebrated various national and religious festivals throughout the year to honor the diverse school community and to enrich the students' experiences.	Teacher’s Handbook and Parent Handbook	Knowledge Construction

A5.2	The curriculum covers the development of Indonesian national culture, including Indonesia Studied and Pancasila lesson. The Indonesian Studies curriculum encourages foreign	25/26 Indonesian Study and Pancasila BSKAP -	Knowledge Construction
	students to learn about the Indonesian culture's diversity. Meanwhile, in the Pancasila Education curriculum, students learn about the meaning of Pancasila values, comply with the rights and obligations of citizens, understand their identity, and actively participates in maintaining the integrity of Indonesia.	Capaian Pembelajaran	
A6.1	The main principles embraced by Bali hati School are the basic pillars of a peaceful and responsible society: moral integrity, religious and tolerance, intellectual capacity, broad knowledge, responsibility as citizens, cultural preservation, and responsible manage the natural environment. In addition, it also promotes the values outline in the Bali hati School Learner Profile.	Teacher's Handbook	Content Integration

Based on Table 7, the school's policy and curriculum support cultural perspective integration through knowledge construction and content integration. Under school policy (A5.1), cultural integration is promoted by appreciating and preserving local, national, and international cultures, where Balinese culture plays a fundamental role alongside regular assemblies and festivals that celebrate diversity. Furthermore, the curriculum framework (A5.2) constructs cultural knowledge through Indonesian Studies introducing foreign students to local cultural diversity and cross-cultural perspectives and Pendidikan Pancasila, which builds character, civic awareness, and national integrity. For content integration (A6.1), the school embeds principles like moral integrity, tolerance, and environmental responsibility as actual learning content to foster a safe environment. This is further reinforced by the Bali Hati School Learner Profile, which integrates global-mindedness, empathy, and critical thinking to help students comprehensively understand broader cultural perspectives.

#### d. Pedagogical Approaches

Part of the pedagogical approach to supporting the integration of multicultural values is represented by the use of collaboration, reflective and cultural respect in the school environment. The following findings in the document analysis are shown in table below.

Table 8. Pedagogical Approaches

Code	Statements	Document Type	Reference Theory
A7.1	The growth of respect and celebration of these differences is at the core of the atmosphere at Bali hati. Fostering the well-being and intellectual development of teaching staff provides a commitment to developing successful students with positive personalities. In addition, support from the PTFA (Parent, Teacher and Friends Association) also helps the school community to foster respectful, holistic relationships and protect the safety and welfare of the whole community.	Teacher's Handbook and Parent Handbook	Empowering School Culture

A7.2	The teaching team has the autonomy to make changes to meet students' learning needs and adapt to curriculum development. Therefore, to build more holistic and real-world based learning, the Service-Learning Program (Ngayah) was developed with the aim of strengthening academic outcomes, civic attitudes, and students' characters in building better communities and relationships around them.	Teaching and Learning Policy	Empowering School Culture
A8.1	In supporting emotional and academic well-being, the learning approach encourages students to learn to cope with disappointment in a positive and respectful manner. It aims to	Parent Handbook	Prejudice Reduction
	prevent negative behavior and internal pressure faced by individuals.		

Based on Table 8, the school's pedagogical approach supports the integration of multicultural values by empowering school culture and promoting prejudice reduction. Within the empowering school culture framework, school policy (A7.1) views racial and religious diversity as a learning resource, drives continuous professional development for teachers to foster inclusivity, and actively involves the entire school community including the PTFA to promote multicultural values. Complementing this, curriculum documents (A7.2) grant teachers the autonomy to adapt lessons to student needs, which is further reinforced by the "Service Learning (Ngayah)" program. This program provides real-world community experiences to strengthen academic achievement, character building, and values like caring and responsibility. Meanwhile, within the prejudice reduction framework (A8.1), school policies encourage positive behavior reflection to help students manage their emotions and disappointments constructively. This practice aims to minimize prejudice and conflicts, thereby shaping students' characters to prioritize mutual respect and peaceful conflict resolution.

**e. School Culture and Competence**

In this part, the school culture and competence represent anti-discrimination and anti-bullying policies as support for building a safe and peaceful education environment. Moreover, in achieving the peaceful environment, there are several underlining competences including 21st century global competencies namely: character, citizenship, collaboration, communication, creativity, and critical thinking. Therefore, the following research data can be seen in the table as follows.

Table 9. School Culture and Competence

Code	Statements	Document Type	Reference Theory
A9.1	We are committed to ensuring that all Bali hati students remain safe and free from harm as a result of neglect or abuse. Teachers are asked to support the development of respect, self-discipline, and responsibility in students through the school's student profile, in which the standard of acceptable behavior is based on a deep sense of respect. In other words, the school is committed to ensuring that every student has the right to feel safe, respected, and secure— both within and outside of school. Furthermore, student welfare encourages the school to apply a holistic view and create a learning and teaching environment that enables students to be healthy, happy, engaged, and successful. Lastly, Bali hati School is also committed to preventing bullying in schools by creating a positive school environment and culture.	Teacher's Handbook and Parent Handbook	Empowering School Culture
A9.2	The learning environment should be safe, clean, well-organized, and equipped with adequate resources.	Teaching and Learning Policy	Empowering School Culture
A10.1	Bali hati is committed to developing in their student's social awareness and citizenship	Teacher's Handbook	Equity Pedagogy
	skills. The school's committed to encourages students to think critically, understand the best ways to learn, and value their feedback. These values support all aspects of school life, ensuring that Bali hati students become individuals with broad perspectives and civic awareness, who demonstrate moral integrity and respect for others.	and Parent Handbook	
A10.2	Having a growth mindset creates reflective behavior, which is reflected in the attitudes that students bring to their learning process. These characteristics are explicitly and implicitly mentioned throughout the learning process. In addition, the implementation of the Global Perspectives curriculum also helps to develop analytical, collaborative, communication, evaluation, reflection, and research skills in their learning process.	Teaching and Learning Policy and Cambridge Global Perspective Curriculum Framework	Equity Pedagogy

Based on Table 9, school policy and curriculum support the integration of multicultural values through empowering school culture and equity pedagogy. In the empowering school culture aspect (A9.1 & A9.2), the documents state that all students have the right to a safe, respectful learning environment free from neglect, abuse, bullying, and discrimination. This holistic approach to student welfare involves all community members in fostering respect, discipline, and responsibility, supported by clean, well-organized, and well-resourced school facilities. In the equity pedagogy aspect (A10.1 & A10.2), the curriculum emphasizes developing 21st-century competencies including

social sensitivity, communication, global understanding, and critical thinking to prepare students as responsible and adaptive global citizens. This is reinforced through a growth mindset approach and "Global Perspectives" lessons to ensure a fair learning process tailored to individual capacities and needs.

In conclusion, the research question regarding how school policies and curriculum support multicultural values integration is answered by five key approaches: (1) constructing knowledge and providing multicultural content, (2) implementing inclusive approaches through prejudice reduction and equal learning, (3) actively constructing cultural perspectives integration, (4) fostering a positive school culture and environment, and (5) building students' global competencies. Ultimately, these institutional regulations play a crucial role in building an inclusive educational environment, particularly in providing a fundamental foundation for an inclusive English classroom filled with tolerance, acceptance, and respect for diversity.

## **The Integration of Multicultural Values in Promoting Peaceful Values and Attitudes in Inclusive Education**

### **a. School Policy Formulation**

This section examines how the school integrates multicultural values into its policies to build an inclusive learning environment supported by peaceful values and attitudes. Driven by a strong vision and mission, the school is committed to creating a safe, comfortable, fair, and respectful environment that ensures equal educational rights for all students regardless of their cultural background, religion, abilities, or special needs. The principal emphasized that school policy formation is derived from the school's vision, "Education for a better world," and its mission is based on seven core school pillars: (1) Moral integrity, (2) Religious and social tolerance, (3) Intellectual capacity, (4) Broad knowledge, (5) Citizenship responsibility, (6) Cultural preservation, and (7) Wise management of the natural environment. All school programs, curriculum design, and strategic planning refer back to these frameworks using a holistic approach that ensures student well-being both in physical and non-physical learning environments.

To maintain sustainable development aligned with multiculturalism, inclusivity, and peace education, school leaders update their guidelines annually through the School Development Plan (SDP) for short-term operations (one year) and the School Strategic Plan (SSP) for long-term goals (five years), adapting directly to current needs. Furthermore, the integration of multicultural and peaceful values is operationalized through several specific school policies, namely: (a) Anti-bullying Policy to prevent and address bullying, (b) Behavior Policy to ensure positive student attitudes, (c) Health and Safety Policy to protect all school members, (d) Child Protection Policy to safeguard children's safety, (e) Intimate Care Policy to guide staff during intimate care incidents, (f) Sexual Harassment Policy to maintain a harassment-free environment, and (g) Professional Development Policy to continually improve teachers' skills in supporting the school community charter.

### **b. Curriculum Design and Learning Development**

This section focuses on how multicultural values are effectively integrated into the school curriculum and learning development to promote peaceful values and positive attitudes. Bali Hati School combines the National curriculum which supports national identity and local cultural understanding through lessons like Pendidikan Agama dan Budi Pekerti, Pendidikan Pancasila, and Indonesian Studies with the Cambridge curriculum, which enhances student well-being and positive relationships through Global Perspectives, Humanities, and Wellbeing frameworks. Connected to the School Development Plan (SDP), the curriculum design is rooted in the school's vision and mission, and is tailored to embed 20 specific learner profile characteristics (such as friendship, respect, empathy, teamwork, and global-mindedness) as a graduate profile to empower students' social life skills.

In terms of learning development, teachers implement student-centered and inclusive strategies, particularly collaborative learning, where students from diverse backgrounds work together to foster teamwork, empathy, and respect for diversity. Teachers maintain safety, accept diverse perspectives, give equal opportunities, and clarify prejudice. For assessment, the school

utilizes "assessment for learning," providing continuous, fair, and constructive feedback tailored to individual capacities and needs, often supported by learning support teachers for those requiring intervention. Furthermore, students' learning experiences are enriched through open discussions and heterogeneous "top partners" (pairing expats with local students, or bridging language proficiencies). This combination, alongside primary school PSHE lessons and circle time, successfully encourages positive social interaction, critical thinking, mutual respect, and peaceful conflict resolution in a diverse environment.

**c. Co-curricular Activities and School Program**

Besides policies and curriculum, co-curricular activities and school programs are designed to provide meaningful learning experiences that encourage cross-cultural interaction, peace attitudes, and mutual respect. Under the guidance of school leaders, various multicultural activities are actively developed, including ECA, Ngayah, Sister School, Cultural Fieldtrip, House Week, Assembly, Cultural Celebration, and other social events conducted by the student council and PTFA (Parents, Teachers, and Friends Association). Grounded in the school's vision and mission, these programs ensure every student has equal access and opportunities to participate without exception, playing a vital role in building a safe, inclusive environment protected from discrimination, violence, and bullying.

All co-curricular and school programs reflect the school learner profile and apply student-centered principles to directly support students' academic, social, and emotional development. To ensure their effectiveness, the school consistently conducts regular evaluation and reflection through Whole School Executive (WSE) meetings. This continuous reflection involves relevant parties to measure the programs' impact on students and ensure alignment with a conducive, inclusive learning environment. Furthermore, collaboration with the PTFA helps strengthen social solidarity and widen the impact of these inclusive values. In conclusion, co-curricular activities and school programs effectively promote peace values, acceptance, and positive relationships by embedding an inclusive, multicultural approach that is regularly evaluated for continuous improvement.

Table 10. Co-curricular and School Programs

No.	School Programs	Implementation
1.	ECA	<p>Extracurricular activities (ECA) are educational activities carried out outside of school hours that aim to develop students' potential holistically, in terms of social, emotional, skills, and character aspects. In the context of implementing multicultural values, these ECA programs have a development aspect, where the purpose is to reflect the skills or knowledge in a particular field thought to students, provide new skills and knowledge, and introduce diversity in culture, sports, and arts.</p> <p>There is an ECA program run in order to provide wider perspective and knowledge of diversity, such as Around the World Club. In this ECA, students learn interesting things around the world, including the uniqueness, traditional clothing, food, customs, and</p>
		<p>further. Therefore, this ECA program provides deeper understanding of different perspectives and how individuals take mutual respect and responsibility.</p>

2.	Ngayah	Ngayah is a service-learning program that aims to strengthening academic outcomes, civic attitudes, and students' characters in building better communities and relationships around them. This program also provides meaningful learning experiences for students in perceiving multicultural values, where it encourages students' opportunities to participate in social activities in their local communities. In addition, this program also encourages students to learn about the importance of cooperation, teamwork, empathy, and caring for others.
3.	Sister School	Sister school are student exchange programs that allow students to visit other schools or vice versa to gain new knowledge, learning experiences, cultural insights, and experiences related to school routines. This program provides students with the opportunity to interact directly with different learning environments, enabling them to understand cultural diversity, learning habits, and broader social perspectives. Through this program, students not only gain new knowledge, but also develop attitudes of tolerance, empathy, and openness to differences as part of multicultural values integration.
4.	Cultural Fieldtrip	This program serves as a form of implementing multicultural values because students have the opportunity to gain experience in understanding cultural practices, traditions, and social life of the community through various core cultural activities. For example, a cultural field trip to Teba Majalangu, which involved
		making <i>canang</i> offering, exploring traditional Balinese houses, learning about Subak system, and planting rice in the rice field. Therefore, through this program, students can interpret their learning experiences and foster an attitude of respect for diversity.
5.	House Week	House week is a school activity organized by the Head of House as part of school community development. A house is a community that consists of several groups, namely <i>Cempaka</i> , <i>Sandat</i> , <i>Tunjung</i> , and <i>Pucuk</i> . All students, including teachers, have their own community group. The formation of houses aims to foster a sense of togetherness and respect for diversity, as each group consists of members from different cultural backgrounds. Through House week activities, students are encouraged to collaborate, get to know each other, and build positive social relationships in an inclusive school environment. In other hand, the activities include Independence Day celebrations, cultural celebration, implementing school learner characteristics as the basis for activities, games, and further.
6.	Assembly	Assembly is a weekly program that is regularly held before the start of the school weekend. This program may include several activities such as awarding students who have earned the star of the week with learner characteristics, class performances that certainly illustrate the application of multicultural values, including values from student profiles, and may taken the form of celebration for specific activities such as anti-bullying assemblies, introducing the Galungan and Kuningan ceremony, celebration for International Women's Day, and others.

7.	Cultural Celebration	This program is structured similarly to an assembly program, but in this case, the cultural celebration in a school program that introduce various Indonesian culture and other culture through assembly activities. These cultural celebrations include Hindu ceremony such as Saraswati and Nyepi, Bulan Bahasa celebration, Chienese New Year, Halloween, and Christmas.
8.	Social Events	This program is generally designed and organized by the Student Council, and PTFA as a form of collaboration between students, teachers, and parents in building a positive school community. These activities include various social activities that aim to strengthen relationships among school members, foster empathy, and increase social awareness within the school environment. The programs include charity and the 'wish tree' are conducted to spread kindness and care among fellow members.

Therefore, the conclusion in defining of how multicultural values integration can promote peaceful values and attitudes by (1) formulating inclusive school vision and missions, (2) school vision and mission as the root of developing school curriculum and learning activities, (3) developing school programs or co-curricular activities have to be reflected on multicultural values, such as get to know each other, accepting differences, and mutual respect that build positive relationship among others, and (4) conducting structured evaluation into all institutional policy and program to improve more inclusive school environment.

### The Design of Inclusive Multiculturalism and World Peace Education Framework

#### a. Approach and Philosophy

The dimensions of approach and philosophy represent the fundamental concept in integrating an inclusive multicultural approach to build peace education environment. Several indicators applied in this approach including teacher and student-centered approaches, equitable learning, and multicultural teaching approach that integrating the values of multicultural to build a peaceful and inclusive learning and positive relationship. The questionnaire results on teachers' perspective on approach and philosophical dimensions are presented in the next Figure 27.

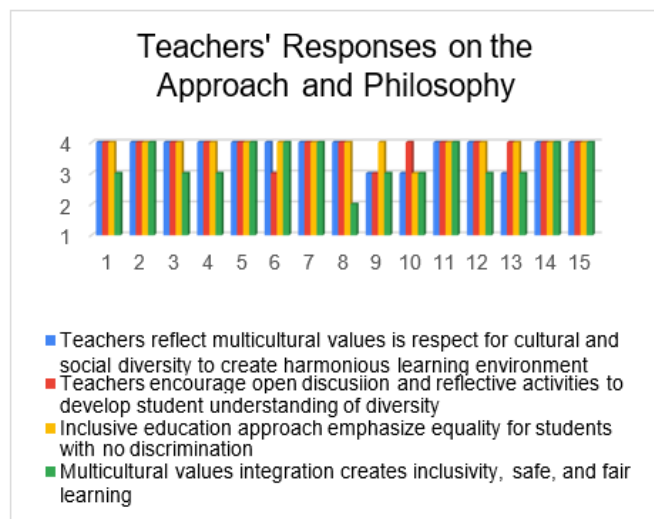


Figure 27. Teachers' Responses on the Approach and Philosophy  
(Source: research finding analysis)

Based on Figure 27, teachers' responses regarding the approach and philosophy for integrating multicultural values to promote social cohesion and minimize discrimination were highly positive, with no "Strongly Disagree" responses recorded. The data shows that 80% of respondents strongly agreed (n = 12) and 20% agreed (n = 3) that multicultural values reflect respect for diversity to create a harmonious environment (blue bar). For encouraging open discussion and reflective teaching (red bar), 86.7% strongly agreed (n = 13) and 13.3% agreed (n = 2), a finding supported by questionnaire written answers highlighting that open discussions during carpet or circle time allow students to discuss diversity, reflect on positive behaviors, and resolve friendship problems. Furthermore, 93.3% strongly agreed (n = 14) and 6.7% agreed (n = 1) that an inclusive education approach emphasizes equality without discrimination (yellow bar). Lastly, the integration of multicultural values to create an inclusive, safe, and fair learning environment (green bar) received equal responses of 46.7% (n = 7) for both "Agree" and "Strongly Agree," with only 6.7% (n = 1) disagreeing.

The dimension of approach and philosophy serves as a solid conceptual foundation for framework design, focusing heavily on inclusiveness, equality, and respect for socio-cultural diversity. Implementing a reflective teaching approach which utilizes open discussions and circle time to discuss differences significantly helps build a framework that promotes social cohesion and minimizes discrimination. Ultimately, combining teacher-centered and student-centered approaches successfully reinforces the application of multicultural values within learning activities to foster a cohesive and fair learning environment.

### b. Core Principles

In this dimension, the core principles describe values that are believed to reduce stereotypes and prejudice in inclusive education settings. In other words, this dimension emphasizes the teachers' perspective in developing positive attitudes and characteristics in learning practices, as well as creating a peaceful education environment. The core principles focus on several indicators, namely inclusive education, characters education, and multicultural values integration in supporting peace education, where it helps to promote social cohesion and minimize discrimination. In addition, the questionnaire results on teachers' perspectives on core principles aspect are presented in the next Figure 28.

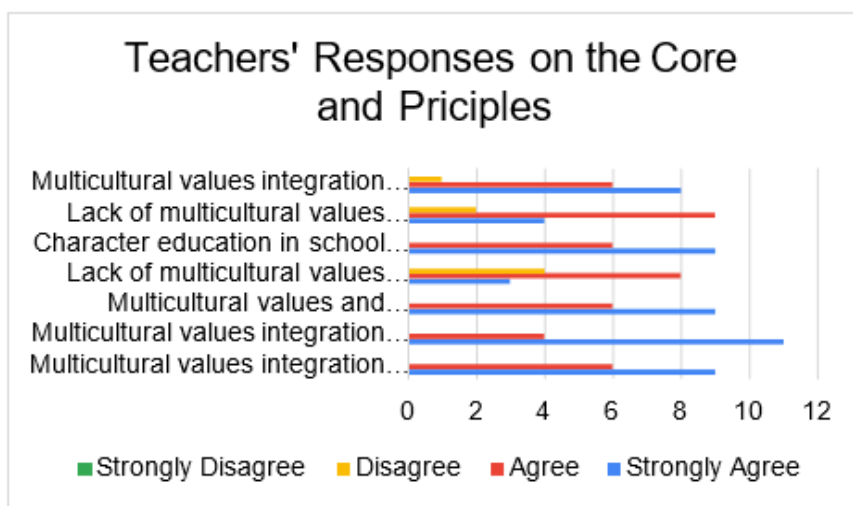


Figure 28. Teachers' Responses on the Core Principles  
 (Source: research finding analysis)

Based on Figure 28, teachers' responses to the dimension of core principles showed a high tendency toward agreement with minor variations. Regarding the impact on building students' awareness of living harmoniously, 60% strongly agreed and 40% agreed, indicating positive support for preventing bullying and discrimination. For strengthening social cohesion and fostering a peaceful

environment, 73.3% strongly agreed and 26.7% agreed. Additionally, the statement that multicultural values and character education promote a safe learning environment received identical support of 60% "Strongly Agree" and 40% "Agree." On the statement that a lack of multicultural values integration causes a lack of tolerance and empathy, responses varied with 53.3% "Agree," 20% "Strongly Agree," and 26.7% "Disagree," suggesting that other external aspects might also influence students' development of tolerance. For the role of character education in reducing bullying and discrimination, 60% strongly agreed and 40% agreed, with descriptive data highlighting that school learner characteristics serve as vital guidance for socio-emotional behavior. Conversely, the statement that a lack of multicultural values potentially triggers school conflicts drew 60% "Agree," 26.7% "Strongly Agree," and 13.3% "Disagree," showing that conflict triggers are not uniquely tied to this integration. Lastly, regarding multicultural integration as a fundamental practice to strengthen character education in inclusive classrooms, 53.3% strongly agreed, 40% agreed, and 6.7% disagreed.

The core principles dimension provides positive support for increasing students' awareness of diversity, building social cohesion, and establishing a peaceful school environment. Combining character education with multicultural values integration helps students achieve constructive conflict resolution, driven by school learner characteristics that foster positive behaviors and emotions. Therefore, the core components that must be incorporated into the framework design are multicultural values, character education, and an inclusive education approach within daily learning practices to minimize discrimination, prevent exclusion, and foster harmony.

### c. Method and Strategies

The dimension of method and strategies framework development refers to the teaching method and strategies on developing learning practices that integrated content of multicultural values in inclusive classrooms and apply equitable learning pedagogy for all students. Besides that, there are several indicators that support in the framework development including differentiated learning, teachers' multicultural practices, cooperative learning, collaborative learning, and reflective teaching strategies. The next Figure 29 presents the result of data distribution on the method and strategies dimension.

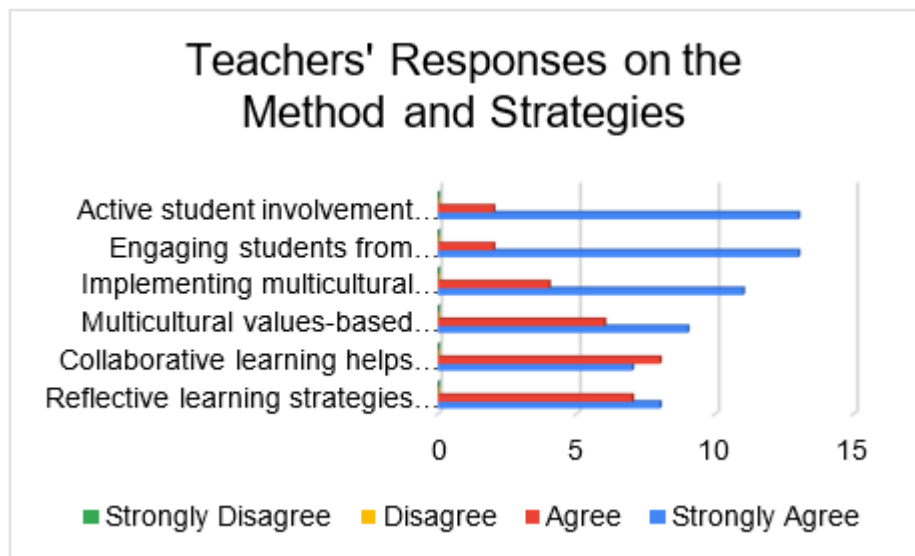


Figure 29. Teachers' Responses on the Method and Strategies  
 (Source: research finding analysis)

Based on Figure 29, teachers' responses indicated very positive feedback for the implementation of several learning strategies. For the first statement, regarding active student involvement shaping meaningful learning experiences, 86.7% of teachers responded with "Strongly Agree" and 13.3% with "Agree." Identical results (86.7% Strongly Agree and 13.3% Agree) were found

for the second statement, showing that engaging students from diverse backgrounds in collaborative learning positively promotes togetherness, mutual respect, and solidarity. This is supported by descriptive answers where six respondents mentioned using "mix and match" teams or partners to let students know each other's characters. For the third statement, integrating multicultural values-based learning to create a supportive environment and foster positive attitudes received 73.3% "Strongly Agree" and 26.7% "Agree." The fourth statement showed that cooperative learning strategies foster positive cooperation among diverse students, drawing 60% "Strongly Agree" and 40% "Agree." For the fifth statement, 46.7% strongly agreed and 53.3% agreed that collaborative learning helps develop cross-cultural communication and constructive conflict resolution. Lastly, for the sixth statement, 53.3% strongly agreed and 46.7% agreed that reflective learning strategies help students recognize biases, fostering openness and empathy.

Conducting collaborative learning, cooperative learning, and reflective teaching significantly serves as the operational and pedagogical implementation to promote positive relationships, reduce prejudice, and minimize negative attitudes among students. Furthermore, student participation and engagement act as vital practical components for applying tolerance, empathy, and respect, while developing their capacity for constructive conflict resolution to promote social cohesion and minimize discrimination within the framework.

#### d. Policy and Support

This dimension contributes to the policies that support development of inclusive and multicultural values in order to build peaceful education environment. The policies include inclusive environment setting, where equality of rights and learning opportunities is a crucial part of education, especially students with cultural and social differences. In addition, this dimension provides the basis for empowering positive school culture and social structure, where respect for differences and accepting the diversity occur as the school cultures, as well as supporting the integration on multicultural values within the school environment. The following Figure 30. presents the results of teachers' responses on this dimension.

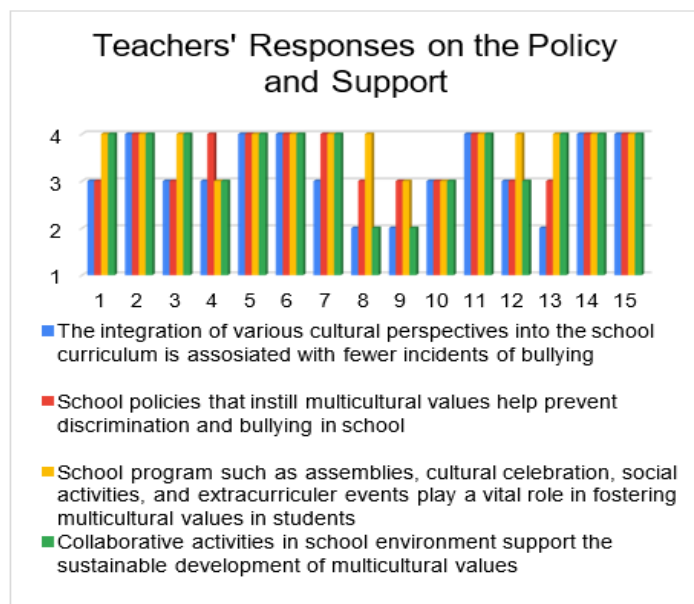


Figure 30 Teachers' Responses on Policy and Support  
 (Source: research finding analysis)

Based on Figure 30, teachers' responses to the policy and support dimension were varied. Regarding the statement that integrating cultural perspectives into the curriculum reduces bullying (blue bar), responses were divided with 40% "Strongly Agree," 40% "Agree," and 20% "Disagree," indicating that the curriculum alone has not fully eradicated bullying; however, descriptive data suggested real-world programs like Ngayah and anti-bullying assemblies help stimulate care and

responsibility. For the statement that school policies instilling multicultural values help prevent discrimination and bullying (red bar), 53.3% strongly agreed and 46.7% agreed, marking policies as a vital tool for creating a safe environment. Meanwhile, the role of school programs like assemblies, cultural celebrations, and extracurriculars (yellow bar) received strong positive feedback with 80% "Strongly Agree" and 20% "Agree." Lastly, on whether collaborative activities support sustainable multicultural development (green bar), responses varied with 66.7% "Strongly Agree," 20% "Agree," and 13.3% "Disagree," with written feedback emphasizing that consistent reflective activities about positive behavior and friendship also play a key role.

The findings show that school policies serve as a structural foundation to embed peaceful values, inclusive approaches, and equity pedagogy, while providing institutional regulations to prevent bullying and discrimination. Furthermore, school programs like cultural celebrations and assemblies are highly effective in fostering respect for diversity and positive social cohesion. Ultimately, the combination of collaborative activities and consistent reflective practices allows teachers to strengthen the internalization of multicultural values, thereby shaping a harmonious and peace-oriented school culture.

**e. Outcomes**

In this section, the outcomes refer to expected results that provide inclusive multicultural school setting, where the school atmosphere supports peaceful environment and relationship development. In addition, the peaceful environment is reflected in the school culture values and social structure in contributing to promote positive social cohesion, minimizing discrimination and preventing bullying, as well as creating an inclusive education environment which has equitable and fair values for all students with cultural and social diversity. The results of questionnaire on teachers' perspective on the outcome of the framework presented in the next Figure 31. on the teachers' responses on the outcomes.

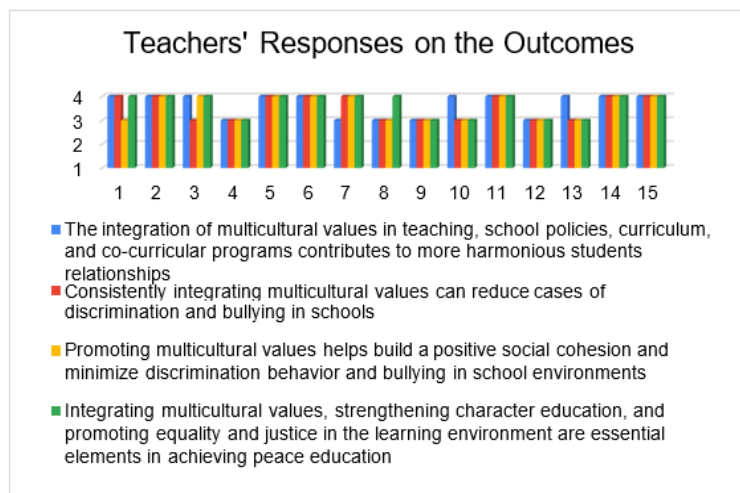


Figure 31. Teachers' Responses on the Outcomes  
 (Source: research finding analysis)

Based on Figure 31, teachers' responses to the outcomes dimension recorded no negative feedback, indicating that the indicators provide significant outcomes in integrating multicultural values to promote social cohesion and minimize discrimination. For the first statement, regarding how the integration of multicultural values across teaching, school policies, curriculum, and co-curricular programs contributes to more harmonious student relationships, 66.7% of teachers responded with "Strongly Agree" and 33.3% with "Agree." For both the second statement that consistently integrating multicultural values can reduce cases of discrimination and bullying and the third statement that promoting these values helps build positive social cohesion and minimize negative behaviors the responses were identical, drawing 53.3% "Strongly Agree" and 46.7% "Agree,"

which underscores the need for consistent practice to prevent undesirable incidents. Lastly, on whether integrating multicultural values, strengthening character education, and promoting equality and justice are essential elements to achieve peace education, 66.7% strongly agreed and 33.3% agreed, proving that implementing inclusivity and equal learning opportunities successfully gains the expected goals.

The questionnaire results show that the integration of multicultural values successfully develops more harmonious relationships among students, particularly within an inclusive educational environment. The application of this framework yields three main expected outcomes: (1) it positively encourages supportive social cohesion and minimizes discrimination; (2) its integration into school policies and curriculum helps create a harmonious learning environment while strengthening positive relationships; and (3) its combination with character education effectively promotes equality and fairness in the learning process. Ultimately, the consistent integration of multicultural values has the potential to realize a harmonious, inclusive, and peace-oriented school culture.

### **The Implementation and Perceiving Multicultural Values in The English Teaching and Learning Process**

Based on classroom observations and field interviews, the implementation of multicultural values in the English teaching and learning process is revealed through five key aspects, beginning with content integration where teachers actively connect English materials to cross-cultural content and school learner characteristics like friendship, empathy, teamwork, and global-mindedness. Supported by Banks & McGee Banks (2010) and Rohiyatun (2016), this approach integrates ethnic and cultural content across subjects to target both cognitive achievement and positive behavioral development, thereby fostering national character, tolerance, and social responsibility (Wibowo, 2024; Utami et al., 2025). Furthermore, effective teaching strategies encompass classroom methods such as Discussion, Differentiated Learning, Think-Pair-Share, Inquiry-Based Learning, Cooperative/Collaborative Learning, Project-Based Learning, Interactive, and Reflective Learning (Mahmud, 2023; Wulandari, 2024). These are complemented by outside practical activities like cultural field trips and the Ngayah service-learning program to provide meaningful real-world experiences beyond the school environment (Mazid & Suharno, 2019).

In support of these methods, the utilization of teaching media including both digital and conventional media consistently incorporates clear learning objectives and starting questions, which are essential for systematically achieving student empathy and tolerance (Kharis, 2014; Mazid & Suharno, 2019). To coordinate these elements, classroom management relies on four strategies: planning for both global and national perspectives, utilizing collaborative and differentiated learning alongside classroom learner characteristic displays, tracking positive behaviors via the ClassDojo points system, and employing continuous reflective evaluations to adjust to student needs, which reinforces a supportive and culturally responsive environment (Uddin & Johnson, 2018). Lastly, teacher-student interaction focuses on inclusive, fair, and respectful communication to reduce stereotypes and build a safe environment (Shahribonu, 2025). This prompts responsive behavior from students who actively demonstrate empathy, cooperation, and mutual respect both inside and outside the classroom.

### **School's Role in Supporting the Multicultural Values Integration in an Inclusive Education**

Based on the analysis of school policies and curriculum documents, this study reveals five key aspects that support the integration of multicultural values in inclusive education. The first aspect, multicultural values integration (Table 4.5), emphasizes an awareness of diversity and the strengthening of empathy, responsibility, and mutual respect. This focus is directed at fostering students' knowledge and attitudes toward accepting diversity, which directly relates to the *knowledge construction* and *content integration* dimensions of multicultural education (Banks & McGee Banks, 2010). The second aspect, inclusiveness (Table 4.6), indicates that school documents emphasize the protection of learning rights, fairness, and safety. This aligns with the principles of *prejudice reduction* and *equity pedagogy* to provide a harmonious environment (Banks & McGee Banks, 2010). The commitment to preventing discrimination and implementing differentiated

learning reinforces that inclusivity must be used as a basis for educational policies to ensure fair opportunities and student well-being (Hendayati & Caroline, 2025).

The third aspect, cultural perspectives integration (Table 4.7), demonstrates how the school systematically incorporates local, national, and global cultures as learning sources. Supported by Banks & McGee Banks (2010), this integration promotes mutual respect and appreciation for differences. Introducing Balinese culture, Indonesian Studies, Religious and Moral Education, and Pancasila Education not only deepens diversity awareness but also shapes students' identity and social integrity. Furthermore, these values are embedded within the graduate profile, serving as a guide to enrich national identity and cross-cultural understanding while strengthening social responsibility (Jamaludin et al., 2023).

The fourth aspect, the pedagogical approach (Table 4.8), integrates multicultural values by *empowering school culture* and implementing *prejudice reduction* strategies (Banks & McGee Banks, 2010). The school culture actively involves the community in celebrating differences, while teachers engage in professional development and implement extracurricular programs to adapt to diverse student backgrounds. Moreover, a strong emphasis on prejudice reduction is reflected through practical, constructive conflict resolutions designed to prevent bullying and discrimination.

Lastly, the school culture and competence aspect (Table 4.9) indicates that multicultural values are integrated to strengthen a safe, supportive, and respectful learning environment as the foundation for inclusive character development. This approach incorporates *equity pedagogy* to develop crucial 21st-century competencies such as social sensitivity, communication, global understanding, and critical thinking preparing students to become adaptive and responsible global citizens (Rosanna Nainggolan & Nadia Nababan, 2024; Tan & Nie, 2015). Ultimately, the relationship between school policy and the curriculum reflects a systematic commitment to establishing a complete educational ecosystem rooted in multicultural values.

### **The Integration of Multicultural Values in Promoting Peaceful Values and Attitudes in Inclusive Education**

Based on interview results and school observations, this study highlights how school policy, curriculum, and co-curricular programs effectively build peaceful values and positive attitudes within an inclusive educational environment. The first aspect, school policy formulation, integrates multicultural values as a core foundation. Driven by the school vision "Education for a better world," seven school pillars, and sustainable policy development (annual and long-term strategic plans), values such as inclusiveness, justice, tolerance, and student well-being serve as an operational basis. Concretely, the presence of specific regulations including anti-bullying, behavior, child protection, health and safety, and intimate care policies translates peace values into concrete rules. This institutional formulation acts as a structural mechanism to shape a safe, fair, and inclusive school culture.

The second aspect, curriculum design and learning development, fosters peaceful attitudes by integrating multicultural values into the curriculum, learning strategies, materials, assessment, and student experiences. By combining the national and Cambridge curriculum alongside student-centered strategies and fair formative assessments, multiculturalism is applied in practical settings to gain meaningful experiences. Furthermore, the incorporation of the school's learner profile, cross-cultural collaborative activities, open discussions, reflections, and heterogeneous group work transforms the classroom into a social space. This design shapes social competence, positive interpersonal relationships, and constructive conflict resolution, serving as the main implementation tool for instilling sustainable peace.

The third aspect, co-curricular activities and school programs, is designed to facilitate cross-cultural interactions, equal participation opportunities, and community involvement. These outside learning activities function as a social space to foster mutual respect, solidarity, and constructive dialogue. Regular program evaluations are conducted by policymakers and teachers to ensure alignment with inclusive education goals, multicultural approaches, and student well-being. Additionally, cooperation with parents and the local community helps integrate cultural diversity into a broader educational ecosystem, allowing multicultural values to be practiced in real-life

situations. Thus, these programs act as a crucial bridge connecting institutional policy, curriculum design, and practical implementation.

In conclusion, a structured multicultural education consistently increases empathy, tolerance, acceptance, and respect for differences within the school environment (Saputra, 2025). School policy formulations that prioritize an inclusive approach and a safe environment successfully build harmonious and respectful school settings (Lestari et al., 2025). Furthermore, learning development and collaborative school programs through projects between students from different backgrounds strengthen cooperation and mutual respect (Nainggolan & Nababan, 2024). Ultimately, consistency and a clear structure across policies, curriculum, and practical programs significantly build an inclusive school environment free from disrespect and unfair learning, especially for students from diverse social and cultural backgrounds.

### **The Design of Inclusive Multiculturalism and World Peace Education Framework**

The research findings present five core dimensions of the inclusive multicultural and world peace education framework. The first dimension, approach and philosophy, establishes inclusiveness and equality as the basis for promoting positive social cohesion and minimizing discrimination. Within this dimension, integrating multicultural values produces a respectful learning environment toward social and cultural diversity (Faerm & Quinn, 2024; Hà, 2026). Additionally, conducting a reflective teaching approach supports teachers in meeting individual student needs, reducing bias, and ensuring sustainable, inclusive classroom development (Faerm & Quinn, 2024; Hà, 2026; Safdar et al., 2024).

The second dimension, core principles, consists of three vital aspects: multicultural values integration, character education, and an inclusive learning approach. According to Banks & McGee Banks (2010), multicultural integration spans five dimensions: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering a supportive school culture. Meanwhile, character education is actualized through a school learner profile containing 20 values (such as friendship, teamwork, and globally minded) that explicitly reflect multicultural principles, fostering tolerance and social responsibility (Agusniati et al., 2025; Sherpa, 2019; Wulandari, 2024). This is reinforced by the core values of an inclusive approach, which guarantee equal academic opportunities and caring environments to keep the school free from bullying and discrimination (Dewi et al., 2025; Padmadewi et al., 2023).

The third dimension, methods and strategies, shows that collaborative, cooperative, and reflective teaching significantly enhance pedagogical practices. Involving diverse students in collaborative and cooperative learning builds a strong sense of acceptance, teamwork, and active participation, particularly through activities like talking partners (Redes, 2016; Z. Nzuzza & Chitiyo, 2024). Furthermore, reflective teaching strategies such as open discussions and circle time help share different perspectives, prevent cultural biases, and assist teachers in tailoring an inclusive teaching process (Safdar et al., 2024).

The fourth dimension, policy and support, highlights the role of institutional regulations and programs in fostering a supportive school ecosystem. School policies that adopt an inclusive approach and emphasize equality greatly influence the quality of classroom implementation (Padmadewi et al., 2024). These frameworks enable the construction of specific anti-bullying and anti-discrimination policies, serving as effective tools for creating tolerance (Widiastini & Agetania, 2024). Moreover, school programs that align with multicultural values including cultural celebrations, social events, and assemblies successfully maintain a respectful and peaceful school environment (Abdurrohman et al., 2025).

The final dimension, expected outcomes, indicates that integrating multicultural values across all school aspects fosters growth in acceptance, tolerance, and togetherness within a diverse context (Sherpa, 2019; Wulandari, 2024). This systematic integration ensures that multi-ethnic students feel secure, free from bullying and discrimination (Lim & Kester, 2023). Ultimately, the outcome of this framework is the successful creation of supportive social cohesion, the minimization of discrimination, the promotion of equal learning opportunities, and the realization of a peaceful educational environment (Hanpalam, 2020; Harmi et al., 2022; Lim & Kester, 2023).

## Conclusion

This study aimed to investigate multicultural values integration in inclusive education in order to promote peaceful values that emphasize more supportive, tolerant, and respectful school environment. In this research, the finding contributes to the practical multicultural values integration into English teaching and learning process, the contribution of school policies and curriculum in integrating multicultural values, the school structures including school policies, curriculum, and school programs in promoting peaceful values and attitudes, as well as inclusive multicultural education framework construction that applicable implemented in promoting social cohesion and minimize discrimination within the school environment. Therefore, the finding provided valuable evidence in integrating multicultural values into school structure so that support more inclusive, supportive, and respectful school environments.

1. Based on the research findings of the implementation and perceiving multicultural values in English teaching and learning process found five processes, namely the process of content integration, teaching strategies, teaching media, classroom management, and the teacher-student interaction. This study highlights that multicultural values integration is implemented in integrated learning into all subjects' area. In this case, the implementation of multicultural values is formed in the school learner profile which included several values of multicultural and character education, namely: *friendship, teamwork, patience, motivation, positivity, confidence, independence, responsibility, resilience, perseverance, respect, flexibility, empathy, innovation and creativity, honest reflection, leadership, environmentally responsible, globally minded, critical thinking, and problem solving*. Those values are actively integrated into the process of teaching and learning including (1) connecting diverse cross-cultural content integration; (2) integrating effective teaching strategies, such as discussion, differentiated learning, Think-Pair-Share, Inquiry-Based learning, cooperative learning, collaborative learning, PBL, interactive learning, and reflective learning; (3) provide interactive teaching media and consistently state learning objectives and relevant starting questions; (4) provide structural classroom management, such as planning, organizing, implementation, and evaluation; and (5) fostering mutual respect communication strategies between teachers and students to promote harmonious relationship among others.
2. The results of documents analysis, school policies and curriculum have a role in supporting the integration of multicultural values into school aspects. It indicates the school policies and curriculum contribute to the integration of multicultural values, inclusiveness, cultural perspective integration, collaborative and reflective pedagogical approach, supportive and safe school culture and students' global competences. In other words, the second research question is answered that school policy and curriculum support the implementation of multicultural through an equality pedagogy approach, inclusivity, mutual respects, and fostering global competencies in order to build positive school culture that prepare students to become responsible, compassionate, and adaptive global citizens in the future.
3. These results were gathered from interview and school observation process. The findings indicated that the integration of multicultural values into school policies, curriculum, and co-curricular activities effectively promote peaceful values and attitudes in an inclusive education setting. In this case, the results of the finding highlight: (1) school policies is formulated by strong vision and mission which provide inclusive education for all students from diverse multicultural backgrounds, (2) the curriculum and learning design were combined local, national, and international cultural perspectives to provide mutual respects for different identities, and (3) constructing co-curricular activities needs to align with school vision and mission, and the school programs have to be encourage students respects, appreciation, and fair to others from diverse backgrounds.
4. The results of questionnaire distribution in constructing inclusive multicultural and world peace education frameworks highlight several dimensions of the implementation, namely (1) Approach and philosophy, which indicates the inclusivity and learning equality are the basis in constructing peace education; (2) Core principles shows that multicultural values integration, character education, and inclusive learning approach are the core aspects in constructing more

inclusive and supportive education environment; (3) Method and strategies were developed collaborative, cooperative, and reflective teaching strategies are significantly contributes to the effective teaching and learning process to promote positive social cohesion; (4) Policy and support expressed the integration of an inclusive education approach and developing cultural celebration programs, social event, and cultural assemblies emphasize the values respect for diversity and create a supportive school environment; (5) The outcomes shows that the goals of forming an inclusive multicultural and peace education are to produce a sense of acceptance, tolerance, respect, fair, and togetherness by the students.

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