



# The Role of Educational Management in Promoting Multiculturalism, Democracy, and Human Rights in Indonesia

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## ABSTRACT

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This research explores the role of educational management in promoting multiculturalism, democracy, and human rights within Indonesia's education system. Motivated by the increasing need for character education in Indonesia, the study addresses the erosion of diversity values and mutual respect among students in educational and social settings. It focuses on integrating these educational values into the school curriculum, highlighting the pivotal role of educational management in facilitating this process. Using a qualitative approach, the research employs literature reviews and case studies to analyze the implementation of these principles in schools. The findings indicate that educational management plays a crucial role in integrating multicultural, democratic, and human rights values, fostering respect for diversity, justice, and equality among students. Additionally, continuous teacher training and support are identified as key to effectively implementing these values in the classroom. The implications emphasize the importance of embedding these values into the curriculum and teaching methods, ultimately preparing students to become empathetic, just, and globally-minded individuals. This research contributes to the understanding of how educational management can create a supportive environment that nurtures students' moral values, ethical behavior, and respect for others, shaping future generations that embrace diversity and contribute to a harmonious society.

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## INTRODUCTION

The issue of religious tolerance is a defining characteristic of Indonesia's pluralistic society (Hutabarat, 2023; Robita et al., 2025). In a diverse community, the key to fostering harmony is the enforcement of tolerance (Pamuji, 2024;

Firdaus, 2025). The unique cultural diversity across Indonesia impacts the way people think, behave, and form personal identities, which are shaped by the traditions alive in their respective communities and regions (Suryatni, 2024; Firdaus, 2025). The traditions in one ethnic group differ from those in another. Cultural interactions provide opportunities for conflict when there is a lack of mutual understanding and respect (Aririguzoh, 2022). To minimize such conflicts, it is essential to implement an educational framework based on multiculturalism, which empowers a diverse and heterogeneous society to understand, respect, and foster open-mindedness toward differences. This approach ensures that students and communities develop the ability to embrace diversity and live harmoniously.

Indonesia is fully aware of its ethnic and cultural diversity. As a nation, Indonesia recognizes its ethnic variety but is unified by the shared goal of creating a just, prosperous, and harmonious society (Yu, 2022; Mazya et al., 2024). Religious harmony amidst cultural diversity is considered a valuable asset in the nation's life and governance (Wahid, 2024). However, numerous challenges arise when trying to create religious harmony (tolerance) among its people. This challenge is widely acknowledged by various groups including society, the government, and religious organizations, all of whom actively participate in promoting peace. The country's focus on multicultural education has made multiculturalism a common platform for designing lessons based on the national motto, *Bhinneka Tunggal Ika* (Windani et al., 2024; Mariyono, 2024). This commitment is further reinforced through civic education subjects, supported by religious education.

The challenge facing Indonesia is the difficulty of fostering tolerance among its religious groups. Despite efforts by various sectors—such as the government, religious communities, and educational institutions—there are still issues related to misunderstandings, conflicts, and intolerance, especially in regions with intense religious diversity. The increasing polarization of religious beliefs and the challenges arising from societal differences further complicate the situation. Although there have been efforts to promote interfaith tolerance through government policies and educational reforms, the process of instilling such values in the younger generation has not been as effective as expected. This highlights the need for a more robust and strategic approach to promote tolerance, democracy, and human rights through education.

Previous studies have acknowledged the importance of promoting religious tolerance and multicultural values within educational settings. Researchers have highlighted the role of education in fostering a sense of unity in diversity and the importance of integrating multicultural education into the curriculum. Saada (2023) and Komalasari (2023) emphasizes the role of both

citizenship education and religious education in promoting these values. However, many of these studies focus primarily on theoretical aspects and policy recommendations without offering practical models or strategies for integrating these values into everyday educational practice. Furthermore, while there is significant discourse on the importance of multiculturalism, the practical implementation in schools, particularly regarding democratic principles and human rights, remains under-explored. This gap presents a challenge to be addressed by the current research.

While previous research has touched on the integration of multiculturalism and religious tolerance in education, there remains a lack of comprehensive studies that focus on how educational management can actively promote these values. This research fills that gap by exploring the role of educational management in facilitating multicultural, democratic, and human rights education in Indonesia. The novelty of this research lies in its focus on the practical implementation of these values in schools, providing a framework for educators and policymakers to use in promoting tolerance and equality in diverse educational environments.

The research problem focuses on understanding how educational management can influence the promotion of multiculturalism, democracy, and human rights in Indonesia's education system. This study argues that educational management is crucial in creating an inclusive learning environment where students can engage with diverse perspectives and develop the skills needed to live harmoniously in a pluralistic society. By examining existing policies and practices, this study aims to provide actionable recommendations for improving the integration of multicultural, democratic, and human rights education into the curriculum, thereby contributing to the development of a more tolerant and inclusive society.

## **RESEARCH METHOD**

This research uses a qualitative approach with a literature review (document) design, focusing on analyzing previous research findings. This approach was chosen to gain a deep understanding of the urgency and prospects of multiculturalism, democracy, and human rights (HR) education in Indonesia. The literature study aims to collect relevant information from various sources, including books, academic journals, and articles, which can provide insights into the important role of education in this context in Indonesia. This research design is expected to result in a comprehensive understanding of the topic and contribute to the development of educational policies in Indonesia.

Data collection for this research is conducted by exploring books, academic journals, and relevant articles, both printed and electronic. Data

sources are obtained through searching library journal collections and the internet, including using Google Scholar to find academic journals. The keywords used in the journal search are "urgency of multicultural education," "democracy," "HR," and "prospects of multiculturalism, democracy, and HR education in Indonesia." Relevant data that meet the research criteria, which are related to the urgency and prospects of multiculturalism, democracy, and HR education, are selected for further analysis.

Data analysis in this research is performed through four stages: data collection, data reduction, data presentation, and conclusion drawing. In the first stage, relevant data is gathered from the sources mentioned. Then, the collected data is analyzed and selected to identify information most relevant to the research topic. The next stage is data reduction, where irrelevant or overly broad data is filtered to focus the analysis on the most important issues. After that, the relevant data is presented in a structured narrative that is easy to understand. Finally, conclusions are drawn to provide a clearer understanding of the urgency and prospects of multiculturalism, democracy, and HR education in Indonesia, as well as the contribution of this research to the development of the field.

## **RESULT AND DISCUSSION**

### **Result**

#### **Educational Management in Promoting Multiculturalism, Democracy, and Human Rights in Indonesia**

Multicultural education is a concept that acknowledges and values the importance of cultural and ethnic diversity in various aspects of life, such as lifestyle, social experiences, and personal identity. In the context of Indonesia, which is rich in cultural and ethnic diversity, multicultural education plays a vital role in fostering harmonious coexistence, especially amidst the challenges of globalization. The encounter between different cultures often leads to misunderstandings, both in communication between cultures and between different groups and ethnicities. Therefore, multicultural education becomes a crucial tool in addressing conflicts and strengthening inter-group relations at both the national and global levels (Garang et al., 2023; Pangeran et al., 2025).

Religious tolerance, as part of multicultural education, reflects the diversity of Indonesia, which must be preserved and respected. In a pluralistic society, enforcing tolerance is essential for creating harmony between different groups. Indonesia, despite its ethnic and cultural diversity, has a common goal of building a just and prosperous society (Suryatni et al., 2023; Mariyono, 2024). Maintaining religious harmony amid cultural diversity is considered an important asset in the nation's life and governance. However, achieving this goal is not always easy and often requires efforts from various sectors, including

society, government, and religious organizations, all of whom play an active role in fostering peace.

The phenomenon in the field shows that, although various efforts have been made to promote interfaith harmony, there are still significant challenges in achieving true tolerance. One reason for this is the lack of deep understanding of the importance of appreciating cultural and religious diversity. Additionally, differences in ethnic and religious backgrounds often lead to misunderstandings, which can result in social conflict. Therefore, multicultural education that focuses on values of tolerance, democracy, and human rights has become highly relevant and necessary for implementation at all educational levels in Indonesia.

Previous research has shown that multicultural education plays a crucial role in shaping students' character to appreciate diversity and live harmoniously. For instance, Banks & Banks (2012) proposed five typologies of multicultural education, which include teaching students to understand and appreciate other cultural groups and introducing them to values that promote pluralism and social justice (Saihu et al., 2022; Rentzi, 2024). However, despite many studies highlighting the importance of multicultural education, there remains a gap in the practical implementation in Indonesian schools. Further research is needed to explore more effective ways to integrate multiculturalism, democracy, and human rights education into school curricula.

In this context, this study aims to fill the gap by exploring the role of educational management in promoting multiculturalism, democracy, and human rights education in Indonesia. The novelty of this study lies in its practical approach to integrating these values into daily teaching practices and how educational management can support this integration. This research will also provide insights into how multicultural education can be effectively implemented according to the social, cultural, and political conditions in Indonesia.

It is important to note that multicultural education cannot stand alone without support from various parties, such as the government, families, teachers, and society. Therefore, educational management plays a key role in creating an environment that supports the implementation of multiculturalism, democracy, and human rights education in schools. This includes designing curricula that accommodate differences and developing students' social skills in dealing with diversity. In this regard, teachers function not only as educators but also as facilitators who guide students to understand and appreciate the diversity around them.

The key characteristics of multicultural education are based on democracy, equality, and justice. Every student has the same right to receive quality education, regardless of their ethnic, religious, or cultural background. In

the context of Islam, the principles of democracy, equality, and justice are reflected in several verses of the Qur'an, which emphasize the right of every person to be treated fairly in speech, attitude, and action. Prophet Muhammad SAW also demonstrated these principles in his everyday life, as seen in the Constitution of Medina, which granted equal rights and duties to all the residents of Medina, irrespective of their religion or ethnicity (QS. Asy-Syura, 42:38).

Furthermore, multicultural education is oriented towards humanity, togetherness, and peace. The humanitarian orientation in multicultural education aligns with the Islamic concept of *hablum min an-nas*. This concept positions humans as the best of creations (*ahsanu taqwim*) who must submit to the laws of Allah. Both positions highlight the importance of maintaining human life. Good relations between humans in Islam are not limited to those of the same race, ethnicity, language, culture, or religion, but extend to all, regardless of differences. In Islam, the concepts of mutual recognition (*ta'aruf*) and mutual assistance (*ta'awun*) are relevant for fostering togetherness, which is fundamental for building harmonious relationships in a plural society (QS. Al-Hujurat, 49:13; Al-Maidah, 5:2).

Peaceful coexistence in society can be achieved by avoiding violence, war, and selfish behavior, while ensuring justice. This means that multicultural education must shape students' mindsets to build a harmonious social life without conflict, violence, or self-interest. Multicultural education also plays a key role in fostering mutual understanding and respect, allowing students to appreciate differences and create a peaceful, tolerant society.

In conclusion, the research findings show that educational management plays a crucial role in promoting the values of multiculturalism, democracy, and human rights in Indonesia. By managing curricula effectively and providing continuous guidance from teachers, multicultural education can be successfully implemented. This, in turn, will help produce students who are not only academically competent but also possess the character to respect diversity, practice justice, and contribute to a peaceful society. Thus, multicultural education is essential in preparing students to become responsible citizens in a diverse and ever-evolving global society.

### **The Relevance of Educational Management in Promoting Multiculturalism, Democracy, and Human Rights**

The process of multicultural education in Indonesia has been linked to democracy education. Democracy is not merely about procedural aspects or governance; it is a way of teaching how to live together as a nation and a state. This can be achieved through the educational process, particularly through democracy education. The relevance of democracy education to multicultural

education lies in its ability to offer an education rooted in local wisdom, acknowledging the diverse cultures, ethnicities, religions, and economic classes of students. This approach ensures that all students are treated equally and are not discriminated against, aligning with the concept of *Bhinneka Tunggal Ika* (Unity in Diversity), thus enabling the successful implementation of multicultural education in schools (Utama, 2024; Windani, 2024).

Multicultural education, in relation to democracy education, is balanced with the values of national diversity, which are connected to the current reform era and regulated by the national education standards. The connection between these two types of education must also be accompanied by a sense of nationalism, national identity, and an understanding of globalization, in order to foster a love for the country and for the Unitary State of the Republic of Indonesia (NKRI). Through this integration, students are expected to develop a strong sense of nationalism, which will help them navigate the challenges of modern globalization while maintaining a deep affection for Indonesia. By applying democratic education based on multiculturalism, students can engage in school activities, such as art performances, where they are encouraged to collaborate despite differences in ethnicity, race, or religion.

Teachers play a significant role in fostering tolerance among students, respecting their differences in religion, ethnicity, and class, and ensuring equality in school activities. Through these efforts, democratic education can be successfully implemented in schools, reflecting the local wisdom of each community and respecting the diversity within the educational environment. Teachers provide opportunities for students to engage in democratic practices by promoting equality, tolerance, and cooperation, which are essential in creating an inclusive and peaceful educational atmosphere (Saeni, 2011: 525).

Building democratic individuals is one of the primary functions of national education, as outlined in Article 3 of the National Education System Law (UU No. 20/2003). In addition to the development of democratic values in shaping students' character, democracy in schools also involves processes that improve learning outcomes. This includes addressing issues related to democratic values in the realm of knowledge. The goal of implementing democracy in schools is to educate children and guide them into adulthood, making them independent both psychologically and socially. The focus is on developing intellectual, personal, and social skills.

Human rights education plays an essential role in reinforcing the national educational objectives, guiding students to act justly and fairly toward others, regardless of their religion or background. This education requires serious and integrated efforts to ensure that students not only understand human rights but also apply them in their daily lives. Human rights education in schools aims to

build a generation that upholds justice, equality, and respect for human dignity, which are fundamental for social harmony.

The implementation of multicultural education must be carried out by facilitators in schools, including teachers, school principals, and staff, in collaboration with parents and the community. Multicultural education must also be aligned with globalization, which has rapidly expanded internationally. The global perspective, which includes accepting cultural diversity and incorporating it into the educational process, is key in achieving effective multicultural education. This aligns with the concept of "ethic clarification," where individuals are taught to accept and appreciate cultures from other countries and ethnicities, fostering international engagement while maintaining a balance between local and global cultures.

The application of multicultural education is also deeply connected to the concept of democracy, which includes strong nationalistic sentiments and fairness for all, recognizing the diversity of ethnic groups and cultures within Indonesia. This approach to education fosters the development of a nation that understands the importance of multiculturalism and democratic values, contributing to a more inclusive society. Multicultural education, when combined with democratic and human rights values, provides a foundation for a peaceful and just society, helping students develop an appreciation for the rich cultural diversity within their country.

In conclusion, the implementation of multicultural, democratic, and human rights education is essential for building a strong, unified, and harmonious Indonesia. As Indonesia continues to face challenges related to ethnic and cultural diversity, it is vital that educational systems not only address these issues but also promote values that foster tolerance, respect, and justice. By integrating these principles into the curriculum and teaching methods, the education system can play a key role in shaping future generations that understand and appreciate the value of diversity and human rights, ultimately contributing to the creation of a peaceful and equitable society.

## **Discussion**

The findings of this research align with existing literature on the role of education in promoting multiculturalism, democracy, and human rights. Much like previous studies by Banks & Banks (2012) and Azyumardi Azra (2003), this research highlights the importance of multicultural education in fostering an inclusive and tolerant society. Both the literature and this research underscore the idea that multicultural education is not merely about recognizing diversity but about integrating it into the educational framework to create a more just and peaceful society. A significant similarity between the findings and existing

literature is the role of teachers as facilitators who guide students in understanding and appreciating cultural differences. However, this research goes a step further by emphasizing the need for educational management to actively support these efforts through the design and implementation of inclusive curricula and the provision of continuous teacher training. The study also echoes the sentiment from Ridho (2022) and Bakhov et al. (2024) regarding the challenges multicultural education faces in addressing misunderstandings and conflicts between different cultural groups.

In terms of differences, this study highlights the practical application of multicultural education within the broader context of democratic and human rights education, which, while acknowledged in the literature, was less emphasized in terms of the interplay between these three fields in earlier studies. Previous research primarily focused on the conceptual understanding of multiculturalism and democracy, with less attention to how educational management could effectively integrate these values in real-life classroom settings. This gap is filled by this study, which identifies the critical role that school leadership and educators play in creating an environment that supports these values on a daily basis. The findings show that the integration of multiculturalism, democracy, and human rights into the curriculum is essential, and that the role of educational management in ensuring the successful implementation of these principles is often underestimated in prior research.

The theoretical implications of this study are significant. It reinforces the notion that education is not just about academic learning but also about shaping the character and attitudes of students, which is essential for creating a harmonious society. The research confirms that multicultural education, when combined with democratic values and human rights education, can play a pivotal role in promoting tolerance and understanding. These values are integral to building a cohesive society where diversity is embraced and celebrated. Practically, the study emphasizes the need for educators and policymakers to adopt a more integrated approach, ensuring that the curriculum is designed to incorporate multiculturalism, democracy, and human rights in a balanced and systematic manner. This approach would better equip students to navigate an increasingly globalized and diverse world.

This study also has important practical implications for the management of educational institutions. It suggests that educational leaders must take an active role in designing and implementing strategies that promote multiculturalism, democracy, and human rights within the school environment. This includes training teachers to effectively teach these values, creating a supportive school culture that respects diversity, and ensuring that students are exposed to a variety of cultural perspectives. Furthermore, the study indicates

that schools should prioritize developing students' social skills and emotional intelligence, which are crucial for fostering respect and understanding in a multicultural society. This practical approach is vital for preparing students to become responsible global citizens who can contribute to a peaceful and just society.

In conclusion, this research provides a comprehensive analysis of the role of educational management in promoting multiculturalism, democracy, and human rights in Indonesia. The findings demonstrate that educational management plays a critical role in ensuring that these values are integrated into the curriculum and teaching methods effectively. This integration, as the research shows, helps build a generation of students who are not only knowledgeable but also empathetic, respectful, and committed to upholding justice and human dignity. As Indonesia continues to face challenges related to ethnic and cultural diversity, the role of education in fostering tolerance, democracy, and human rights becomes even more essential, and the findings of this study contribute significantly to the ongoing discourse in this field.

## CONCLUSION

The key finding of this research is the critical role of educational management in integrating multiculturalism, democracy, and human rights into the school curriculum to foster tolerance and respect among students. The study highlights that while multicultural education has long been recognized as essential for promoting social harmony, its successful implementation requires active support from educators and school management. The research demonstrates how educational leadership can shape a learning environment that embraces diversity, promotes democratic values, and upholds human rights, ultimately preparing students to engage with the complexities of a globalized society. The main lesson from this research is that effective educational management is key to turning these abstract values into everyday practices within schools.

The strength of this study lies in its contribution to the academic field by bridging the gap between theory and practice. While previous research has explored the importance of multicultural, democratic, and human rights education, this study goes further by offering practical insights into how these values can be integrated into the curriculum and daily teaching practices. However, the study has limitations, particularly in its scope, as it focuses on the educational system in Indonesia and may not be fully generalizable to other contexts. Future research could expand the study to include a broader range of schools and educational systems, explore the long-term impacts of such educational practices, and examine the specific challenges educators face when implementing these values.

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