

## **The Influence of School's Culture on Multicultural Education in Indonesia**

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**Abstract:** This study investigates the role of school's culture in supporting the implementation of multicultural education in Indonesia through a systematic literature review. Using PRISMA guidelines and Braun and Clarke's thematic analysis model, the study synthesized findings from selected national and international literature. The results show that school's culture plays a critical role in shaping inclusive school environments, strengthening tolerance, and supporting character development aligned with multicultural values. Two dominant themes emerged: (1) leadership and institutional capacity, and (2) cultural responsiveness in pedagogy and curriculum. However, several challenges were identified, including the lack of a unified definition of school's culture, limited empirical studies on its practical application, and variations in implementation across different local contexts. This research concludes that school's culture can serve as valuable social capital in advancing multicultural education, but its effectiveness requires strategic support through policy, teacher training, and contextual adaptation. These findings provide theoretical and practical contributions to strengthening inclusive education in Indonesia.

**Keywords:** Multiculturalism in Indonesia, Social Capital in Education, School's Culture

### **A. Introduction**

The urgent need to understand the role of school's culture in supporting and facilitating the implementation of multicultural education in Indonesia currently needs to be given great attention. Indonesia is an archipelagic country with more than 17,000 islands, inhabited by various ethnic, cultural and religious groups (Dwiningrum, 2014, p. 281). This diversity presents unique challenges and opportunities in the education system. Multicultural education aims to create a learning environment that is inclusive and respects diversity, which is an important aspect in building social cohesion and tolerance between groups in society (Zamroni et al., 2021). However, the implementation of multicultural education in Indonesia still faces various obstacles. One of the main obstacles is the lack of optimal use of school's culture as capital in supporting multicultural education (Suharno et al., 2020). School's

culture includes the norms, values, traditions and practices implemented in the school environment and plays an important role in shaping student attitudes and behavior. A school's culture that is inclusive and supports diversity can be a very effective tool in instilling multicultural values in students from an early age (Rofifah et al., 2021).

Previous research shows that schools with a strong culture of respecting differences tend to be more successful in implementing multicultural education. However, there is a gap in the literature regarding how school's culture can be concretely identified, developed, and integrated into multicultural education programs in various local contexts in Indonesia (Muzaki et al., 2022). Additionally, existing literature often focuses on case studies or qualitative research that does not always provide a comprehensive picture of best practices that can be widely adopted. In this context, the systematic literature review research that has been carried out aims to compile, analyze and synthesize various findings from existing studies regarding the role of school's culture in the implementation of multicultural education in Indonesia (Setyono & Widodo, 2019).

The research seeks to identify elements of school's culture that contribute positively to multicultural education, evaluate the relationship between school's culture and the effectiveness of multicultural education, and identify the challenges faced in this process. Thus, it is hoped that this research can provide deeper and more comprehensive insight into how school's culture can be used as an important capital in developing effective multicultural education in Indonesia. Apart from that, it can also make a significant contribution to academic literature regarding multicultural education and school's culture, as well as become a reference for further research in this field (Suriansyah & Effendi, 2019).

The main problem in research that has been conducted is how school's culture can function as effective capital in supporting the implementation of multicultural education. Several challenges include a lack of consensus in the literature regarding the definition and specific components of school's culture that contribute to multicultural education. In addition, there are problems in identifying and measuring the effectiveness of school cultural practices that support multiculturalism (Rohmawati & Pahlevi, 2023) (Bandur et al., 2022). Variations in local contexts in Indonesia, which has very wide ethnic, religious and cultural diversity, also add to the complexity of this research, because practices that are effective in one region may not necessarily be applicable in other regions. Another challenge is the limited empirical data and comprehensive case studies that discuss in depth how schools in Indonesia have integrated multicultural education into their daily practices. Therefore, to overcome these problems by compiling, analyzing and synthesizing the findings from various existing studies, in order to provide a clearer and more comprehensive picture of how school's culture can be an important asset in implementing multicultural education in Indonesia (Tonich, 2021).

In the school's culture that has been studied (Mutohar & Trisnantari, 2020), this research may have limitations in generalizing the findings because it focuses on one madrasah in a particular area. This may not cover the diversity that may exist among other madrasas in Indonesia. In addition, the limited number of respondents (185 out of 213 teachers requested) could also affect the representation of the data. However, the advantage is that this study provides valuable insight into the factors that influence madrasa effectiveness, especially in the specific context of madrasas in Tulungagung. This can assist in the development of strategies to improve the quality of education in these madrasas, as well as provide a basis for further research in this area elsewhere.

The application of culture in the curriculum has also been carried out (Widodo, 2019). This research may be at the limit of generalizing the results because it focuses on one Muhammadiyah school in Sleman, Yogyakarta, which may not represent the situation in other Muhammadiyah schools. In addition, as qualitative research, the results can be influenced by the subjectivity of the researchers and participants involved. However, it provides in-depth insight into the cultural approach in developing holistic education in Muhammadiyah schools. This provides a better understanding of the role of school stakeholders in realizing holistic education. The results can be a basis for developing better educational strategies and policies in Muhammadiyah schools and perhaps also in other educational institutions with a similar approach.

Teacher performance also motivates improving student learning outcomes. As has been done (Amtu et al., 2020), the results in research using secondary data may have limitations in reflecting actual conditions in the field. Apart from that, the use of questionnaires as a data collection instrument can also cause potential bias from respondents. Apart from that, the advantage is that the research uses quantitative methods which can provide results that can be measured numerically, thus providing a more concrete understanding of the relationship between school's culture, work motivation, teacher performance and student learning outcomes. Thus, the results of this research can provide valuable guidance for the development of more effective educational policies and practices in Indonesia, especially in the context of Christian religious education.

Culture in multicultural education has strengthening in building student character as has been done (Hayati et al., 2020). The results of this research are the potential for subjectivity in the interpretation and collection of data, especially because it involves interviews, observation and documentation which can be influenced by the researcher's perspective. In addition, purposive sampling of subjects can also limit the representation of the wider population. However, the advantage is that the research provides in-depth insight into the implementation of religious-based character education at SMAN 5 Yogyakarta and highlights the importance of religious values in the learning process in Indonesia. The results provide an important contribution to understanding the impact of character education strengthening programs on students'

religious awareness and tolerance between religious communities. In this way, it can become the basis for developing a more holistic character education program in schools in Indonesia, taking into account the school's cultural values as an important foundation.

Abdullah et al., (2019) have expressed opinions about multicultural education in Indonesia. In his research, the ability of schools in Indonesia regarding student character education is still far from expectations and legal mandates. Based on qualitative research conducted in three Indonesian schools, this study reveals that the educational process merely introduces students to standard concepts without engaging them in social processes and practices that provide experiences and opportunities to adopt character values. The school curriculum shapes only ideal character types and does not encourage students' active participation in the community. The paper suggests that school autonomy needs to shift from being an extension of the government to fostering a climate that allows for various approaches to enhance character education. Character education should be rooted in the diverse ideologies of schools and the cultural diversity of Indonesia. The education system should move away from a text-based orientation and better align with dynamic cultural contexts as a source of character learning.

Results from the Global School-based Health Survey show that 20.6% of Indonesian students aged 13-17 years experienced bullying. This proportion is lower compared to other Southeast Asian countries (28.3-51.0%) (Noboru et al., 2021). Education in schools has been reported to help reduce bullying, but no comparable research has been conducted in Indonesia. This research aims to investigate the role of school-based education in preventing bullying in Indonesian secondary schools. The method involved in-depth interviews with school principals and focus group discussions with teachers from five schools in Mataram City in 2018. Data were analyzed using thematic analysis. Participant observation and document review were also conducted to verify the data. The research identified seven themes, including curricular and cultural interventions such as Pancasila education, citizenship education, religious education, cultural practices, and extracurricular activities. The research concludes that moral education within the curriculum and cultural activities can prevent bullying in schools. Implementing religious and civic education fosters value formation among students. In Indonesia, current interventions must be sustained and adapted to meet societal changes.

Implementation of literacy education can be done through managing literacy culture in schools. This step was taken as an effort to optimize the quality of education and equalize student achievement at the international level (Marmoah & Poerwanti, Suharno, 2022). The research employed a mixed methods approach, sequentially explaining the data collection process through interviews, questionnaires, and document studies with teachers, students, and principals from state elementary schools in Boyolali, Central Java, Indonesia. Data validation was achieved using

triangulation techniques and sources. The data were then analyzed both quantitatively and qualitatively. The research findings reveal that: (a) literacy culture planning has been optimally implemented; (b) the organization of literacy culture, including the formation and operation of a school literacy team, has been executed effectively; (c) literacy culture management, encompassing habituation, development, and teaching, has been implemented, with goals being met; and (d) control measures, such as regular academic supervision and evaluation, have been well-conducted. This research suggests that the implementation of literacy culture management in Boyolali can serve as a valuable reference for other schools aiming to adopt literacy culture programs, emphasizing the need for intensive efforts to enhance literacy culture in schools.

Based on the above context, this study aims to analyze the role of school's culture as a form of social capital in the implementation of multicultural education in Indonesia. It specifically examines which elements of school's culture contribute to inclusive practices, how they support character and tolerance development, and what challenges hinder their effective implementation across diverse school contexts. By synthesizing best practices and existing obstacles, this study seeks to provide practical and theoretical insights for strengthening multicultural education. Therefore, the guiding research question of this study is: "How does school's culture contribute to the success of multicultural education practices in Indonesia?"

## **B. Methods**

The research methodology for the systematic literature review with the title "The Influence of School's culture on Multicultural Education in Indonesia" will follow several systematic steps to ensure the comprehensiveness and reliability of the results. This process begins with determining research objectives, which focus on exploring the role of school's culture in supporting multicultural education in Indonesia. This initial stage includes identifying relevant elements of school's culture, evaluating best practices, and identifying challenges in implementing multicultural education. The next step is determining inclusion and exclusion criteria for literature selection. Inclusion criteria include studies, articles, books and reports that are directly related to school's culture and multicultural education, especially in the Indonesian context. Selected studies must be available in a language accessible to researchers and meet academic quality standards, such as being peer-reviewed. Exclusion criteria include sources that are irrelevant or do not meet specified quality standards.

The literature search strategy comes from national and international journals that cover topics in Indonesia. The literature search was conducted using Google Scholar, DOAJ, and Scopus databases. Keywords included "school's culture," "multicultural education," "inclusive education," and "Indonesia," combined using Boolean operators (AND, OR). The search was limited to peer-reviewed articles published between 2014 and 2024. A total of 124 articles were initially identified. After removing

duplicates, 110 articles remained. Titles and abstracts were screened for relevance, reducing the pool to 52 articles, of which 28 full texts were reviewed. Finally, 20 articles met all inclusion criteria and were selected for thematic analysis. The selection process is summarized in Table 1. Mendeley was used to manage references, and thematic synthesis was performed manually using Braun and Clarke's (2006) six-phase model.

**Table 1. Literature Selection Process Based on PRISMA Approach**

<b>Stage of Selection</b>	<b>Number of Articles</b>
Initial articles identified	124
After duplicate removal	110
Screened by title and abstract	52
Full-text articles reviewed	28
Articles included in final analysis	20

Note. Data compiled by the author, 2024.

To analyze the selected studies, this research applied a thematic analysis approach following the six-phase model proposed by Braun and Clarke (2006). After identifying and screening relevant literature using inclusion and exclusion criteria, the contents of each selected article were reviewed in-depth. Thematic analysis was conducted by: (1) familiarizing with the data; (2) generating initial codes based on recurrent patterns; (3) searching for potential themes; (4) reviewing and refining themes; (5) defining and naming the themes; and (6) producing the synthesis. This method was chosen due to its flexibility in systematically synthesizing qualitative findings from diverse studies. Through this approach, key themes related to the influence of school's culture on multicultural education were identified, such as leadership and institutional capacity, and cultural responsiveness within curriculum and teaching practices

Next, study quality evaluation is carried out using critical appraisal tools such as the Critical Appraisal Skills Program (CASP) or PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This evaluation ensured that only studies with high validity and reliability were included in the review. The final stage is data analysis and synthesis. Thematic analysis will be used to identify patterns, themes, and relationships in the data collected. Qualitative and quantitative data from various studies will be combined to provide a comprehensive picture of the role of school's culture in the implementation of multicultural education in Indonesia. With this systematic and structured methodology, it is hoped that this research can provide in-depth and useful insights for the development of more effective multicultural education policies and practices in Indonesia.

### **C. Results and Discussion**

In this research, researchers succeeded in collecting data from various journals that discuss the Influence of School's culture on Multicultural Education in Indonesia, as shown in Table 2. Although a total of 20 articles were included in the final synthesis,

only 7 representative studies are presented in this article to illustrate key strengths and weaknesses related to school's culture and multicultural education. Researchers have also identified the weaknesses and shortcomings of each research analyzed. Based on these findings, researchers will develop and implement strategies to increase understanding and application of the Influence of School's culture on Multicultural Education in Indonesia which is relevant to the current era.

**Table 2. Weaknesses and Strengths in Previous Research**

No	Author	Strengths	Weakness
1	(Khairan, 2024)	The research results show that changes in school principal leadership can improve the quality of education. Effective leadership from a school principal who has change can improve the quality of education by seeking innovative programs, improving student management within the school's culture, and enforcing discipline.	The current leadership of school principals can be seen from performance that is not yet optimal and several principals are unable to carry out their duties well. This will certainly have a big impact on school activities which will affect the quality of education.
2	(Ghufron et al., 2024)	Research indicates that all aspects of teachers' personal resources – such as length of service, perceptions of online learning, and positive mental health – affect school-based management. Additionally, teacher certification status and the implementation of literacy learning influence the management of school-based human resources concerning teacher professional resources.	This research addresses the ambiguity surrounding strategies to enhance the quality of school-based management, particularly in the area of human resources.
3	(Razali et al., 2024)	Research underscores the significance of involving local communities and figures, such as religious leaders, in developing curriculum content to ensure it has cultural significance and real-world relevance. These findings shed light on the specific challenges and opportunities present in Aceh, and they can be applicable to similar cultural and religious settings.	Lack of understanding of the concrete challenges faced in curriculum development in Aceh, especially in terms of implementing the concept of Islamic cultural and religious sensitivity.
4	(Asbari, 2024)	This research reveals that transformational leadership, learning culture, and the organizational structure of schools positively and significantly impact their capacity for innovation. Additionally, it proposes a model	The impact of factors like transformational leadership, learning culture, and organizational structure on school innovation capacity is assessed solely from the

No	Author	Strengths	Weakness
5	(Rohmah et al., 2024)	<p>for enhancing school innovation capacity through transformational leadership viewed from the perspective of a learning organization.</p> <p>This study offers insight into the assistance offered by secondary schools to English teachers when implementing the Merdeka Curriculum, an essential yet insufficiently investigated facet of educational reform. The results underscore the significance of government funding and specialized training to facilitate the transition and enhance educational outcomes.</p>	<p>perspective of teachers in private schools in Indonesia.</p> <p>Several schools opted not to adopt the Merdeka Curriculum, and the majority of participating teachers faced confusion despite accessing government-provided platforms and attending external seminars. Moreover, schools frequently bear the financial burden of curriculum changes, adding substantial pressure on both school management and teachers.</p>
6	(Nuary et al., 2024)	<p>The research approach emphasizes the significance of pedagogical competence in fostering students' nationalistic character during the educational journey. Teachers are required to possess various competencies as educators, encompassing pedagogical, professional, social, and personal skills. Additionally, given the prevalence of the internet among the millennial generation, teachers must adeptly utilize digital-based learning methods and media.</p>	<p>Teachers encounter challenges in instilling character traits, particularly nationalism, due to their lack of understanding regarding the characteristics of the millennial generation. These characteristics encompass moral, emotional, socio-cultural, physical, and intellectual aspects. Additionally, teachers' diminished interest in reading contributes to students' limited knowledge levels, further complicating the process.</p>
7	(Purnomo et al., 2024)	<p>This research provides important insights into change management towards DSC transformation, offering guidance for systemic change strategies in pedagogical, technological and organizational systems taking into account school conditions. By analyzing the seven stages of change management, this research helps understand the process of integrating Virtual Learning Environments (VLE) into a Digital-Based School's culture.</p>	<p>Only three schools were the subjects of the research, which may not adequately represent the diversity of schools in Indonesia as a whole. Additionally, the qualitative approach used may not provide a fully representative picture of the experience of changing from the status quo to a Digital Based School's culture (DSC).</p>

Note. Data processed by the author, 2024.

## **Thematic Interpretation and Theoretical Reflection**

Based on the thematic analysis of selected studies, two dominant themes emerged. The first theme, *Leadership and Institutional Capacity*, refers to how transformational school leadership and structured management practices significantly influence the success of multicultural education. The second theme, *Cultural Responsiveness in Curriculum and Pedagogy*, highlights the importance of culturally relevant teaching methods and inclusive school practices in building a tolerant and diverse learning environment. These themes align with Bourdieu's theory of cultural capital, which emphasizes how institutional norms and practices can act as a resource that either supports or restricts students' educational access. Inclusive school's cultures function as symbolic capital that validates students' diverse cultural backgrounds.

Furthermore, the findings also resonate with Banks' Multicultural Education Framework, particularly the transformation approach. Rather than merely celebrating diversity through superficial activities, schools begin to structurally embed multicultural values in their curriculum, teaching strategies, and school-wide practices. Several studies in this review (e.g., Razali et al., 2024; Nuary et al., 2024) demonstrate this shift toward transformation, moving beyond contributions and additive approaches. This theoretical alignment confirms that strengthening school's culture is essential not only for the effective implementation of multicultural education but also for fostering educational equity and inclusion.

In the discussion that has been carried out, researchers can explain the results of research conducted by (Khairan, 2024). This research concluded that changes in school principal leadership can significantly improve the quality of education. Effective leadership enables the implementation of innovative programs, improved student management, and better enforcement of discipline. However, the current performance of school principals is still not optimal, with some principals unable to carry out their duties properly, which has a negative impact on school activities and the quality of education.

In contrast to research that has been conducted (Ghufron et al., 2024), the results in this study show that all aspects of teachers' personal resources, including length of service, perceptions of online learning, and positive mental health, influence school-based management, while status certification and implementation of literacy learning influences human resource management for teacher professional resources. However, this research highlights the lack of clarity in strategies to improve the quality of school-based management, especially in the human resources aspect.

Highlighting the importance of the involvement of local communities and actors, such as religious leaders, in curriculum formation to ensure cultural meaning and real-world relevance (Razali et al., 2024). These findings provide insight into the unique challenges and opportunities in Aceh, which can also be applied in similar cultural

and religious contexts. However, this research reveals a lack of understanding of the concrete challenges in curriculum development in Aceh, especially regarding the implementation of the concept of Islamic cultural and religious sensitivity.

Research (Asbari, 2024) discovered that transformational leadership, a culture of learning, and the organizational structure of schools positively and significantly impact the capacity for innovation within schools. Furthermore, it suggests a model for enhancing innovation capacity through transformational leadership from the viewpoint of a learning organization. However, these factors' influence was solely assessed from the perspective of teachers in private schools in Indonesia. This study also highlights the need for a deeper comprehension of the assistance provided by secondary schools to English teachers in implementing the Merdeka Curriculum (Rohmah et al., 2024), a crucial aspect that remains underexplored in education reform is the support provided by secondary schools to English teachers in implementing the Merdeka Curriculum (Rohmah et al., 2024). These findings underscore the significance of government funding and targeted training to facilitate the transition and enhance educational outcomes. Nevertheless, despite accessing government platforms and attending external seminars, many teachers experience confusion. Additionally, some schools have not adopted the Independent Curriculum. The study also reveals that transformational leadership, learning culture, and school organizational structure positively and significantly influence school innovation capacity. Moreover, it proposes a model for enhancing innovation capacity through transformational leadership from a learning organization perspective. However, it's important to note that these factors' influence was solely measured from the perspective of teachers in private schools in Indonesia.

In addition, schools often have to finance curriculum changes themselves, which adds pressure to school management and teachers. The importance of pedagogical competence carried out by (Nuary et al., 2024) in forming students' nationalistic character in the educational process. Teachers need to have abilities as educators that include pedagogical, professional, social and personal competencies. Moreover, with the millennial generation connected to the internet, teachers must also be proficient in using digital-based learning methods and media. However, teachers face challenges in building student character, especially nationalism, due to a lack of understanding of the characteristics of the millennial generation and low interest in reading, which can have an impact on students' level of knowledge.

An important view of change management towards DSC transformation (Purnomo et al., 2024), provides direction for systemic change strategies in pedagogical, technological and organizational systems by considering the school context. Analysis of the seven stages of change management helps in understanding the integration of Virtual Learning Environments (VLEs) into a Digital Based School's culture. However, with only three schools as research subjects, it is likely that this does not adequately represent the diversity of schools in Indonesia as a whole. Additionally, a qualitative

approach may not provide a fully representative picture of the experience of changing from the status quo to a Digital Based School's culture (DSC).

**Table 3. The Impact of Implementing Multicultural Education on Cultural Influences in Schools**

No	Impact on Teachers	Impact on Students
1	Teachers will better understand and master various teaching methods that are inclusive and can accommodate cultural diversity in the classroom.	Students will be more appreciative and accepting of cultural differences, which can reduce conflict and increase harmony in the school environment.
2	Teachers become more sensitive and respectful of cultural differences, so they can avoid prejudice and discrimination in teaching.	Students will be more skilled at interacting and collaborating with peers from different cultural backgrounds, which is important
3	Teachers will be more skilled in communicating with students who come from different cultural backgrounds, strengthening relationships and understanding between teachers and students.	Students will have a broader understanding of the world and the various cultures that exist within it, which will increase their insight and readiness to participate in global society.
6	Teachers will be more motivated to continue learning and improve their competence in managing multicultural classes, which will have a positive impact on their professional development.	Students will learn to think critically about various cultural perspectives and global issues, which will help them in making better decisions.
7	Teachers will be encouraged to develop more creative and innovative learning materials and methods to answer the needs of diverse students.	Students from diverse cultural backgrounds will feel more accepted and valued, which can strengthen their cultural identity and increase their self-confidence.

Note. Data processed by the author, 2024.

In the research that has been carried out, the researcher also presents the impact of the results of implementing Multicultural Education in Cultural Influence in Schools as shown in Table 3. This impact contributes to researchers to develop Multicultural Education in Cultural Influence in Schools. Table 3 can be explained starting from the impact on teachers, they will become more skilled in managing cultural diversity in the classroom, by understanding and mastering inclusive teaching methods. Additionally, they will become more sensitive to cultural differences, which helps them avoid prejudice and discrimination in teaching. Communication skills with students from different cultural backgrounds will improve, strengthening teacher-student relationships and mutual understanding. Furthermore, this process will encourage teachers' motivation to continue learning and improve their competence in managing multicultural classes, which directly impacts their professional

development. As a result, teachers will be encouraged to develop more creative and innovative learning materials and methods to meet the needs of diverse students, creating a more inclusive and meaningful learning environment.

The impact of this process on students is multifaceted and positive. They will become more open and accepting of cultural differences, reducing conflict and increasing harmony in the school environment. Their ability to interact and collaborate with peers from different cultural backgrounds will also improve, paving the way for more valuable and inclusive learning experiences. Furthermore, students will gain a broader understanding of the world and the various cultures that exist within it, increasing their insight and readiness to participate in global society. They will also learn to think critically about various cultural perspectives and global issues, helping them in making better decisions in the future. Lastly, students from diverse cultural backgrounds will feel more accepted and valued, which can strengthen their cultural identity and increase their overall self-confidence.

#### **D. Conclusion**

This study underscores the pivotal role of school's culture in promoting and facilitating the implementation of multicultural education in Indonesia. The findings reveal that school's culture significantly contributes to shaping inclusive learning environments that respect and celebrate diversity key factors in fostering social harmony and national unity. Norms, values, and traditions embedded within schools that promote tolerance, mutual respect, and cultural pluralism are identified as valuable assets in advancing multicultural education efforts. From a theoretical and policy standpoint, this research highlights school's culture as a form of social capital that can be strategically leveraged to embed multicultural principles across curriculum and school practices. It contributes to the discourse on multicultural education by reinforcing the need to view cultural practices not only as background context but as integral mechanisms that actively support educational equity.

However, this study is not without limitations. First, as a systematic literature review, the findings are contingent upon the scope and quality of the secondary sources analyzed. Variations in local context and terminology regarding "school's culture" may limit the generalizability of the conclusions drawn. Moreover, the absence of empirical field data restricts the ability to verify how conceptual insights translate into practical implementation at the school level. For future research, empirical investigations are needed to validate the relationships identified in this review. Field-based studies that explore the lived experiences of teachers and students across diverse regions in Indonesia would enrich understanding of how school's culture operationally influences multicultural outcomes. Further research could also examine the role of school leadership and teacher training in institutionalizing inclusive cultural practices.

In summary, this study calls for the development of targeted strategies and policies that strengthen school's culture as a strategic instrument for implementing multicultural education. A deeper, more contextual understanding of school's culture will enable more effective and sustainable efforts toward inclusive education and preparing Indonesian youth for global citizenship.

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