

Integrating Multicultural Education Through Experiential Learning: Insights from the Nusantara Mini Expo at Elementary School

Riski Sumaryanto¹, Woro Sri Hastuti², Aniela Calista Deadema³, Gantheng Listyoadi⁴, Rashika Ardafa Sahila⁵, Celine Widyaningrum Kusumawardani⁶

¹ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; riskisumaryanto.2024@student.uny.ac.id

² Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; woro_srihastuti@uny.ac.id

³ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; anielacalista.2024@student.uny.ac.id

⁴ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; ganthenglistyoadi.2024@student.uny.ac.id

⁵ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; rashikaardafa.2024@student.uny.ac.id

⁶ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; celine0253fipp.2024@student.uny.ac.id

ARTICLE INFORMATION

Keywords:

multicultural education;
elementary school;
case study

Article history:

Accepted 2024-12-10

Revised 2025-05-17

Accepted 2025-06-17

ABSTRACT

This study investigates the implementation of multicultural education through experiential learning, specifically in the context of the Nusantara Mini Expo held at elementary schools. The research focuses on how direct cultural engagement fosters students' understanding of Indonesia's cultural diversity. A qualitative case study approach was employed, using data collected through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman model to ensure validity and reliability. Findings reveal that the Nusantara Mini Expo serves as an effective platform for multicultural education. Through direct interaction with various cultural elements—such as traditional clothing, art, music, and cuisine—students gain a deeper, more personal understanding of Indonesia's diverse heritage. The experience-based model fosters sensory and emotional engagement, which enhances cultural appreciation and awareness. This participatory approach transforms multicultural education from a theoretical concept into a lived experience. By integrating cultural elements into interactive learning activities, the expo encourages empathy, respect, and inclusivity among students. The study underscores the educational value of connecting learners with culture in meaningful and memorable ways. The research highlights the importance of incorporating experience-based multicultural education into the elementary curriculum. Such integration promotes cultural identity, tolerance, and mutual respect—crucial competencies in an increasingly globalized world.

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Corresponding author :

Rashika Ardafa Sahila

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia; rashikaardafa.2024@student.uny.ac.id

1. INTRODUCTION

Multicultural education at the elementary school level can be implemented based on cultural values and national character (Parkhouse et al., 2019). With the implementation of multicultural education, it is expected that Indonesian people have the ability to understand, accept, and appreciate the differences that exist among them (Wales, 2022). Therefore, special efforts are needed to instill these positive traits in elementary school students as a step towards creating a more friendly, happy and peaceful world for children. One way is through multicultural education. Awareness of the importance of multicultural education is about teachers' sensitivity in providing comfort and enthusiasm for the issue of cultural pluralism in their classrooms (Cherng & Davis, 2019).

According to Izzah (2020), multiculturalism is an ideology that values and supports differences within a framework of equality, both individual and cultural. The birth of this ideology is also due to the failure of socio-cultural development in the midst of modernism (Abacioglu et al., 2020). Multiculturalism emerged as a response to the failure of the modernist paradigm in forming a socio-cultural system that supports more humanist and tolerant interactions (Supena, 2019). The liberal approach for students teaches about the meaning of multiculturalism, especially related to cultural sensitivity and tolerance (Gorski & Dalton, 2020).

Multicultural ideology demands policies that can support the implementation of individual and cultural equality. The provision for multiculturalism is multicultural education. Based on Sipuan et al. (2022), multicultural education is something that emphasizes pluralism and connects democratically through providing learning to someone with a different culture, providing opportunities to discuss together with different human backgrounds, avoiding conflict, and helping people to be proud of their country's culture. Multicultural education creates national awareness through changes in thinking, behavior, and habituation (Afifah et al., 2021). This education also requires affirmation in the form of a positive response in appreciating every difference that exists in Indonesia.

Given Indonesia's rich ethnic and cultural diversity, education plays a critical role in fostering students' awareness and appreciation of multiculturalism. Multicultural education, which acknowledges and embraces this diversity (De Castro et al., 2019), serves as a transformative approach to broadening students' perspectives and cultivating respect for cultural differences. By integrating multicultural values into learning models, students are encouraged to understand and appreciate cultural pluralism. Moreover, such education can help reduce cultural conflicts across different regions and provide a behavioral framework for respectful coexistence in a diverse society.

Observations at SD IT Luqman Al-Hakim reveal that multicultural education is being implemented through project-based learning activities, most notably through the Nusantara Mini Expo (Arfa et al., 2022). This event showcases a variety of cultural expressions that immerse students in Indonesia's rich heritage and foster deeper cultural awareness.

One of the key activities is the staging of archipelago dance performances, which offer students direct engagement with the performing arts. These performances cultivate appreciation for Indonesia's artistic diversity while helping students develop cultural sensitivity and pride in the traditions of different regions. In addition to dance, the Expo includes folk song presentations, which serve as an entry point into local cultural values and linguistic diversity. Because these songs are often based on real-life experiences and written in regional languages, they not only teach students about cultural narratives but also introduce them to the richness of Indonesia's linguistic landscape. This helps nurture a sense of love and respect for cultural differences.

Another central component of the Expo is the Introduction to Nusantara Culture activity, which allows students to explore Indonesia's social and cultural values beyond the academic curriculum (Amin et al., 2022). Through this experience, students learn to appreciate diversity regardless of differences in background, ethnicity, race, or religion. It encourages mutual understanding, fosters tolerance, and builds a foundation of respect for all cultures. Together, these activities enrich students' educational experiences while promoting the values of multiculturalism in both thought and practice.

Previous research by Aeni and Astuti (2020), conducted at SD Global Inbyra School (GIS) and SD Pelita Harapan Bangsa (PHB), confirmed that multicultural education has been successfully implemented through curricular and extracurricular programs. Similarly, Latifah et al. (2021), through a literature review, concluded that multicultural education at the elementary school level strongly emphasizes tolerance. However, these studies focus primarily on structured curricular implementation. This study seeks to build on those findings by examining whether multicultural education can be effectively realized through experiential, student-centred activities such as the Nusantara Mini Expo. Specifically, it aims to analyze how the Expo supports the application of multicultural education by showcasing regional cultures through exhibitions, performances, and declarations promoting tolerance and unity.

2. METHODS

This research employed a descriptive case study method, a subset of qualitative research, aimed at gaining a deep understanding of specific phenomena within a real-life context. Case study methodology is particularly suited for exploring contemporary events or activities, such as social group dynamics, institutional programs, or educational processes, where the boundaries between the phenomenon and context are not clearly evident. As Creswell (1998) notes, this approach involves collecting comprehensive and in-depth data using a variety of data collection techniques over a defined period.

The research was conducted at SD IT Luqman Al-Hakim International Yogyakarta, an elementary school recognized for its implementation of multicultural education. Specifically, the study focused on the school's Nusantara Mini Expo, an educational activity designed to introduce students to Indonesia's rich cultural diversity. The research subjects included 4th-grade students and their teachers, as they were directly involved in the program.

To gather data, the researchers utilized a combination of structured interviews, observations, and documentation. The structured interviews consisted of 20 questions directed at the teachers and 10 questions tailored for the students, focusing on their experiences and perceptions of the multicultural learning activities. Observational data were collected during the Expo to capture students' engagement and interaction with cultural materials, while documentation included photos, event programs, and teaching materials used during the activity.


For data analysis, the study applied the Miles and Huberman (1984) interactive model, which involves three concurrent stages: data reduction, data display, and conclusion drawing/verification. To ensure data validity, the researchers employed triangulation of techniques and sources, comparing findings across interviews, observations, and documentation to strengthen the credibility and reliability of the results.

3. FINDINGS AND DISCUSSION



3.1 Findings


Nusantara Mini Expo activities at SD IT Luqman Al-Hakim Yogyakarta are implemented to realize multicultural education at school. This research found the elements of multicultural education in students. Data collection techniques from interviews, observation, and documentation produced research data, which is shown in Table 1 of the research results. The following are the results of multicultural education in Nusantara Mini Expo activities at SD IT Luqman Al-Hakim Yogyakarta.

Table 1. Research Results

No.	Elements of Multicultural Education	Interview	Observation		Taking notes	Findings
			Yes	No		
1	Learning to live with differences	Learners introduce cultures from various regions in the archipelago. Learners explain about differences in culture, food, language, and so on to visitors. With this activity, students know how the differences exist in each region, and it also teaches students about differences, mutual respect, and tolerance.	✓		 <p>In the photo, it can be seen that in the Nusantera Mini Expo activity, students introduce the cultures that exist in Indonesia by wearing various regional traditional clothes. In addition, students also introduce the culture of the region.</p>	It can be concluded that Nusantera Mini Expo activities help students learn to live in differences. This is because in this activity, students explore and learn directly by seeing various cultures in Indonesia. This makes learners know that the differences that exist are a beautiful thing, so they learn to appreciate differences.
2	Mutual trust	Mutual trust between learners is reflected in several conditions such as in the process of making exhibition projects carried out by each individual. Not only that, the application of mutual trust is also reflected in the activities of cultural exhibition activities. Where between learners and teachers and learners and the surrounding community uphold mutual trust.	✓		 <p>In the photo presented, it can be seen that students who are guarding the stand are replacing their friends.</p>	The attitude of students in organizing the mini expo is good, students have trusted each other in doing individual tasks. This can be proven when researchers made observations of students who took turns guarding the stand at the mini expo. Based on the results of interviews, observations and documentation, it can be concluded that the mutual trust of students is good.
3	Mutual understanding	Teachers emphasize to students to respect and understand each other, such as when one of the students expresses an opinion	✓			Based on the results of interviews, observations and documentation, it can be concluded that the application of mutual

No.	Elements of Multicultural Education	Interview	Observation		Taking notes	Findings
			Yes	No		
		<p>in front of the class, other students must listen and if the student is wrong in his opinion, other students are prohibited from laughing. This is a small step to foster a sense of mutual respect and understanding of each other. Another example is when students make introductions with the theme of ethnicity, culture and regional origin using English during mini expo activities, this has been emphasized that students were previously guided by the teacher to make presentations and given confirmation that to be able to run optimally mini expo activities students must help each other.</p>			 <p>The photo shows learners introducing customs, ethnicity and culture. In the activity, all learners follow well, orderly and remind each other.</p>	<p>understanding has been seen, namely when students conduct art expos, this makes the expo activities run smoothly.</p>
4	Mutual respect	<p>Through the implementation of Nusantara Mini Expo activities, learners present and explain the culture of each region and make various kinds of works. Thus, learners are able to appreciate and understand the diversity of cultures, ethnicities and religions that exist in society. This activity encourages learners to respect each other among individuals</p>	✓		 <p>Learners have shown mutual respect between individuals. This can be seen when students explain or present the results of their work, where other students listen carefully to their explanations.</p>	<p>Learners have upheld mutual respect. This can be seen when students present their work at the Mini Expo Nusantara activity. Learners are able to appreciate and understand the diversity of cultures, ethnicities, and religions that exist in society. In addition, this activity encourages learners to work together, listen to other people's opinions, and</p>

No.	Elements of Multicultural Education	Interview	Observation		Taking notes	Findings
			Yes	No		
		with different backgrounds. Learners are taught to respect the opinions and ideas of other friends. This activity is also one of the implementations of Pancasila values that emphasize mutual respect for others.				appreciate the contribution of each individual.
5	Open-minded	This activity helps students to argue and discuss with visitors about cultures other than those in the school area and educate students to be tolerant of cultural diversity in Indonesia through art performances and product presentations both food, drinks, and objects characteristic of each group's regional bazaar.	✓		 <p>Learners explain to visitors about Madurese culture.</p>	Being open in Nusantara Mini Expo activities in the form of presentations at bazaars and art performances can help students to have opinions and discussions, so as to increase the attitude of respect for other people's opinions as an implication of tolerance for cultural diversity in Indonesia.
6	An appreciation and interdependence	Learners have implemented an attitude of respect and mutual need (interdependence) with each other. This can be seen when implementing activities where students give each other appreciation in the form of snacks or special foods to visitors who take the time or dare to argue. In addition, students who guard the stand look interdependent when someone is absent they	✓		 <p>Snacks or regional food as a form of appreciation for students or guests, as well as mutual respect within the group.</p>	The value of respect and interdependence has been reflected in the Nusantara Mini Expo activities that have been carried out. Where learners have been able to give simple appreciation or appreciation for an effort (in this context the person who answers the question). In addition, in the implementation of activities, learners have learned the value of interdependence, especially the attitude of helping each other and understanding the

No.	Elements of Multicultural Education	Interview	Observation		Taking notes	Findings
			Yes	No		
		complement each other.				situation of group members, this can be seen when someone wants to take a break, another member replaces his position.
7	Nonviolent Conflict Resolution and Reconciliation.	Learners have accepted and applied values related to conflict resolution. This can be seen during the implementation of the activity, where when a learner or guest answers a question and is wrong, the learner on stand accepts the wrong answer without judgment and afterwards they provide the right understanding and explanation.	✓		 <p>In the photo, a Grade 4 learner is giving an explanation of how the information that was previously answered incorrectly.</p>	Learners have shown indicators related to conflict resolution and non-violent reconciliation which are implemented in this activity. At the Nusantara Mini Expo there were cultural recognition activities. At each stand, questions or quizzes are provided that are intended to be answered by other learners or invited guests (parents). Where if there is a question whose answer is wrong, the students who guard the stand do not mock or judge the mistakes made, but instead provide an explanation and understanding of how it should be.

Based on the indicators used by Baidhawiy (2005), the following is the implementation of multicultural education in Nusantara Mini Expo activities at SD IT Luqman Al-Hakim International Yogyakarta from Table 1:

1. Learning to live with differences

Indonesia is a country with a wide variety of ethnicities, races and cultures. This makes Indonesia the largest multicultural country in the world. Because of these differences, Indonesia also has the motto *Bhineka Tunggal Ika* which means different but still united. Multiculturalism itself boils down to the acceptance of other groups' differences regardless of ethnicity, race, and culture. Research conducted by Rasyid et al. (2024) strengthens the opinion about the role of multiculturalism, in which the research emphasizes that every difference that exists is still considered the same. Through Nusantara Mini Expo activities at SD IT Luqman Al-Hakim, students learn directly about various cultures in Indonesia. In this activity, students wear different traditional clothes from each region in Indonesia.

In addition, learners are also introduced to the culture of the region, such as typical food, language, and regional traditional houses. Through this activity, learners can explore various cultural differences that exist so that learners can feel that even though different cultures, humans can coexist and tolerate each other. This instills in learners that differences are beautiful.

2. Building trust together

Building mutual trust among elementary school learners is essential to creating a positive and productive learning environment. Through the Nusantara Mini Expo activity at SD IT Luqman Al-Hakim, each learner is given the opportunity to explain the regional culture that has previously been selected and determined by the teacher. This activity also makes learners love and be proud of the diversity of Indonesian culture. Each learner respects each other's opinions, accepts other people's contributions, builds mutual trust, and does not discriminate or belittle peers. This is in line with research conducted by Hariandi et al. (2020) that a person can coexist with other people in their environment despite differences without having to be hostile.

3. Maintain mutual understanding

Creating a harmonious and inclusive learning environment requires mutual understanding. Mutual understanding helps teachers and learners to communicate more effectively, understand each other's needs, and create a comfortable learning atmosphere. Children's character is indirectly formed through the values of unity. Research conducted by Syahrial et al. (2019) on the application of unity values in schools found that teachers must prepare strategies so that cultural values can be well understood and applied by students. With the implementation of the Nusantara Mini Expo activity held by SD IT Luqman Al-Hakim International Yogyakarta, it indirectly fosters mutual understanding between students and peers, students and teachers, students and parents of students, and students in the surrounding environment in order to build a character of mutual understanding, mutual respect between better students in the future.

4. Uphold mutual respect

Mutual respect in multicultural education plays an important role in creating a fair learning environment for all learners without discrimination. Learners are taught to respect differences in culture, religion, and social backgrounds. This is in line with the research findings of Purnama (2021), who state that when students are able to understand socio-cultural diversity, they will be given guidance so that they can tolerate and respect differences between classmates and schoolmates and live side by side.

Through the Nusantara Mini Expo activities held by SD IT Luqman Al-Hakim International Yogyakarta, students have indirectly fostered mutual respect between friends. Learners bring the title of their work related to cultural diversity in Indonesia so that learners can learn to appreciate the differences that exist in their environment. In addition, learners also collaborate with each other and present their work. Learners learn to respect other people's opinions and explanations without discrimination. It is important for learners to understand the meaning of tolerance in order to create a social environment that is friendly to diversity in race, culture, religion, and background, and help them adapt to existing differences (Erviana & Fatmawati, 2019).

5. Open minded

Through multicultural education, students can discuss and convey their ideas well as a form of mutual respect. The stage where students are able to accept other people's different opinions is a sign of their success in being open-minded (Mustafida, 2021). Based on research by Latifah et al. (2021), an attitude of tolerance towards cultural diversity in Indonesia is also associated with students who can respect the opinions of others.

SD IT Luqman Al-Hakim International Yogyakarta has provided a means for students to convey ideas through the Nusantara Mini Expo activity. Learners in this activity make presentations at the bazaar stand according to the designated region or group area. The process of conveying ideas and

questions and answers from students to bazaar visitors is an implication of multicultural education, especially open-mindedness. Therefore, sessions at cultural bazaar activities in Indonesia open the minds of students, which have an impact on tolerance attitudes towards cultural diversity in Indonesia. This is reinforced by research by Sakiratuka et al. (2023) that students who respect other people's opinions are one of the criteria for applying tolerance.

6. Respect and Interdependence

Many aspects of human life cannot always be solved using wealth and power. Some aspects can be solved on the basis of sincerity and love for fellow human beings, in which case there needs to be a sense of responsibility to create a sense of solidarity with the community to help each other regardless of the aspects they have. According to Baidhaw (2005)'s research a good order views cooperation as important in social life.

Through activities organized by SD IT Luqman Al Hakim International Yogyakarta through the theme "Nusantara Mini Expo", students have learned about the importance of needing each other and the need for appreciation even in small things. Where in its implementation, when one of the group members needed time to rest, he asked for help from other members to look after the temporary booth. In addition, each group was provided with gifts to give to visitors. This is a simple form of appreciation from learners to visitors because they take the time to ask questions about culture.

7. Nonviolent Conflict Resolution and Reconciliation

Research by Machmud et al. (2024) revealed that conflict resolution must be accompanied by a sense of reconciliation, which is an effort to make peace by forgiving or apologising for something that happened and this is the right action in a conflict. Without reconciliation, conflict resolution efforts are considered deeply unresolved. Without structured conditioning, students who participate in these activities have experienced the process of conflict resolution and reconciliation. This can be seen from the attitude of students when there are visitors who are not serious in answering and the answers given are not correct. The group guarding the stand did not argue with this but rather forgave and found a solution. In this incident, the learners explained to visitors how to get the right cultural information.

These findings align with previous studies that emphasize the role of the arts in promoting multicultural education. For example, Anasta (2021) found that dance contributes significantly to the development of social sensitivity, awareness of cultural diversity, and mutual respect among students. The study suggests that dance serves as a powerful medium for cultural recognition and for fostering multicultural values in learners. Elements inherent in dance—such as appreciation, collaboration, communication, and self-confidence—offer meaningful learning experiences that go beyond artistic performance.

Similarly, Desyandri (2015), in a study titled *"The Role of Music in Multicultural Education,"* demonstrated that the performance of folk songs plays a vital role in nurturing multicultural awareness among students. Participating in group performances encourages students to engage in interaction, cooperation, and tolerance with their peers. These collaborative experiences help students become more aware of cultural differences and reduce prejudice, ultimately fostering open-mindedness and enhancing their ability to work effectively with others.

Furthermore, school-organized activities such as art exhibitions and cultural festivals also serve as effective platforms for introducing students to multicultural values. As highlighted in a study by Fajri et al. (2024), multicultural education can be effectively integrated into elementary school curricula through cultural events. Among these, art exhibitions and cultural festivals are particularly impactful, as they provide students with opportunities to explore and engage with the diverse cultures of Indonesia in a hands-on and immersive manner.

3.2 Discussion

The Nusantara Mini Expo at SD IT Luqman Al-Hakim International Yogyakarta serves as a form of hidden curriculum—a concept referring to educational experiences that occur outside the formal classroom setting. This program is intentionally designed to deliver values-based learning beyond standard academic instruction. While the hidden curriculum is often described as “unstudied,” “unwritten,” or “informal” (Yahya, 2013), it plays a significant role in shaping student behavior, attitudes, and social norms. It encompasses the implicit lessons students learn through school culture, peer interaction, and extracurricular programs. In this context, the Nusantara Mini Expo goes beyond being a mere cultural exhibition; it is a deliberate educational strategy aimed at instilling multicultural values through engaging, interactive, and enjoyable activities.

The program integrates cultural awareness with experiential learning, offering students opportunities to interact with diverse cultural elements of the Indonesian archipelago. By participating in these activities, students indirectly absorb values such as tolerance, cooperation, appreciation of cultural differences, and national identity. Although not explicitly outlined in the formal curriculum, these experiences contribute significantly to students’ social and emotional development.

In implementing the Nusantara Mini Expo, several supporting and inhibiting factors influence its effectiveness. As Mahfud (2014) highlights, the success of multicultural education in schools depends on multiple components, including the school climate, curriculum, the role of teachers, educational programs, and student involvement. At SD IT Luqman Al-Hakim, supportive elements such as active teacher participation, inclusive school values, and culturally responsive programming have positively contributed to the Expo’s success. However, limitations such as resource constraints, time management challenges, or limited community involvement may pose barriers to optimal implementation.

First, the school climate is one of the six factors supporting multicultural education. As a school that emphasizes spiritual and moral values, SD IT Luqman Al-Hakim provides habituation and learning to students related to discipline, respect and respect for all forms of differences as an effort to form a good school climate. From the emphasis on these values both in daily habituation and learning in the classroom, the school climate at SD IT Luqman Al-Hakim is formed into a positive school climate. Where all school members, including teachers, students, staff and other school members, respect diversity. In the mini expo nusantara activity, students show a good attitude in upholding differences where they provide ample opportunities for all visitors to ask or answer questions given by students. In addition, during the activity, all school members helped each other if something happened in the group and needed help. From what happened, it can be said that the application of multicultural education has an impact on the mini expo Nusantara activities at SD IT Luqman Al-Hakim.

Secondly, the curriculum used at SD IT Luqman Al-Hakim is an integration of 3 different types of curriculum, namely the independent curriculum, the UK curriculum and the PHI (Holistic Integrated Education) curriculum. Where then the main focus of the curriculum at SD IT Luqman Al-Hakim is translated into 7 aspects, namely forming students to have spiritual, moral, intellectual, physical, cultural, and interpersonal intelligence. From the applied curriculum, it can be seen that SD IT Luqman Al-Hakim wants to provide multicultural insightful learning through predetermined aspects such as spiritual, moral, cultural and interpersonal aspects. In this mini expo Nusantara activity, the impact of the application of curriculum integration at SD IT Luqman Al-Hakim is very evident, especially related to multicultural learning. Students in the mini expo activities of the archipelago have been able to control themselves in accordance with the aspects that have been conveyed above. This can be seen from the implementation of activities, where students show a good attitude when conducting discussions with visitors who visit the stand, respecting the culture of visitors who are certainly different and also from these activities it can be seen that students have been able to arrive at problem solving in these conditions when a groupmate is absent.

Third, the role of the teacher is to act as a facilitator who helps learners understand and appreciate differences in culture, religion and social background. Teachers create a safe space for discussion, so

learners can share their perspectives and experiences without discrimination. At SD IT Luqman Al-Hakim, teachers integrate multicultural values into the curriculum used and the learning process. This includes teaching about social justice and human rights so that learners can understand the importance of respecting differences. Teachers organize classroom learning so that all learners have equal opportunities to participate in classroom activities. In the Nusantara Mini Expo activity, the teacher acts as a facilitator who assists learners in preparing a presentation or exhibition about the culture of a particular region. The teacher gives directions on how to convey information in an interesting and informative way, and invites learners to participate. The teacher also invites learners to express their creativity in exhibition activities. These activities can include art, music, dance, traditional clothing, and regional specialities in Indonesia.

Fourth, school programs and activities, SD IT Luqman Al-Hakim has extracurricular activities that provide opportunities for students to develop and express their interests, needs, and talents. SD IT Luqman Al-Hakim also carries out routine activities such as 5S activities (Salam, Senyum, Sapa, Sopan, Santun), flag activities, singing national songs and reading Pancasila together, involving all students. This can build a sense of togetherness and mutual respect between students with different backgrounds. By implementing school programs and activities regularly, it can create a learning environment that shapes the character of learners into individuals who respect diversity. The implementation of Nusantara Mini Expo activities provides opportunities for learners to experience and understand various cultures in Indonesia. Through performances, presentations and art shows, learners can learn about the customs and values adopted by various ethnic groups and regions in Indonesia. This activity invites learners to see differences as wealth that must be appreciated. This activity can be used as a means to teach multicultural values such as mutual respect, justice and equality. By involving parents in the Mini Expo Nusantara, this activity can strengthen the relationship between the school and the community. This creates a more harmonious atmosphere.

Fifth, learners of SD IT Luqman Al-Hakim have been able to instill mutual respect for the differences that exist around them. Mutual respect helps learners to develop empathy towards their friends who come from different backgrounds. When learners respect each other, they tend to resolve disagreements peacefully and build positive relationships among them. Through group activities and joint projects, learners can learn to work together and value each individual's contribution. Through Nusantara Mini Expo activities, there is cooperation between learners who come from different backgrounds. Learners learn to work together in groups, planning and executing presentations or art performances. This builds mutual respect among learners. In addition, participation in the Nusantara Mini Expo activity enables learners to understand and appreciate different traditions and values from other cultures, which is at the core of multicultural education. This activity helps learners to become more tolerant and open to differences.

In addition to supporting factors, there are also factors that hinder the implementation of multicultural education at SD IT Luqman Al-Hakim, namely facilities and infrastructure that are still minimal. Where Luqman Al-Hakim IT Elementary School does not have a complete set of cultural media, so that in conveying understanding of cultural diversity outside the Java region, class teachers only use online media because the infrastructure related to culture in the school is not complete. The school only has some infrastructure. As a result of this, during the implementation of the archipelago mini expo, most students had to coordinate with each other to find their own supporting items in expo activities, such as clothing and regional speciality tools through rental places. Of course, this can burden the parents of the students themselves because they have to spend money. Although there are some things that must be rented, there are several other things that they create or make themselves so that they can minimize expenses because they only require a small fee, such as traditional house drawings and infographics.

Despite the availability of concrete media related to regional cultures in Indonesia, the use of supporting learning media within the classroom remains limited. Based on observations, cultural information displayed at SD IT Luqman Al-Hakim International Yogyakarta primarily focuses on local

culture, such as Javanese traditions. This narrow representation limits students' exposure to the broader cultural diversity of Indonesia, especially in terms of multicultural values. Learning opportunities extend beyond formal instruction; the school environment can serve as a powerful medium for informal education. Supporting media—such as posters, infographics, and cultural displays—placed in visible areas around the school can enhance students' understanding and appreciation of cultural diversity.

To address this gap, schools can adopt creative and sustainable solutions. One proposed strategy is leveraging P5 (Project-Based Learning Profil Pelajar Pancasila) activities to organize fundraising events. These activities not only align with the existing curriculum but also engage students, teachers, and the community. Products created during P5 sessions—such as handicrafts made from recycled materials—can be sold to raise funds for purchasing educational materials and cultural learning infrastructure. These materials could later be used during lessons, school expos, or community events like parades, ensuring that students' creative efforts are both recognized and reinvested in their learning.

The procurement of supporting media can be accomplished through direct teacher collaboration or by involving students in the media creation process. Teachers may choose to design and install informative materials around the school, or they can empower students to produce relevant displays. Exhibiting student work not only boosts engagement and motivation but also transforms the school environment into a vibrant multicultural learning space that functions beyond class hours.

In 2024, a total of 88 fourth-grade students participated in the Nusantara Mini Expo. Based on data analysis using the Miles & Huberman (1984) model, the success rate of implementing multicultural education through the expo reached 95%. This achievement reflects the effectiveness of experience-based learning in promoting cultural understanding among students.

Recommendations for schools considering the implementation of a Nusantara Mini Expo include reviewing the compatibility of the activity with both the national and hidden curriculum, ensuring the availability of relevant educational media, involving parents in the planning and execution process, and evaluating the school's financial capacity to support such initiatives. With thoughtful planning and community involvement, schools can successfully integrate multicultural education into both formal and informal learning contexts.

4. CONCLUSION

Based on the findings and analysis, the Nusantara Mini Expo at SD IT Luqman Al-Hakim Yogyakarta effectively demonstrated the importance of multicultural education, particularly for fourth-grade students. The activity enabled students to go beyond theoretical understanding by engaging directly with Indonesia's cultural diversity through experiential learning. As a result, students developed essential social skills such as empathy, tolerance, and cooperation, highlighting the success of hands-on approaches in teaching multicultural values. The effectiveness of this program was supported by several factors, including a positive school climate, the integration of multicultural themes in the curriculum, the active role of teachers, and the commitment of students themselves. However, the study also encountered limitations, primarily the lack of adequate learning media. Some students had to rent or find their own traditional clothing and cultural props due to limited school resources. Additionally, the absence of consistent visual materials—such as infographics, illustrations, or informative posters—reduced opportunities for passive, continuous learning within the school environment. To address these issues, the study proposes two solutions: first, the gradual and sustainable procurement of concrete teaching media related to multiculturalism, and second, the utilization of student-created content from the Mini Expo to enrich the school's informational displays. Future research is encouraged to explore long-term impacts of experience-based multicultural programs across different educational levels and to investigate strategies for integrating student-led media production into the broader curriculum as a tool for reinforcing multicultural learning.

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