

**Sustainable Development 2030: Primary School Education Policy based on Multicultural Education**<sup>1</sup>Erika Sari, <sup>1</sup>Riri Marfilinda, <sup>2</sup>Ady Ferdian Noor <sup>1</sup>Department of Primary Teacher Education, University Adzka, Indonesia<sup>2</sup>Departement of Primary Teacher Education, Universitas Muhammadiyah Palangkaraya, Indonesia**Research Article****Citation Information:**

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**ABSTRACT**

The global education development agenda is reflected in Goal 4 (SDG4) of the 2030 Sustainable Development Agenda, which was adopted by countries around the world, including Indonesia. Indonesia strives to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 through various government policies. The policy aims to reconfigure the entire education system to support and encourage curriculum and learning, so that all critical targets and goals (SDGs) of the 2030 agenda for sustainable development can be achieved. The education system in Indonesia is derived from Indonesian culture and society. This is what differentiates the system in Indonesia from other countries, we are different from the United States, Australia, different from neighboring countries such as Malaysia and Thailand. Indonesian education is part of cultural sovereignty, not just political sovereignty. The birth of the education system in Indonesia came from the grassroots of society. The education sector needs to be improved in terms of the system, actors including teachers and students, as well as cultivating tolerance in the classroom with various educational policies. Education now makes measuring human abilities the main and most important indicator. However, it is impossible for education to measure human abilities to limit, reduce and ultimately hide human abilities from themselves because humans have diversity. 262 million people are expected to be university students worldwide by 2025. The government is an institution that has the authority to make and take decisions in the form of policies regarding education. Policies regarding education depend on the problems that occur. The current problem is differences in understanding and thinking about diversity. Diversity includes cultural values that exist in society. Cultural values come from the place of residence and society, which is local wisdom which is the basis of multicultural education.

**Keywords:** Sustainable Development, Policy, Multicultural Education, Primary Schools

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Email: [adyferdiannoor@umpr.ac.id](mailto:adyferdiannoor@umpr.ac.id)**INTRODUCTION**

Indonesian education has its own uniqueness compared to other countries. Indonesian education was formed from a long, unique historical process. The education system in Indonesia is derived from the culture of Indonesian society. This is what differentiates the system in Indonesia from other countries, we are different from the United States, Australia, different from countries in Southeast Asia such as Malaysia and Thailand. Education is part of cultural sovereignty, not just political sovereignty. The birth of the education system in the country came from the grassroots of society. Indonesian education has an education slogan initiated by our national figures, one of whom is Ki Hadjar Dewantara. One of them is freedom to learn, now the program slogan of the Ministry of Education, Culture, Research and Technology (Kemdikbudristek). The policy of independent learning is understood to be comprehensive, we cannot just take freedom of learning, but we need to look at the substance, values and philosophy that are the background of the concept, (not) taken from the basic concept and educational context (Parmana, 31 Desember 2021).

The educational philosophy of making children as individuals have a field of diversity is capital for creating patterns of thought and practice in social life. Individuals must be able to absorb learning from knowledge transfer at school and through real experience in the field (Pavlis & Gkiosos, 2017). Science is ideas from the truth of knowledge that always develop with the times according to conflicts that occur due to social and cultural diversity. Science without correct knowledge will result in

learning that is integrated according to the fields so it is fragmented or not comprehensive. Knowledge is obtained from God Almighty and the diversity of social and cultural life in society. Knowledge transfer learning pays attention to children's age development (Hall & Gay, 1996).

Indonesia still has problems in becoming a country according to the Pancasila philosophy. Mutjaba stated improvements in the education sector in terms of the system, actors including teachers and students, as well as the cultivation of tolerance in the classroom (Ninditya, 15 September 2022). Education in Indonesia should be based on local wisdom because understanding and loving one's own culture can understand the essence of educational philosophy. Ki Hajar Dewantara divides the three goals of education into creativity, taste and intention. These indicators in the era of industry 4.0 and Society 5.0 have developed into reasoning, appreciation and experience (Noor & Suyanto, 2019).

In the era of Society 5.0, the trend in the world of Indonesian education is discussing freedom of learning. In reality, independent learning is adopted from a humanist educational philosophy. The theoretical framing for humanism is that learning empowers abilities independently and is supported by virtual education, institutional and alternative initiatives as well as fun and sustainable education models to empower individuals in the learning process according to abilities from various scientific fields (Dasein, 2018). The learning process according to ability in independent learning aims to achieve a holistic society with a variety of knowledge, meaning that each individual is allowed to learn about themselves, what they need, and in accordance with the expected competencies for the future by trying to attract technology as a servant. The future towards a successful life is identical to the individual's independent learning experience both in terms of formal education and experience in society. Formal education educates individuals to be successful through levels of education according to the national education system both in the classroom and school environment, while experience in society educates individuals to successfully interact in all areas of society's daily life starting from the socio-cultural, economic and business fields through entrepreneurship and sustainable independent economics.

Education now makes measuring human abilities the main and most important indicator. However, it is impossible for education to measure human abilities to limit, reduce and ultimately hide human abilities from themselves. 262 million people are expected to be university students worldwide by 2025 (Maslen, 2012). Each individual is a unique individual, with their own personal motivations, dreams, desires, hopes and aspirations. However, the higher education system measures individual abilities by educating individuals through limiting learning experiences because they only study certain disciplines. Meanwhile, experience cannot be gained if you do not interact with various scientific activities to be achieved or learning outcomes.

Cultural attitudes can be influenced by changes in development, namely personal appearance, behavior, cultural stereotypes, cultural values, changes in roles, and personal experiences. Ki Hajar Dewantara stated that the character's attitude of loving one's own culture will be degraded due to degrading the dignity of local wisdom which is characterized as identity (Hurlock, 2003; Wiryopranto, S., Herlina, N., Marihandono, D., Tangkilisan, Y. B., & Tim Museum Kebangkitan Nasional, 2017). Education is the basis for achieving all students' full potential, developing a just and equitable society, and advancing national development through quality education in the form of policies, curriculum and learning. Quality education is the best way to develop and maximize a country's talents and resources for the good of individuals, society, the country and the world. Indonesia will have a population of elementary school age children that continues to increase and its diversity, just like India, will determine the future of Indonesia (Ministry of Human Resource Development, 2020).

Multicultural education is learning that uses a comprehensive approach for all students regardless of anything and prepares them to face obstacles that prevent many students from being able to access education that is very important for their future (equity and justice) (Gollnick & Chinn, 2013). Multicultural education based on local wisdom in elementary schools is summarized in the meaning of local wisdom values themselves. The main aim of multicultural education is to instill attitudes of sympathy, respect, appreciation and empathy towards followers of different religions and cultures. The hidden goal of multicultural education is to prevent internal and external conflicts that will occur one day because based on data, facts and history, many conflicts have occurred, ranging from simple to complex conflicts.

Multicultural education is taught through elementary schools as a place to develop students' lives and competencies. Elementary schools play a very important role in developing students' life experiences and competencies maximally, continuously and comprehensively in accordance with the aim of the independent learning policy, namely developing (constructing) students into Pancasila Students (Widdiharto, Juni 2020; Berkowitz, Lickona, Nast, Schaeffer, & Bohlin, 2020). Educational research shows that elementary schools must be able to apply learning methods according to children's learning absorption abilities and follow processes according to the overall learning stages. Teachers teach students not only simple theoretical knowledge, but also the ability to actively acquire and master knowledge such as critical thinking (HOTS) and philosophy (the center of learning is the student) (Wang-jingjing, 2018).

Theory and practice regarding educational values and approaches are connected to the educational philosophy that underlies multicultural education based on local wisdom, namely constructivism because it involves Bloom's Taxonomy, higher level thinking, and active learning which are related to the educational philosophy of progressivism because teachers act as facilitators

in the classroom, in where students explore physical, mental, moral, and social growth. The learning theme focuses on exploring students' abilities through continuous experience so that they can participate in a pluralistic and democratic society (Mattar, 2018; Harvey, 2020). The theme is in accordance with national education goals as explained in Government Regulation No. 57 of 2021 concerning National Education Standards. Elementary schools through a curriculum that includes religious subjects, Citizenship Education (PKn), Indonesian, integrate multicultural insight into students to always love the diversity of the nation and state of Indonesia (Karliani, 2011). Dewey stated that school is the only place as a formal educational institution to prepare, improve, explore and develop and guide students' interests in becoming agents of social change through intelligence, social awareness and concepts of educational progress (Stack, 2020). Differences in diversity require the togetherness of all stakeholders (Banks, 1991). Education based on local wisdom can unite diversity. The Indonesian nation needs sustainable policies. Understanding the implementation of multicultural education policies based on local wisdom requires hard work from the community to re-build ideas from local wisdom because it is able to create unity and unity (Motani, 2001; Banks, 2014). Elementary schools need multicultural education based on holistic local wisdom in order to successfully implement multiculturalism and positive values of local wisdom through policies, curriculum and learning because elementary schools construct areas of multicultural education based on local wisdom. Multicultural education based on holistic local wisdom can have contextual implications for society considering the potential for bringing to life the idealism enshrined in the Indonesian state motto, namely *Bhinneka Tunggal Ika*.

## METHOD

The study used a qualitative approach, a literature review research type that is descriptive in nature. Data collection through searching for sources and constructing, from various sources, namely books, journals, and previous research results on development, especially elementary school education policies based on multicultural education (Adlini, et al., 2022). Data analysis was carried out by analyzing the 20230 sustainable development agenda then identifying information and reading materials related to elementary school education policies, then classifying multicultural education policies, then understanding, recording, and reducing them descriptively inductively based on elementary school education theories and concepts, policies, and sustainable development to be able to see the development of elementary schools based on multicultural education (Mahanum, 2021; Gómez & Marin, 2019).

## RESULTS AND DISCUSSION

### Results

The global education development agenda is reflected in Goal 4 (SDG4) of the 2030 Sustainable Development Agenda, which was adopted by countries around the world, including Indonesia. Since 1989, 9 years of compulsory education began and then continued with 12 years of compulsory education starting in 2015, Indonesia has strived to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 through various policies. The policy aims to reconfigure the entire education system to support and encourage curriculum and learning, so that all critical targets and goals (SDGs) of the 2030 agenda for sustainable development can be achieved. The world is currently experiencing rapid changes in the knowledge landscape based on population diversity and various scientific and technological advances (Ministry of Human Resource Development, 2020). The implementation of multicultural learning covers all aspects of child development, namely cognitive, moral, religious, physical-motor, socio-emotional, language, and art (Tamwif, Zulkarnain, Akbar, & Abidah, 2023). Policy can be seen from a level perspective, namely macro, meso and micro. Macro level policies are policies that originate from the central government and are centralized policies. Meso level policies are policies made by district/city governments based on macro policies. Meanwhile, micro policies are policies that are at the school level in accordance with meso and macro policies (Boeren, 2019). Policies made by the central government must be able to be implemented by district/city governments after which policies are made that can be adopted at the school level according to the diversity and potential of each region in Indonesia.

In Indonesia, policies for elementary schools are under the authority of the district/city government after the transfer of authority in accordance with Law Number 23 of 2014 (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017). Education policy is centered on the Indonesian government through ministries/institutions that have the authority to carry out duties according to specified functions, but with regional autonomy, even regions, in this case provinces and districts/cities, can regulate subsequent policy follow-up while still being guided by central government policy. Autonomous regions can establish laws and regulations within their territory, as is the case with Spain (Gómez & Marin, 2019). The Education Policy for elementary schools based on the law is completely handed over to the district/city government, this is to strengthen the management of elementary schools based on multicultural education in each region.

Policies on education depend on the problems that occur in society. Currently, the problem that occurs is differences in understanding and thinking about diversity. Diversity includes cultural values that exist in society. Cultural values come from

the place of residence and society, which is local wisdom which is the basis of multicultural education (Gómez & Marin, 2019; Liu, 2020). Societies that embody diverse cultural structures, both social cohesion and group interactions that form this unity on the axis of recognition and acceptance are at the focal point of multicultural education (Köşker & Erdoğan, 2020). The Education Policy for elementary schools based on the law is completely handed over to the district/city government, this is to strengthen the management of elementary schools based on multicultural education in each region.

During the pandemic, the government quickly made policies for managing learning according to the pandemic. So the policy is indeed a strategy to support learning activities in schools, especially elementary schools, so that the learning carried out is the result of the policies made. The government's role through the policy strategy that has been implemented at this time is making Government Regulation No. 57 of 2021 concerning National Education Standards, making a Joint Decree of 4 Ministers, namely the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs in the form of a Guide to Implementing Learning for the Year During the 2020/2021 Academic Year and 2020/2021 Academic Year, during the pandemic, the Minister of Education and Culture issued an Emergency Curriculum for Education Units through Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in special conditions and participants' learning needs students, and the Ministry of Education and Culture created Guidelines for Limited Face-to-Face Learning for Elementary Schools. Joint Decree of 4 Ministers, and Guidelines for Organizing early childhood education, primary education, and secondary education Learning during the Covid 19 pandemic. The government continues to maintain learning in any period, whether normal or pandemic, meaning that the government is always ready to support educational development by preparing regulations. Educational development, especially elementary schools, will be successful if supported by government policies quickly and appropriately because without policies as a basis, elementary school education will run without a legal basis. Elementary school education requires multicultural education as a development of sustainable development transformation.

## Discussion

National Education Problems in Indonesia include: Problems of Education Equity, Problems of Education Quality, Problems of Education Efficiency and Relevance of Education, while the challenges of National Education in Indonesia are the Development of Science and Technology, Population Growth Rate, and the Geographical Location of the Indonesian Region (Patandung & Panggua, 2022). The Ministry of Education, Culture, Research and Technology has a vision that the positive impact of this intervention will later become an organic and sustainable part of the Indonesian education landscape. A number of technological intervention devices mentioned above have been planned for a wider spectrum of functions and visions - as an integral part of teacher career development and a companion to the lifelong learning process. In addition, this intervention is also intended as a communication channel among various education stakeholders to facilitate collaborative discussions among teachers, administrators, and parents (Wang, dkk., 2023).

Multicultural education is learning that uses a comprehensive approach for all students regardless of anything and prepares them to face obstacles that prevent many students from being able to access education that is very important for their future (equity and justice) (Gollnick & Chinn, 2013). Multicultural education based on local wisdom in elementary schools is summarized in the meaning of local wisdom values themselves. The main aim of multicultural education is to instill attitudes of sympathy, respect, appreciation and empathy towards followers of different religions and cultures. The hidden goal of multicultural education is to prevent internal and external conflicts that will occur one day because based on data, facts and history, many conflicts have occurred, ranging from simple to complex conflicts.

Multicultural education policy to increase awareness about diversity and generate ideas about emotional, affectional and cultural dimensions. Diversity can be viewed vertically and horizontally. The horizontal perspective creates conditions for conflict to become the basis for the government to create multicultural education policies based on local wisdom. Current modern education policies do not bring peace and improve students' competence regarding diversity. Elementary school students currently have a diverse composition ranging from religion, gender, ethnicity, race and culture as well as social strata. Students interact and socialize in carrying out various activities in elementary school among their peers, thus having an impact on learning achievement (Winkler, 1975; Ivenicki, 2021). Policies are made from several stages, namely initiation, reformulation of opinions, emergence of alternatives, discussion and debate, legitimation, and implementation (Bell & Stevenson, \_\_\_\_\_).

Multicultural education policies including Citizenship and Citizenship Education support the diversity of students to be trained and educated in character to become good citizens in contributing to civic life. Students become able to appreciate many identities, such as in European countries, namely France, Switzerland and England, which refers to multicultural education policies (Radhouane & Maleq, 2020). Elementary schools need multicultural education based on holistic local wisdom in order to successfully implement multiculturalism and positive values of local wisdom through policies, curriculum and learning because elementary schools construct areas of multicultural education based on local wisdom. Multicultural education based on holistic

local wisdom can have contextual implications for society considering the potential for bringing to life the idealism enshrined in the Indonesian state motto, namely *Bhinneka Tunggal Ika*.

Educational policy implementation is a multidirectional and objective change process to implement certain policies into practices that influence the education system at several levels such as the elementary school level. Implementation presents similar contexts and challenges at primary and secondary levels (Gubernur Kalimantan Tengah, 2011), while the issues differ significantly in vocational, higher and further education (Viennet & Pont, 2017). To be successful, policy implementation requires a policy strategy. This strategy is very important in helping in establishing mechanisms to achieve the specified goals (Sebayang & Swaramarinda, 2020). Implementation of education policies at the elementary school level requires a strategy to establish a system to achieve sustainable development goals. The elementary school education system based on multicultural education that has been supported by government policies can contribute to developing students' characters so that they are able to play an active role in sustainable development.

The concept of multicultural education is essentially to increase the sensitivity and communicative abilities as well as the flexibility and innovation of students in the context of this inevitable globalization. All of this aims to participate as world citizens. Therefore, the education system should be able to provide multicultural education and be sensitive to the challenges of world globalization, including during the Covid-19 pandemic. multicultural education aims to prepare students to be active and participate in the global world with cross-cultural understanding (Hakim, dkk., 2018).

## CONCLUSION

The role of government through policy is needed by elementary schools to become a practical guide. The practice of educational policy regarding the curriculum, which involves learning, is very dependent on the government's policy strategy in preparing standards. The government has made a policy regarding national education standards which is one of the basic strategies for creating a curriculum.

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