

Best Practice Management of Multicultural Character Education in Diversity-Based Schools

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Abstract

This study discusses best practices in managing multicultural character education in diversity-based schools. The results show that implementing multicultural values into the curriculum, learning activities, and school policies plays a significant role in creating an inclusive, tolerant, and harmonious educational environment. Success factors are supported by educator competence, policies that accommodate diversity, and active participation from the surrounding community. However, several challenges were identified, such as limited teacher training, inconsistency in policy implementation, and lack of public awareness of the importance of diversity values. This study recommends intensive and continuous training for teachers to improve their understanding of managing diversity. In addition, the development of a curriculum that explicitly integrates multicultural values and policies that support an inclusive culture in schools is highly recommended. Community involvement is also an important element in strengthening the implementation of multicultural education. By implementing these strategic steps, multicultural character education is expected to be an effective solution in building tolerance, cooperation, and social cohesion in a pluralistic society.

Keywords: Educational Management, Character, Multicultural, Diversity

INTRODUCTION

The urgency of character education in a multicultural society is increasingly recognized as important for fostering social cohesion, tolerance and mutual respect among diverse groups. In a world characterized by rapid globalization and cultural exchange, character education serves as a basic element in forming individuals who can navigate and appreciate the complexities of multicultural interactions.

Character education, especially in the context of multiculturalism, aims to instill values that encourage understanding and acceptance of diversity. Multicultural education includes beliefs that recognize and respect cultural and ethnic diversity, which is very important for creating a peaceful and just society (Maulana, 2024). This educational approach not only helps individuals recognize social differences but also equips them with the tools to engage constructively with others various backgrounds. Cultivating tolerance, the main goal of multicultural education, which seeks to foster an environment where students can

appreciate and accept the differences inherent in a pluralistic society (Prasetyo, 2023).

Apart from that, the role of educators in implementing character education is very important. Teachers have the responsibility to foster an inclusive atmosphere that encourages religious and cultural understanding among students (Ulfa et al., 2021). This is especially important in situations where conflict may arise due to cultural misunderstandings or prejudices. Integrating character education into the curriculum is very important to overcome this challenge and foster a generation that values diversity and practices tolerance. Character education is not limited to formal educational environments; Character education extends into society, where values are reinforced through social interactions and cultural practices. The importance of local wisdom in character education, which shows that integrating community values can increase the relevance and effectiveness of character education programs (Harun et al., 2020). This

local approach ensures that character education aligns with students' life experiences, thereby fostering a deeper understanding of multiculturalism.

The urgency of character education is further emphasized by the potential consequences of ignoring this aspect of education. Lack of character education can cause various social problems such as increased violence, dishonesty and intolerance (Susanto et al., 2022). Therefore, embedding character education within an educational framework is not just an academic exercise, but a necessary strategy for cultivating responsible and empathetic citizens capable of making positive contributions to a multicultural society.

Thus, the urgency of character education in a multicultural society cannot be overstated. Character education is an important component that promotes tolerance, understanding, and respect among diverse populations. By equipping individuals with the values and skills necessary to navigate cultural differences, character education plays an important role in fostering social harmony and preventing conflict in an increasingly interconnected world.

Furthermore, the challenge of diversity in schools is multifaceted and can have a significant impact on students' educational experiences and the operational dynamics of educational institutions. As schools become increasingly diverse in terms of ethnicity, language, socioeconomic status, and cultural background, educators face a variety of obstacles that can hinder effective teaching and learning.

One of the main challenges is the need for culturally responsive teaching practices. Educators often struggle to adapt their pedagogical approaches to meet the varying needs of their students. For example, research shows that teachers often have difficulty

differentiating instruction to accommodate different learning styles and language proficiencies in one classroom (Sharma, 2023). These challenges are compounded by a lack of adequate training in multicultural education, which can leave teachers unprepared to meet the unique needs of diverse student populations (Proctor & Simpson, 2016). Furthermore, the absence of a culturally relevant curriculum can alienate students from minority backgrounds, leading to isolation and lower academic performance (Miller & Abdou, 2018).

Language barriers also pose significant challenges in diverse classrooms. Students who are English language learners or *English language learners* (ELL) may have difficulty understanding the curriculum and fully participating in classroom activities, which can lead to feelings of isolation and frustration (Sharma, 2023). This situation is exacerbated in schools where teachers do not have the necessary training to support ELLs effectively. As Durand notes, students benefit from being in diverse environments, but without the right support, they may not fully realize these benefits (Durand, 2019).

Additionally, social dynamics in diverse classrooms can lead to problems such as bullying and social exclusion. Juvonen et al. highlighted that students from minority backgrounds often face bullying, which can negatively impact their mental health and academic success (Juvonen et al., 2017). The challenge of cultivating an inclusive environment where all students feel safe and valued is critical for educators. Schools must actively work to create a culture of respect and understanding, which requires professional development and ongoing support for teachers (Miller & Abdou, 2018).

The intersection of socioeconomic factors with diversity can create additional barriers. Schools in economically disadvantaged areas often lack the resources

necessary to implement effective diversity programs and support systems (Green & Gooden, 2014). This lack of resources can hinder a school's ability to provide equitable educational opportunities for all students, further exacerbating existing disparities (Easton-Brooks et al., 2018).

Finally, changing demographics of school populations, particularly in urban areas experiencing gentrification, can create tensions between families and communities. As Ayscue et al. note, gentrification can lead to conflict over educational priorities and values, complicating efforts to maintain diverse and inclusive school environments (Ayscue et al., 2022). These tensions can manifest in a variety of ways, including resistance to diversity initiatives from parents who may feel threatened by changes in the school community.

In short, the challenges of diversity in schools are complex and require concerted efforts from educators, administrators, and policymakers to address them. By cultivating culturally responsive teaching practices, supporting language learners, promoting inclusivity, and ensuring equitable allocation of resources, schools can better navigate the challenges posed by diversity and create enriching educational environments for all students.

Furthermore, the importance of multicultural character education management in the contemporary educational environment is increasingly recognized as important for fostering an inclusive and harmonious learning environment. As society becomes more diverse, schools must adapt their educational practices to reflect this diversity, ensuring that all students feel valued and respected. Effective management of multicultural character education not only enhances students' academic experience but also prepares them for active participation in a pluralistic society.

One of the main reasons for implementing multicultural character education is to foster tolerance and respect between students from different backgrounds. Multicultural education provides a framework for teaching students the value of diversity, helping them appreciate and understand different cultures, religions and perspectives (Cahyaningtyas, 2022). This is important in developing a sense of belonging and community in the classroom, which can lead to increased social interaction and reduced incidents of bullying and discrimination (Hartinah, 2023). Research shows that when students are exposed to multicultural literature and curriculum, they gain insight into social justice issues and develop empathy for others, which is a key component of character education.

Effective management of multicultural character education involves integrating various perspectives into the curriculum. This approach not only enriches the educational experience but also encourages critical thinking and open dialogue among students (Lonto & Umbase, 2020). By engaging students in discussions about their own and their peers' cultural identities, educators can foster an environment of mutual respect and understanding (Benediktsson & Ragnarsdóttir, 2019). Such practices are important for preparing students to navigate an increasingly interconnected world, where cultural competence is a vital skill (Setyaputri et al., 2021).

Apart from promoting tolerance and understanding, multicultural character education management also addresses the challenges posed by diversity in the classroom. Teachers play an important role in this process, because they must be equipped with the skills and knowledge to manage diverse classes effectively (Kustati et al., 2020). This includes recognizing and valuing

each student's unique contribution, as well as implementing teaching strategies that are responsive to students' diverse cultural backgrounds (Mulyana, 2024). Professional development and training in multicultural education can empower teachers to create inclusive learning environments that respect diversity (Mastur, 2023).

Furthermore, the integration of multicultural character education into school policies and practices can produce a more equitable education system. By prioritizing multicultural education, schools can strive to eliminate systemic inequality and foster a culture of inclusivity (Hartinah, 2023). This is especially important in societies where historical injustice and discrimination have created divisions between different cultural groups. Multicultural education functions as a tool for social change, promoting equality and justice in the educational landscape (Surahman et al., 2022).

Thus, the importance of multicultural character education management lies in its ability to foster an inclusive, respectful and fair learning environment. By fostering tolerance, integrating diverse perspectives, and equipping educators with necessary skills, schools can prepare students to thrive in a multicultural society. This approach not only enhances the educational experience but also contributes to the development of responsible and empathetic citizens who are able to engage positively with the world around them.

Based on the description above, this article will discuss *best practice* management of multicultural character education in diversity-based schools and identifying best practices in the management of multicultural character education by providing recommendations for diversity-based schools.

LITERATURE STUDY

1. Character Education Concept

Character education is an important aspect in the world of education, which aims to foster moral and ethical development in students. Character education can be defined as a deliberate effort to cultivate positive character traits and virtues that benefit the individual and society as a whole. This definition emphasizes the intentionality behind character education, which seeks to instill values such as respect, responsibility, honesty, and empathy in students (Nainggolan & Naibaho, 2022). The importance of character education has been recognized in various educational systems, because character education plays an important role in shaping not only students' personal development but also their social interactions and contributions to society.

The goals of character education are multifaceted and can vary based on cultural and educational context. However, several core objectives are generally recognized. First, character education aims to develop students' moral reasoning and ethical decision-making skills. By engaging students in discussions about moral dilemmas and ethical issues, educators can help them understand the implications of their choices and actions (Hur & Lee, 2019).

Second, character education seeks to promote social-emotional learning (SEL), which is important for fostering positive relationships among students. Research shows that character education programs that incorporate SEL components can result in better classroom behavior, reduce bullying, and improve academic performance (Parker et al., 2010). By teaching students how to manage emotions, communicate

effectively, and resolve conflicts peacefully, character education contributes to creating a supportive and inclusive school environment (Jamo, 2023).

Another important goal of character education is to prepare students to become active citizens. In a democratic society, it is vital for individuals to understand their rights and responsibilities as citizens. Character education encourages students to engage in community service, participate in civic activities, and develop a sense of social responsibility (Amin et al., 2021). This goal is especially relevant in today's globalized world, where students must navigate diverse cultural contexts and contribute positively to their communities (Muassomah et al., 2020).

Furthermore, character education aims to instill a sense of personal integrity and self-discipline in students. By emphasizing the importance of honesty, accountability, and perseverance, character education helps students develop the internal motivation necessary to achieve their goals and overcome challenges (Bates, 2019). Focusing on these personal character traits is important for cultivating resilience and adaptability in an ever-changing world.

Furthermore, multicultural character education plays an important role in fostering values that encourage tolerance, respect and understanding among students from various backgrounds. This educational approach emphasizes the importance of recognizing and appreciating cultural differences, which is especially important in today's increasingly globalized society. The integration of multicultural education into character

education aims to foster a sense of belonging and acceptance among students, thereby enhancing their social and emotional development.

One of the main values emphasized in multicultural character education is tolerance. Multicultural education is basically about helping students understand and appreciate the cultural, religious and linguistic diversity that exists in their communities, which is very important for cultivating a tolerant society (Prasetyo, 2023). Multicultural education encourages students to engage with and respect various cultural contexts, thereby fostering a more inclusive environment (Maulidiah et al., 2023). History learning infused with a multicultural perspective can make a significant contribution to students' emotional and social maturity, as well as strengthening the value of respect for cultural diversity (Amanda & Rochmat, 2020).

Apart from tolerance, multicultural character education also emphasizes the importance of cooperation and collaboration between students. Junaidi et al. discusses the importance of instilling cultural values that encourage cooperation, especially through educational practices that integrate local wisdom and cultural heritage (Junaidi et al., 2020). Character education must be inclusive for all students, regardless of their ethnic or religious background, to foster a spirit of cooperation (Susanti & Sukaesih, 2021). Developing such cooperative values is critical in preparing students to navigate a diverse society effectively.

The concept of multicultural citizenship is an integral part of character education. The need for critical multicultural citizenship education,

which encourages students to examine their roles in diverse communities and develop the skills necessary for active participation in a democratic society (Kumi–Yeboah & Smith, 2016). This is in line with the findings of (Lee et al., 2020) which noted that multicultural education can improve students' social attitudes and encourage a more equitable learning environment. By cultivating an understanding of multicultural citizenship, students are better prepared to engage with their peers and contribute positively to their communities.

Finally, the integration of local cultural values into character education is very important to maintain cultural identity while promoting social cohesion. Character education can be developed effectively through the incorporation of local wisdom, which helps students connect with their cultural heritage while embracing diversity (Nuraeni, 2024). This approach not only strengthens students' sense of identity but also prepares them to interact respectfully with individuals from different backgrounds.

2. Multiculturalism in Education

The concept of multiculturalism includes a framework that recognizes and respects cultural diversity in a society. This concept promotes the idea that various cultural identities should coexist and be respected, and encourages the creation of an environment where individuals can interact with each other across cultures. This framework is particularly relevant in educational settings, where the principles of multiculturalism can be integrated into the curriculum to enhance character education and social cohesion.

At its core, multiculturalism emphasizes the importance of

recognizing cultural diversity as a strength, not a challenge. According to (Maulana, 2024) multicultural education is a philosophy that recognizes the value of cultural and ethnic diversity in shaping individual identity and social experiences. This perspective is important to encourage the creation of an inclusive environment where students from various backgrounds can learn from each other, thereby encouraging mutual respect and understanding. The integration of multicultural literature in education serves as an important tool in helping students appreciate the differences and similarities between cultures, ultimately addressing social justice issues and increasing their understanding of their own cultural identity (Cahyaningtyas, 2022).

The principle of multiculturalism in education is based on several main values. First, tolerance is the basic principle underlying multicultural education. The need for educational leaders to foster an atmosphere of tolerance among students by facilitating discussions that encourage the exploration of various perspectives (Mahmud, 2023). This is in line with the findings of (Suri & Chandra, 2021) who argue that multicultural education can effectively overcome ethnic, religious and social differences, as well as foster a more harmonious learning environment. By instilling tolerance, educators can help students navigate the complexities of multicultural societies, preparing them for future interactions in an increasingly globalized world.

Another important principle is the promotion of social justice. Multicultural education aims to empower students to challenge stereotypes and prejudice, as highlighted by (Hartinah, 2023) who

notes that understanding different cultural perspectives can significantly reduce societal bias. This empowerment is important for developing active and engaged citizens who are able to advocate for equality and justice in their communities. Furthermore, integrating multicultural values into social science education can increase students' understanding of the dynamics of society, thereby fostering a sense of responsibility to promote social justice (Aryani et al., 2021).

Additionally, multiculturalism encourages collaboration and community building. As noted by Maulana, collaborative learning activities can enrich students' experiences and increase the sense of belonging among peers from diverse backgrounds (Maulana, 2024). This collaborative spirit is echoed in the work of Safita and Suryana, who argue that multicultural education can transform the educational environment into a space of mutual respect and understanding, where students learn to appreciate the richness of cultural diversity (Safita & Suryana, 2022). By encouraging collaboration, multicultural education not only enhances individual learning but also strengthens community ties.

Furthermore, recognizing diversity in education is critical to fostering an inclusive and equitable learning environment. As educational institutions increasingly reflect the diverse backgrounds of their student populations, it has become important to address this diversity to improve educational outcomes and increase social cohesion. This recognition not only enriches the educational experience but also prepares students to thrive in a multicultural society.

One of the main reasons for recognizing diversity in education is improving student engagement and learning outcomes. Murwanto, (2024) emphasized that educational leaders must address diverse student backgrounds to create inclusive educational experiences that serve all students. By recognizing and valuing the unique perspective that each student brings to the classroom, educators can foster a more engaging learning environment. This approach is in line with findings (Moya et al., 2022) that highlight the importance of creating a school climate where all students feel recognized and valued, which is critical to their academic success. When students see their identities reflected in the curriculum and teaching practices, they tend to be more actively engaged in their education.

In addition, recognizing diversity in education promotes social justice and equality. Suri & Chandra, (2021) argue that multicultural education encourages respect and tolerance among students, which is important for building a harmonious society. By integrating diverse cultural perspectives into the curriculum, educators can challenge stereotypes and biases, thereby fostering a more equitable educational landscape. This is echoed by (Haslerig et al., 2013) who assert that diversity at the classroom level can enable many educational benefits, including increased critical thinking and problem-solving skills among students. When students learn to appreciate and respect differences, they are better prepared to contribute positively to a diverse society.

Additionally, recognizing diversity is critical to preparing students for the global world of work. In today's

interconnected world, employers are increasingly looking for individuals who can navigate diverse environments and collaborate with people from diverse backgrounds. (Rissanen et al., 2022) Emphasize that educational institutions play an important role in developing intercultural competencies that are essential for success in the global job market. By incorporating diverse perspectives into the curriculum, educators can equip students with the skills necessary to thrive in a multicultural workplace, thereby enhancing their employability.

Furthermore, addressing diversity in education fosters a sense of belonging among students. When educational institutions actively recognize and celebrate diversity, they create an environment where all students feel valued and included. This sense of belonging is important for students' emotional well-being and academic success. (Bartolj, 2023) highlights that educational diversity contributes to a positive school climate, which is important for student retention and achievement. By promoting an inclusive atmosphere, educators can help students develop a strong sense of identity and community, which is important for their overall development.

3. Character Education Management

Character education management is the key to forming students' ethics and morals through an integrated strategic approach. According to (Naufal 2024), a holistic approach that covers all aspects of the school environment is needed to support the effective implementation of character education. This approach involves all stakeholders, such as teachers, parents and the community, so

that character education becomes an integral part of school culture.

In the classroom context, (Wulandari 2024) highlights the important role of teachers in creating a learning environment that integrates character values in daily activities. Teachers not only teach religious and moral values, but also become models who strengthen character through interactions with students. In addition, broader community involvement, as explained by (Komariah et al. 2020), is an important factor in achieving character education goals. This participation can be achieved through partnerships with local organizations, community service projects, and parental involvement.

(Rahayu et al. 2018) explain that character education must be integrated into the curriculum in all subjects. This allows character values to become part of academic learning so that students can understand their relevance in various contexts. On the other hand, (Nurhayati et al. 2018) emphasized the importance of continuous assessment and evaluation of character education programs. Regular evaluation allows adjustments to strategies to maintain the program's relevance and effectiveness in shaping student behavior.

Another important component of character education management is the development of a curriculum that is structured and includes universal values. Sembiring and (Pakpahan 2021) state that the curriculum must be designed to encourage responsibility and concern for others. Apart from that, training and support for teachers is crucial, as stated by Shaleha and (Purbani 2019), so that they have the ability to integrate character education in teaching.

A supportive school culture also plays a big role. (Parker et al. 2010) found that a positive and respectful school environment creates better student behavior and a harmonious climate. On the other hand, parental and community involvement, as explained by (Fitria et al. 2022), strengthens character values through close collaboration between home and school. (Handoko 2023) added that evaluation and feedback mechanisms are important elements to ensure character education programs can continue to develop and have a positive impact.

Furthermore, managing character education in schools is an effort that involves many parties, namely school principals, teachers and the community. Each of these stakeholders plays an important role in fostering an environment that supports character development among students.

The principal's leadership is very important in building a strong foundation for character education. The principal's commitment to character values significantly influences the integration of these values into school culture and activities. Effective interpersonal communication by the principal can improve teacher performance and, consequently, student character education (Hanafiah, 2022). This highlights the role of the principal not only as an administrator but also as a motivator and facilitator of character education initiatives.

Teachers are the front line implementers of character education, and their understanding and approach to this aspect of education is very important. Research shows that teachers' perceptions and self-efficacy regarding character education have a direct impact

on their teaching methods and the overall effectiveness of character education programs (Yolcu & Sarı, 2018; Ahmad et al., 2021). Teachers must collaborate to integrate character values into the curriculum, which requires communication, flexibility, and opportunities for professional development (Ciampa & Wolfe, 2020; Syah, 2017). In addition, teachers act as role models for students, embodying the character traits they wish to instill, which reinforces the importance of their personal character in the educational process (Zurqoni et al., 2018). Character education planning and assessment by teachers also plays an important role in ensuring that character development is consistently addressed across various subjects (Rahayu et al., 2018).

Community involvement, especially parental involvement, is another important component of effective character education. Collaboration between schools and families fosters an environment that supports character development, because parents reinforce the values taught at school at home (Aisyah et al., 2020; Singh, 2019). Research has shown that when parents actively participate in character education initiatives, it increases the overall effectiveness of these programs (Nurhayya, 2021). Community roles extend beyond parents to include local organizations and stakeholders who can provide resources and support for character education initiatives, thereby creating a holistic approach to character development (Bercasio, 2024).

In short, the successful management of character education in schools depends on the collaborative efforts of school principals, teachers and

the community. Principals must demonstrate strong leadership and commitment, teachers need to effectively integrate character education into their practice and serve as role models, and communities must actively support and engage in character education initiatives. Together, these elements create a powerful framework for fostering character development in students.

RESEARCH METHOD

This research uses a qualitative descriptive approach which aims to explore best practices in the context of diversity-based schools. This approach was chosen because it is able to provide an in-depth understanding of the phenomenon being researched, especially in identifying patterns that emerge from empirical data. Thus, this research does not only focus on describing phenomena, but also explores the meaning behind the practices found.

The subjects of this research are diversity-based schools which are the research locations. Subject selection was based on criteria of relevance to the research theme, namely how these schools manage diversity in daily educational practices. The research location was chosen purposively, namely by considering the unique characteristics of these schools in implementing diversity-based education. This allows the collection of rich and relevant data to answer the research objectives.

Data collection was carried out through three main techniques: observation, in-depth interviews, and documentation. Observations were carried out directly in the school environment to observe daily interactions and practices that reflect diversity. In-depth interviews were conducted with parties who have strategic roles, such as school principals, teachers, students and parents, to

obtain diverse perspectives. Documentation is used as a complement, by collecting related documents, such as curriculum, school policies, and activity reports, which support research findings.

The data that has been collected is analyzed using a thematic analysis approach. This technique allows researchers to identify themes or patterns that emerge from the data. The analysis process was carried out systematically, starting from the stage of data transcription, coding, to grouping relevant themes. This thematic analysis helps in compiling a comprehensive narrative regarding the best practices found, while providing in-depth insight into managing diversity in schools.

RESULTS AND DISCUSSION

1. Key Findings

As a form of analysis of best practice multicultural character education management in practice in a school that implements an integrated multicultural education approach, the following is a diagram of the results of this research.

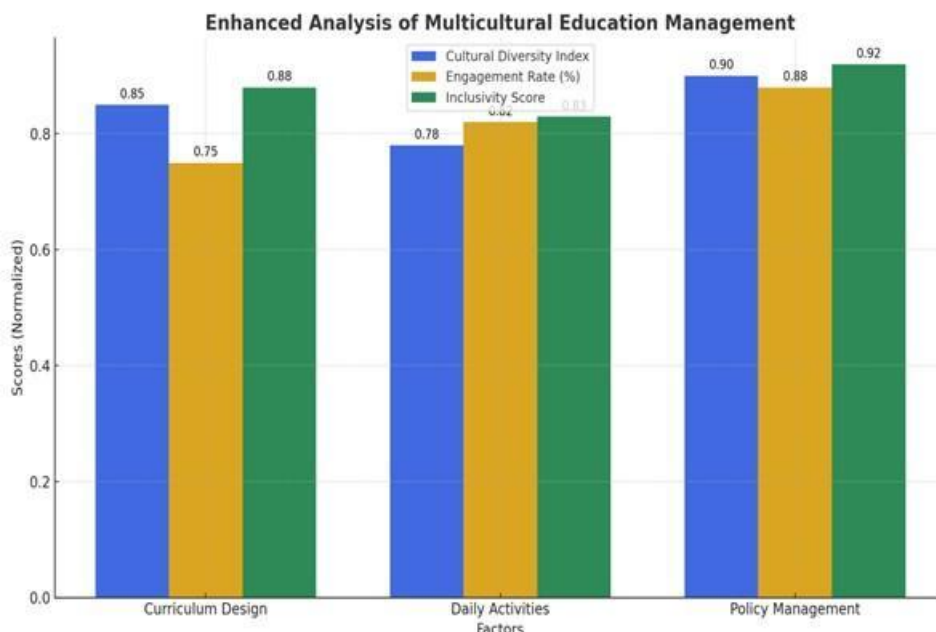


Figure 1: Analysis diagram

One example of best *practice* Multicultural character education management can be found in practice in a school that implements the approach *integrated multicultural* education. This school integrates multicultural values into its curriculum, daily activities and management policies. The curriculum is designed to reflect cultural, religious and linguistic diversity, with learning materials that encourage respect for differences. Extracurricular activities, such as *Multicultural Day*, provides a space for students to get to know and celebrate cultural diversity through shared local traditions and values. Teachers are trained to be fair facilitators through multicultural sensitivity training that includes understanding cultural biases and cross-cultural communication strategies.

School policies are also designed to support diversity, including discriminating against and implementing rules that respect each individual's beliefs. The school committee involves various community representatives to ensure inclusive policies. Regular evaluations are carried out through surveys of students, teachers and parents to improve multicultural programs so that they remain relevant. With this strategy, schools create an environment that educates students academically

while instilling the values of tolerance, empathy and cooperation, producing individuals who are able to contribute positively to a multicultural society.

Furthermore, in the context of diversity-based schools, the innovations implemented focus on integrating multicultural values into various aspects of management and learning. The curriculum is designed to reflect cultural, religious and linguistic diversity, with the aim of building respect for differences. Project-based learning that highlights local traditions and values from various communities is implemented to increase students' understanding of other cultures. Additionally, technology is used innovatively to create online discussion platforms that allow students from diverse backgrounds to interact and share their perspectives.

Extracurricular programs are designed to strengthen mutual respect through activities such as cultural festivals, arts exchanges, and cross-cultural competitions. Teacher training is also an important part of this innovation, emphasizing increasing multicultural sensitivity and the ability to manage conflicts that may arise due to differences. School policies are adapted to support inclusivity, including prohibiting all forms of discrimination

and providing space for open dialogue among the school community. These innovations significantly increase students' tolerance, harmony and ability to live in a multicultural society.

2. Supporting and Inhibiting Factors

supporting and inhibiting factors in the human resources sector, school policies, community support, there are supporting and inhibiting factors. The following are the results of the analysis in the research in the form of a diagram.

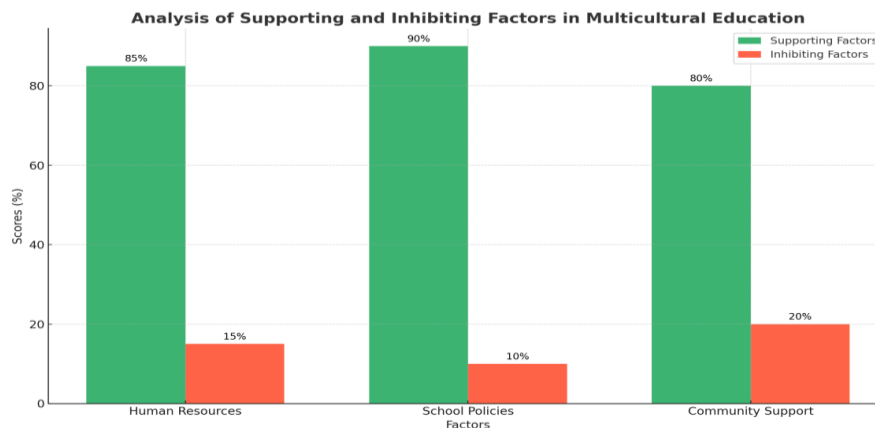


Figure 2: Analysis Diagram

In the human resources sector, supporting factors include the presence of teachers who are competent in able to integrate multicultural values in learning. However, the inhibiting factor is often limited training for teachers to develop competence in multicultural education management.

In school policy, the supporters are regulations or programs that support the implementation of multicultural values, such as an inclusive curriculum and anti-discrimination policies. On the other hand, the obstacles can be inconsistent policies or a lack of implementation support at the operational level.

Community support is one of the key aspects with supporting factors in the form of active community participation in supporting diversity-based school activities. However, obstacles often arise from a lack of awareness or resistance to cultural differences that exist in society.

Practical Implications

Multicultural character education has a significant positive impact on students. This helps them develop attitudes of tolerance, mutual respect and empathy for cultural differences. Students also become more open to accepting diversity, which encourages the creation of an inclusive social environment. Additionally, this education improves students' ability to communicate effectively with individuals from different backgrounds, strengthens social skills, and builds global awareness. By understanding multicultural values, students tend to

understanding cultural and social diversity

have a fairer character and respect human rights, which are important for life in a pluralistic society.

Furthermore, recommendations for implementing multicultural character education in other schools include the importance of continuous training for teachers to increase their understanding and skills in managing diversity. Schools are also advised to design curricula that explicitly integrate multicultural values in various subjects. In addition, school policies need to support an inclusive culture through programs that promote tolerance and collaboration between students. Active community participation, including parents and local communities, is highly recommended to create an educational environment that supports the values of diversity. Finally, ongoing evaluation and monitoring is important to ensure the sustainability and effectiveness of implementation in schools.

CONCLUSION

Multicultural character education management has proven to be an effective practice in building an educational environment that is inclusive, tolerant and respects diversity. The integration of multicultural values in the curriculum, policies and school activities can form students' characters who are more open, empathetic and respectful of cultural differences. Supporting factors, such as teacher competency, inclusive policies, and

community participation, play an important role in successful implementation. However, challenges remain, especially in terms of teacher training, policy consistency, and increasing public awareness of the values of diversity.

The suggestion in this research is that by expanding the implementation of multicultural character education in other schools, ongoing training is needed for teachers to increase competence in managing diversity. Curriculum should be designed to explicitly reflect multicultural values, and school policies need to support an inclusive culture. Active community participation, including parents and local communities, is highly recommended to create an educational ecosystem that supports diversity. In addition, regular evaluations of program effectiveness should be carried out to ensure the sustainability and relevance of the practices implemented.

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