



A Literature Review on the Cultural Perspective Study in Elementary School Education in Indonesia

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Abstract: In Indonesia, the intricate tapestry of cultural diversity offers both unique opportunities and challenges within the educational sector. The integration of cultural context into education has garnered increasing interest, highlighting the potential for traditional practices and cultural nuances to significantly enhance learning outcomes. This study delves into the cultural dimensions of Indonesian basic education by conducting a comprehensive literature review, examining scientific inputs on the incorporation of cultural perspectives into the educational landscape. Utilizing a qualitative research methodology, the study embarked on a meticulous process of literature source identification, selection, data collection, analysis, and manuscript refinement. The synthesis of findings from diverse studies reveals that embedding cultural contexts and traditional practices, particularly in mathematics and music education, markedly benefits students' comprehension, learning experience, and overall academic growth. The research underscores the transformative impact of ethnomathematics and traditional music literacy, suggesting their inclusion in teaching methodologies to enrich educational content with Indonesia's rich cultural heritage. Moreover, the study identifies challenges such as implementation hurdles and the need for pedagogical innovation, advocating for ongoing research to assess the broader impacts of culturally responsive education on students' multifaceted development across various cultural settings. This exploration establishes a foundation for further academic inquiry and practical application, emphasizing the necessity of a culturally enriched educational framework that respects and promotes Indonesia's diverse cultural identity while fostering academic excellence and social cohesion.

Keywords: literature review, cultural perspective, education, elementary school

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INTRODUCTION

Cultural perspectives must be considered in primary school education in Indonesia. Several studies have shown that a traditional musical literacy approach can help elementary school teacher education students understand and appreciate the diversity of Indonesian musical culture (Sularso, 2022). The school environment can also play a role in shaping student character and strengthening cultural values (Arifiya & Prasasty, 2021). In addition, the management of education management is also an important aspect of managing education in Indonesia (Palettei et al., 2021). Issues of multicultural education, segregation, and inclusion are also important issues related to education in Indonesia (Irawati & Winario, 2020). By paying attention to the cultural perspective in elementary school education, it is hoped that it can create an inclusive learning environment and enrich students' learning experiences.

Research on cultural perspectives in primary school education in Indonesia holds significant importance. The importance of this research includes understanding cultural diversity. Sularso (2022) and Yulfita and Bose (2022) help in comprehending and appreciating Indonesia's cultural diversity. This understanding is crucial for creating an inclusive learning environment and enriching students' learning experiences in primary schools. Furthermore, to enhance the quality of education, Alpikar (2021) examines factors affecting education quality, such as the zoning system for new student admissions and school culture. Understanding these factors enables efforts to improve the quality of education in elementary schools. Additionally, the integration of culture into the curriculum, as discussed by Afrilyna and Hutabarat (2023), highlights the significance of including cultural elements in education, through civics and Christian religious education. It is vital for primary school education to not only focus on academic aspects but also to develop character and cultural values. Conducting research on cultural perspectives in primary school education in Indonesia offers insights into how culture can be integrated into education and its impact on the quality of education and student learning experiences.

A literature review, closely aligned with prior research and explorations necessary for advancing the cultural perspective within elementary school education in Indonesia, is presented. Sularso (2022) conducts research on the musical literacy approach, exploring how it shapes elementary students' perceptions of their schoolteachers' efforts to impart knowledge about the diversity of Indonesian musical culture. This research

provides an understanding of how a traditional music literacy approach assists students in constructing a comprehensive understanding of Indonesian traditional music. This research provides an understanding of how a traditional music literacy approach can assist students in constructing a comprehensive understanding of Indonesian traditional music. Furthermore, [Afrilyna and Hutabarat \(2023\)](#) delve into the empowerment of religious freedom in Indonesia through Christian religious education within school systems. Their study reveals how the implementation of religious freedom can be realized through Christian religious education, fostering a culture of mutual respect in the Indonesian context. Lastly, [Yulfita and Bose \(2022\)](#) undertake research to document and nurture the cultural arts of Central Bengkulu. Their work offers insights into the status and evolution of traditional art and culture in the Central Bengkulu Regency, an invaluable aspect of preserving local heritage. Drawing from the wealth of insights garnered from these antecedent studies, we can enrich our comprehension of cultural perspectives within primary school education in Indonesia, thereby pinpointing fields necessitating further research exploration.

Previous research conducted by [Sularso \(2022\)](#) discusses the perceptions of elementary school teacher education students regarding the diversity of Indonesian musical culture using a musical literacy approach. However, more extensive research is needed to involve a greater number of respondents and to gain a deeper understanding of how traditional music literacy can contribute to knowledge about Indonesian traditional music. [Sudigdo et al. \(2020\)](#) conduct research on cultural diversity in children's poetry by elementary school students. More comprehensive research is required to comprehend the multicultural values inherent in these children's poems and how they can effectively serve as learning resources in elementary schools. [Ramlan et al. \(2023\)](#) discuss the character values of elementary school education from the perspective of Sundanese culture's local wisdom. Yet, more extensive research is needed to understand how the indigenous wisdom of diverse cultures across Indonesia can be integrated into elementary school education to fortify national identity and preserve cultural heritage. A further gap arises from [Winarnita et al. \(2022\)](#) who discuss the relationship between fashion, identity, and capitalism. Nonetheless, more specific research is necessary to explore how fashion culture in Indonesia can be integrated into elementary education, enhancing students' learning experiences and fostering cultural distinctiveness. The objective of this research is to connect existing foundational knowledge by deepening the comprehension of cultural perspectives within elementary education in Indonesia. This literature review aims to analyze and summarize existing understandings regarding cultural perspectives in the context of basic education in Indonesia. Through this research, we aspire to identify various approaches, concepts, and practices utilized to comprehend, incorporate, and apply cultural elements in the realm of basic education. Another goal is to identify cultural factors capable of influencing the teaching and learning processes at the primary education level, along with exploring the potential impact of adopting an approach that takes cultural perspectives into account on students' learning experiences. By elaborating on existing insights, this research intends to provide a more comprehensive outlook on the role of culture in the context of basic education in Indonesia. This can serve as the foundation for the development of more inclusive, culturally relevant, and effective educational strategies in the future.

METHODS

This study adopted a qualitative research approach using a literature review methodology as illustrated by [Charli et al. \(2022\)](#). The aim was to investigate and delineate the implementation of cultural perspectives in elementary school education in Indonesia. The study unfolded in several stages: (1) Source Identification and Selection; The first stage in this process was the identification and selection of literature sources. We searched for research articles, books, conference reports, and other materials relevant to the topic of an educational culture perspective in academic databases, including Google Scholar, Scopus, JSTOR, and ERIC ([Rasheed et al., 2019](#)). We employed keywords like "Cultural Perspective", "Education", and "Elementary School". Source selection was guided by relevance, quality, and publication date, with a primary emphasis on sources published within the last decade ([Fink, 2019](#)); (2) Data Collection; After source selection, the data collection phase ensued. This involved meticulous reading and meticulous documentation of pivotal information on various dimensions of the cultural perspective in primary school education. These aspects encompassed theoretical assumptions, educational applications, benefits, and challenges, as well as future implications ([MacLeod et al., 2023](#)).

Data analysis entailed the systematic categorization and interpretation of the amassed information. The data was organized around predominant themes that emerged, including definitions and assumptions surrounding the cultural perspective in primary school education. This process aimed to discern cultural factors influencing teaching and learning at the primary education level and to evaluate the potential repercussions of embracing an approach founded on this cultural perspective on students' learning experiences. The final stage, Revisions and Improvements, involved meticulous manuscript revision and refinement. A thorough review was undertaken to ensure the accuracy, comprehensiveness, and lucidity of conveyed information. This meticulous review

encompassed every facet of the manuscript to ensure it provided an extensive and comprehensive comprehension of learning from both educational and cultural viewpoints (Charli et al., 2022).

RESULT AND DISCUSSION

The implementation of a cultural perspective in primary school education in Indonesia yields a significant impact on student learning and learning experiences. Drawing upon conducted research, pertinent outcomes and discussions are expounded below:

Table 1. Research Result

Article Title (Author)	Research Focus
Ethnomathematics in Sundanese Culture from Scopus Database: Systematic Literature Review (Supriyadi et al., 2022)	The study aims to examine the current state of research on Sundanese ethnomathematics. This includes an exploration of the definitions and characteristics attributed to ethnomathematics in prior studies, as well as This includes an exploration of the definitions.
Music Literacy Approach: shows that the traditional music literacy approach can help elementary school teacher education students to construct knowledge about Indonesian traditional music (Sularso, 2022)	The research focuses on the traditional music literacy approach and its impact on the knowledge construction of elementary school teacher education students regarding Indonesian traditional music.
Implementation of Music Material Based on the 2013 Thematic Curriculum for Elementary Schools in the District of Sewon, Bantul, Yogyakarta (Yunita et al., 2021)	The research focuses on the implementation of music material based on the 2013 thematic curriculum within elementary schools in the Sewon district of Bantul, Yogyakarta. The study aims to examine how the teaching of music arts, specifically within the context of the thematic curriculum, is implemented and whether the desired competency outcomes are achieved.
Implications of Religious Freedom through Christian Religious Education (Afrilyna & Hutabarat, 2023)	This research discusses the realization of religious freedom in Indonesia through Christian religious education in schools. This research sheds light on the significance of religious freedom within the framework of a culture underpinned by mutual respect in Indonesia.
Local Content Education as the Cultivation of the Character of Love for the Motherland (Nurdian et al., 2021)	The study focuses on the role of local content education in cultivating the character trait of patriotism among elementary school students. The study specifically highlights the use of Banjar art and culture as a means of instilling this character trait.
Challenges and Strategies in Developing Sociolinguistic Competence for Indonesian Elementary School Students (Muzaki, 2023)	The focus of this research is on developing sociolinguistic competence in Indonesian elementary school students. Sociolinguistic competence refers to the ability to use language appropriately across different social and cultural contexts, which is a crucial part of language education. The paper identifies challenges such as selecting suitable materials and activities, considering cultural diversity, and developing effective teaching strategies. It proposes methods to enhance sociolinguistic competence through authentic materials and activities that are relevant to Indonesian culture and language
EFL Teachers' Perceptions Regarding Cultural Awareness in ICT-Based Learning in Indonesian Elementary School Context (Sutiyono & Maximilian, 2023)	The study aims to understand how EFL teachers in Indonesia perceive the integration of ICT in teaching English to elementary school students, with a specific emphasis on cultural awareness. It seeks to explore the role of ICT in facilitating the teaching of cultural content within the English language curriculum

Character Values of Elementary School Education from the Perspective of Local Wisdom of Sundanese Culture (Ramlan et al., 2023)	The research concentrates on exploring the integration of Sundanese cultural values into character education in elementary schools, with an emphasis on understanding how these values can contribute to developing a comprehensive educational approach that nurtures character development among young learners
Implementation of Moderate Islamic Values at Elementary Schools in Indonesia (Godal et al., 2023)	The focus of this research is on understanding how moderate Islamic values are integrated within the context of elementary schools in Indonesia. Given Indonesia's status as the world's most populous Muslim country and its cultural diversity, the study investigates the implementation strategies of these values to promote tolerance, mutual respect, and moral character among young learners
Portrait of students' language politeness in elementary school (Susandi et al., 2024)	This research aims to describe instances of language impoliteness observed among elementary school students and identify violations of politeness maxims during classroom interactions. The study specifically looks at how cultural backgrounds, such as the rough and smooth Javanese language cultures, influence students' communication behaviors
Cultural Values' Integration in Character Development in Elementary Schools: The Sukuraga as Learning Media (Nurasiah et al., 2022)	The research is centered on the integration of cultural values for character development in elementary education, utilizing Puppet Sukuraga as a medium. It addresses the neglect of the affective domain in teaching during the pandemic and seeks to enrich character education through culturally relevant applications
Development of Pluralism Education in Indonesia: A Qualitative Study (Nurman et al., 2022)	The research focuses on the strategies of pluralistic education in Indonesia, assessing how current education policies and practices accommodate cultural diversity among students and promote an inclusive educational environment.
Religious Culture Implementation Model for Elementary School Students in the City of Palu, Indonesia (Pettalongi et al., 2022)	The research concentrates on understanding the models used for implementing religious culture in an Islamic elementary school setting and how these models affect students' character, attitudes, emotional intelligence, tolerance, and mutual respect
Interactive multimedia based on Indonesian cultural diversity in Civics learning in elementary schools (Sartono et al., 2022)	focuses on developing and assessing the effectiveness of interactive multimedia as a learning medium for Civics education in fourth-grade of elementary schools, emphasizing Indonesian cultural diversity.
A Review of Culture-Based Learning at Primary Level in Indonesia (Patras et al., 2023)	presents a comprehensive examination of the implementation of culturally responsive teaching (CRT) or culture-based learning in Indonesian primary schools

The article titled "Ethnomathematics in Sundanese Culture from Scopus Database: Systematic Literature Review" by Supriyadi et al. (2022) shows the utilization of ethnomathematics within Sundanese culture and its influence on students' comprehension and acquisition of mathematical concepts. Through the integration of cultural context and traditional practices, like the incorporation of religious symbols and specialized instructional materials, students' grasp of mathematics can be significantly enhanced. Ethnomathematics demonstrates a constructive effect on students' academic progress, fostering heightened creative thinking, improved geometry comprehension, and enhanced algebraic skills. By assimilating cultural context and customary practices, including the use of religious symbols and specialized teaching aids, students' understanding and learning of mathematics are further elevated. Overall, the systematic literature review on ethnomathematics in Sundanese culture highlights the importance of incorporating cultural context and traditional practices in mathematics education to enhance students' understanding and learning experiences. By acknowledging and valuing cultural perspectives, educators can establish a more comprehensive and purposeful learning milieu for their students.

It is recommended that educators contemplate the incorporation of elements from Sundanese ethnomathematics into their instructional strategies. Additionally, further research is advocated to ascertain the impact of ethnomathematics on students' academic, social, and physical development, as well as the efficacy of diverse pedagogical approaches within varying cultural contexts. Ethnomathematics is also found to positively influence students' academic progress, including an enhanced capacity for creative thinking, better comprehension of geometry, and refined algebraic skills. However, challenges emerge in the implementation of ethnomathematics in the Sundanese cultural context, necessitating further investigation to comprehend these obstacles and explore potential solutions. This literature review assesses the present state of research on Sundanese ethnomathematics, encompassing the definitions and attributes of ethnomathematics employed in preceding studies, alongside methodological complexities and plausible applications. The review is based on a systematic search of leading mathematics education journals. This research explores the use of Sundanese ethnomathematics in education and cultural understanding, utilizing a variety of research objectives and methods, including didactic design analysis, instructional design research, and ethnographic field study. The results indicate that incorporating cultural context and traditional practices, such as the use of religious symbols and specialized teaching materials, can improve students' understanding and learning experiences.

The article titled "Music Literacy Approach" authored by [Sularso](#) (2022) presents how the traditional music literacy approach can facilitate elementary school teacher education students in constructing a comprehensive understanding of Indonesian traditional music. This contributes to strengthening the multicultural identity and spirit of prospective elementary school teachers in Indonesia. The traditional music literacy approach entails the infusion of cultural elements and practices into music education, allowing students to cultivate a profound comprehension and genuine admiration for their cultural heritage. By leveraging the traditional music literacy approach, elementary school teacher education students can increase their understanding of Indonesian traditional music and its cultural meaning. This approach concurrently bolsters their sense of identity and multicultural inclination, capacitating them to adeptly instruct and champion cultural diversity within the classroom setting. This research makes a valuable contribution to the realm of music education by accentuating the significance of embedding cultural perspectives and traditional methodologies within music literacy frameworks. This accentuation underscores the pivotal role of music education in nurturing multicultural insight and fostering appreciation among future elementary school educators in Indonesia. In sum, this study underscores the critical role of traditional music literacy approaches in enriching the process of knowledge construction, nurturing multicultural identity, and cultivating cultural appreciation among students pursuing elementary school teacher education. This accentuates the potential of music education to engender cultural diversity and inclusivity within the classroom environment.

Research by [Yunita et al.](#) (2021) shows music learning in elementary schools, aligned with the 2013 thematic curriculum, affording a profound and enriching musical learning journey. Employing quantitative research methods, the study delves into the execution of music arts lessons. The research outcomes affirm that embracing music education within the purview of the 2013 thematic curriculum yields an immersive and profound musical learning experience. Through the infusion of thematic components into music education, students are empowered to explore diverse musical concepts and skills in the broader context of an array of themes and subjects. The thematic curriculum methodology facilitates the seamless integration of music with other disciplines, fostering interdisciplinary connections and fostering a comprehensive comprehension of music concerning various knowledge domains. This approach elevates students' engagement and motivation in music learning, as they discern the applicability and resonance of music across varying contexts. Furthermore, this study highlights the importance of content integration and pedagogical improvement in the implementation of music materials based on the thematic curriculum. Content integration entails harmonizing music lessons with themes and topics addressed in other subjects, forging meaningful associations, and nurturing a profound grasp of both music and the broader curriculum. Pedagogical enhancements encompass the adept utilization of teaching strategies and methodologies catering to diverse learning styles, encouraging active participation in music learning. By embracing student-centered approaches like collaborative learning and hands-on activities, educators can foster an interactive and supportive learning milieu that augments students' musical acumen and knowledge. This research contributes to the field of music education by highlighting the benefits of applying music material based on the thematic curriculum in elementary schools. It emphasizes the importance of integrating music into the wider curriculum and adopting effective pedagogical approaches to enhance students' learning experiences in music. Overall, this study underscores the importance of implementing music materials based on a thematic curriculum in elementary schools, providing students with a comprehensive and engaging music education that cultivates their skills, knowledge, and appreciation of music.

Research conducted by [Afrilyna and Hutabarat](#) (2023) discusses the implications of religious freedom through the lens of Christian religious education. This research provides an understanding of the importance of religious freedom within a culture characterized by mutual respect in Indonesia. This study aims to analyze the role of Christian religious education in achieving religious freedom within the Indonesian context. Employing a

qualitative research method with a descriptive approach, the study collected data through literature reviews and interviews to gain insights into the implementation of Christian religious education in schools and its consequent impact on religious freedom. The results of the study show that the implementation of Christian religious education in schools significantly contributes to the realization of religious freedom. Through Christian religious education, students acquire a profound comprehension of the values associated with religious freedom and cultivate a spirit of mutual respect toward the diverse array of religions within Indonesia. This research underscores the importance of intertwining Christian religious content with the ideals of religious freedom within the educational sphere. The inclusion of Christian religious content within the educational curriculum serves to enhance students' grasp of and appreciation for Indonesia's religious diversity. In addition, this study emphasizes the pivotal role of educators in instilling Christian religious education that encourages religious freedom. Christian religious teachers have a responsibility to teach the values of religious freedom and develop mutual respect in the context of Indonesian culture. This research provides important implications for the development of Christian religious education curricula and teacher training to increase the understanding and implementation of religious freedom in Indonesia. The results of this research can potentially serve as a cornerstone for the fortification of Christian religious education, accentuating values of mutual respect and religious freedom within school environments. Overall, this study comprehensively discusses the ramifications of religious freedom through the conduit of Christian religious education in Indonesia. The research offers an in-depth understanding of the pivotal role of religious freedom within a culture marked by mutual respect in Indonesia, accentuating the instrumental role played by Christian religious education in realizing this overarching goal.

Research conducted by [Nurdian et al. \(2021\)](#) aims to explore the role of local content education in instilling a sense of patriotism among elementary school students. This research specifically highlights the use of Banjar art and culture as a means of cultivating this patriotic disposition. Regrettably, the provided references lack comprehensive details regarding the research methodology employed in this study. Nonetheless, it is pivotal to recognize the significance of character education within the educational framework ([Sutarna et al., 2021](#)). Numerous studies have explored diverse perspectives and approaches related to character education. One such study investigates the relevance of character education through the prism of the teachings espoused by the founders of Muhammadiyah. This research scrutinizes the development of character values developed by the government, employing a qualitative descriptive approach in literature research ([Salaeh et al., 2023](#)). Another inquiry delves into the concept of character education from Al-Ghazali's viewpoint as articulated in *Ihya' Ulumuddin*. Employing a qualitative approach in literature analysis, this study employs content analysis techniques ([Salaeh et al., 2023](#)). Another study conducted by [Akhwani and Romdloni \(2021\)](#) delves into character education implementation amid the COVID-19 pandemic within elementary schools. Employing a descriptive exploratory research method, they collected data through a survey of elementary school teachers, utilizing both open- and closed-ended questionnaires ([Akhwani & Romdloni, 2021](#); [Nurhasanah & Sarifah, 2022](#)). Similarly, another study investigated the correlation between the adoption of e-modules centered on mangrove forest ecotourism and the cultivation of a peace-loving character among students. Involving 32 fourth-grade elementary school students, this research utilized observation, interviews, and questionnaires as data collection techniques. The study's outcomes revealed a positive relationship between the e-module application and the development of peace-loving attributes in students. Additionally, the focus shifts to the utilization of Engklek game media to instill nationalist values in elementary school students. Employing design and development research methodologies, data were collected through observations, interviews, and questionnaires ([Nurhasanah & Sarifah, 2022](#)). Overall, the research conducted by [Nurdian et al. \(2021\)](#) underscores the pivotal role of local content education, particularly Banjar art and culture, in nurturing the spirit of patriotism among elementary school students. This research significantly contributes to the wider domain of character education, shedding light on the potential of locally rooted educational content to foster positive character attributes within students.

In the study "Challenges and Strategies in Developing Sociolinguistic Competence for Indonesian Elementary School Students" by [Muzaki \(2023\)](#), the research findings underscore the complexity of integrating sociolinguistic competence into Indonesia's elementary school curriculum. The paper identifies significant challenges, such as the need for an appropriate selection of materials and activities, the imperative to consider the vast cultural diversity among students, and the development of effective teaching strategies tailored to sociolinguistic education. Through a detailed analysis of existing literature and educational programs, this study proposes a set of strategies aimed at overcoming these challenges. Key among these is the utilization of authentic materials and activities that are culturally and linguistically relevant to the Indonesian context. This approach not only enhances the learning experience by making it more engaging and relatable for students but also fosters a deeper understanding and appreciation of cultural diversity, thereby promoting inclusivity within the learning environment. The conclusion drawn research highlights the potential of sociolinguistic education to significantly enrich students' language and social skills, as well as to cultivate intercultural awareness and empathy, emphasizing the necessity for continued exploration and development of culturally sensitive

educational practices in Indonesia's diverse sociolinguistic landscape.

In "EFL Teachers' Perceptions Regarding Cultural Awareness in ICT-Based Learning in Indonesian Elementary School Context" by [Sutiyono and Maximilian](#) (2023), the research aims to delve into Indonesian EFL teachers' perceptions of utilizing Information and Communications Technology (ICT) to enhance students' cultural awareness alongside their English literacy and communicative abilities. Employing a survey research method through questionnaires distributed to elementary school English teachers with experience in online learning, the study sought to assess teachers' attitudes towards the integration of cultural content via ICT in English education. The findings reveal a positive reception among teachers towards the use of ICT for cultural content delivery, highlighting its role in providing interactive and authentic learning materials that facilitate a deeper understanding and appreciation of cultural diversity. Teachers acknowledged the significance of cultural awareness in EFL teaching, noting its impact on enhancing communicative competence and preparing students for global interactions. The study concludes that EFL teachers in Indonesian elementary schools recognize the importance of integrating cultural content into English instruction using ICT, observing positive student outcomes such as increased motivation and a broader understanding of cultural differences. This underlines the potential of ICT-based teaching methods in enriching English language education with cultural awareness, thereby equipping young learners with essential skills for intercultural communication in a global context.

The research by [Ramlan et al.](#) (2023) embarks on a journey to evaluate and integrate Sundanese cultural values as a foundational pillar for character education in elementary schools across Indonesia. By employing an exploratory method coupled with an ethnographic approach, this study meticulously observes and narrates the socio-cultural activities and parental educational values in Naga Village, aiming to crystallize these observations into actionable indicators for developing character values in young learners. The essence of this scholarly work lies in its endeavor to weave Sundanese values such as obedience, patience, humility, honesty, sociability, and deliberation into the fabric of elementary education, thereby fostering a holistic development environment that transcends mere academic excellence to include moral and ethical growth. Concluding, the study accentuates the pivotal role of Sundanese cultural wisdom in sculpting the character of future generations, advocating for its integration into educational curricula as a counterbalance to the pervasive influences of global culture. This integrative approach aspires to cultivate students who not only excel academically but are also imbued with a profound sense of cultural identity and moral integrity, ensuring Indonesia's rich cultural heritage is preserved and propagated through its most valuable asset—its children.

The research by [Godal et al.](#) (2023) aims to scrutinize the infusion of moderate Islamic values within Indonesian elementary education, spotlighting the necessity for such values in crafting a nurturing environment that emphasizes tolerance, mutual respect, and moral integrity. Employing a qualitative case study method that included direct observations, in-depth interviews, and document analysis, this research reveals how Alkhairaat Elementary School in Palu, Indonesia, has adeptly woven moderate Islamic principles into both its curriculum and extracurricular activities. The investigation highlights the proactive engagement of teachers and students in embodying these values daily, showcasing a comprehensive approach to embedding Islamic teachings that champion moderation, tolerance, and respect across diverse student backgrounds. The findings articulate a successful alignment with governmental educational directives, specifically in character education that embraces religious, nationalistic, cooperative, integrity, and independent ideals, demonstrating the school's role as a beacon of moderate Islamic education. This study ultimately concludes that the deliberate incorporation of moderate Islamic values at SD Alkhairaat serves as a testament to the potential of religious education in fostering an atmosphere of peace, understanding, and inclusive community spirit, thereby supporting the broader vision of Indonesia's multicultural and pluralistic society.

The research conducted by [Susandi et al.](#) (2024) aims to scrutinize the adherence to and violations of language politeness maxims among elementary school students in Kediri Regency, East Java, Indonesia, within the classroom context. It focuses on how cultural distinctions, specifically the rough and smooth Javanese language cultures, impact student-educator communication dynamics. Utilizing a qualitative descriptive approach through observations, interviews, and document analysis, the research reveals a widespread disregard for politeness maxims among students during interactions with their teachers. This behavior spans various infractions, including long-winded responses that disregard the conversational partner's needs, emotionally charged statements, undue criticism, and disrespect towards educators and peers alike. Despite educational efforts to cultivate polite communication, the persistent breaches underscore a significant gap between educational objectives and actual student conduct, indicating an urgent need for enhanced language politeness integration within educational frameworks. This study concludes that to prepare students effectively for respectful societal interaction, a more pronounced emphasis on polite communication education is crucial. The findings advocate for broader research to further explore and address this issue across more diverse educational settings, highlighting the necessity of embedding respectful and considerate communication practices from a young age within the school curriculum.

The study by [Nurasiah et al.](#) (2022) intends to explore the impact of the Puppet Sukuraga application

on character development among elementary students, focusing on fostering tolerance and responsibility amidst the COVID-19 pandemic's emphasis on cognitive aspects of education. Employing a mixed-method approach within an Indonesian elementary school setting, the research involved detailed activity descriptions, interviews, and surveys with two teachers and 60 students, revealing significant character growth through engagement with the application. Results demonstrated the Puppet Sukuraga's effectiveness in enhancing students' appreciation for cultural diversity and individual differences, thereby promoting tolerance. Additionally, it instilled a sense of responsibility towards homework, adherence to teachers' instructions, and participation in constructive activities. The conclusion drawn emphasizes the vital role of integrating cultural values through digital learning media in character education, particularly under the constraints of limited physical classroom interaction. This approach not only enriches students' educational experiences by embedding essential character traits but also underscores the necessity for further investigations across diverse educational frameworks to amplify the benefits of culturally resonant learning tools in shaping well-rounded individuals.

Nurman et al. (2022) embark on an in-depth exploration into how Indonesia's educational policy has evolved to better accommodate the nation's rich cultural tapestry, particularly within the realm of elementary education in Riau Province. Employing qualitative methodologies such as interviews, observations, and document analyses, the research aimed to dissect the nuances of educational pluralism, spotlighting the government's initiatives towards integrating multicultural content in curriculums and fostering multilingual education programs. These initiatives signal a pivotal shift from a historically homogenizing educational approach to one that celebrates cultural diversity. Despite these progressive strides, the research delineates persisting challenges, notably in the comprehensive integration of multicultural content and the imperative to address systemic inequalities still prevalent within the educational landscape. The conclusion drawn from this intricate analysis posits that while Indonesia's educational policies have indeed progressed towards pluralistic ideals, a concerted effort remains indispensable to achieve an education system that truly epitomizes inclusivity and cultural diversity. The study underscores the significance of pluralism in education as a cornerstone for cultivating a society that not only acknowledges but also embraces its diverse cultural heritage, advocating for continuous research to refine and expand pluralistic educational practices across varying contexts.

Pettalongi et al. (2022) intend to investigate the application strategy of religious culture within an elementary school setting in Palu, Indonesia, particularly focusing on cultivating stable characters among young students. Employing a qualitative approach through observations, interviews, and document analysis at an Integrated Islamic Elementary School, the study unveiled that the implementation of religious culture significantly enhances students' character and emotional intelligence and fosters an environment of tolerance and mutual respect regardless of religious or ethnic differences. The findings identified structural, mechanical, and organic models as effective frameworks for instilling religious values, each contributing uniquely to the nurturing of a conducive learning atmosphere that encourages the practice of religious teachings. The study concludes that religious culture implementation profoundly impacts students' development, promoting a balanced growth of moral values and ethical conduct alongside academic achievements. It emphasizes that structured religious activities, supported by comprehensive school policies and the active involvement of all educational stakeholders, play a crucial role in embedding a strong foundation of religious values among students, thereby contributing positively to their overall character development and readiness to engage in a diverse society respectfully and empathetically.

The research by Sartono et al. (2022) embarks on developing interactive multimedia to enhance Civics education for fourth-grade elementary students, focusing on the rich tapestry of Indonesian cultural diversity. Employing Borg and Gall's Research and Development methodology, the project was initiated with a comprehensive analysis of current educational materials and methodologies, identifying a gap in engaging and effective Civics education tools. The development phase produced a multimedia product rich in text, images, audio, and interactive elements, designed to captivate young learners' attention and foster a deep understanding of Indonesia's cultural heritage. Expert validations and field trials underscored the multimedia's "very feasible" status, indicating its effectiveness in improving students' motivation and understanding of Civics concepts related to cultural diversity. Conclusively, this research validates the significance of integrating interactive multimedia in Civics education, demonstrating its capacity to make learning more dynamic, engaging, and effective, thereby suggesting a model for future educational content development that bridges technological innovation with cultural education.

This research by Patras et al. (2023) explores the depths of culturally responsive teaching (CRT) and culture-based learning within Indonesian primary education through a meticulous literature search of articles from 2018 to 2021. Aimed at unraveling the nuances of CRT's implementation, the research illuminates the profound influence of integrating cultural elements into pedagogy, enhancing students' ethical, moral, and character development. Delving into various scholarly works, the study highlights an overarching need for the educational community's commitment to fostering an inclusive learning environment that respects and celebrates cultural diversity. It showcases how CRT not only enriches cognitive learning but also plays a crucial

role in character building, thereby contributing to the cultivation of students well-versed in multicultural perspectives and values. The findings advocate for a concerted effort from educators, school members, and all stakeholders in education to embed cultural dimensions within teaching methodologies comprehensively. In conclusion, the research underscores the significant potential of culture-based learning in nurturing well-rounded individuals, emphasizing the need for continuous improvement in educator competencies and broader explorations into CRT's application, both nationally and internationally, to further enhance the educational landscape in Indonesia. This synthesis encompasses a breadth of research exploring the integration of cultural elements and innovative methodologies in Indonesian education, spanning ethnomathematics, music literacy, thematic curricular implementation, religious freedom through education, local content for patriotism, sociolinguistic competence, cultural awareness in ICT-based learning, Sundanese culture for character values, moderate Islamic values, language politeness, digital media for character development, pluralism education, religious culture implementation, interactive multimedia for civic education, and culturally responsive teaching at the primary level. Collectively, these studies underscore the transformative potential of culturally enriched education, demonstrating that incorporating cultural and traditional practices, whether through ethnomathematics, music literacy, or thematic learning, not only deepens students' understanding and appreciation of their heritage but also promotes essential skills like creative thinking, geometry, and algebraic capabilities. The emphasis on integrating cultural diversity, religious freedom, and local content highlights the role of education in fostering patriotism, mutual respect, and an inclusive society. Challenges such as the implementation of ethnomathematics and the need for effective teaching strategies in sociolinguistic competence call for ongoing innovation and research. The studies advocate for the use of technology, like interactive multimedia, and a curriculum that reflects Indonesia's cultural diversity to enhance learning experiences. The conclusion drawn from this synthesis is a clarion call for educators to weave cultural insights and innovative pedagogies into the fabric of education, thereby nurturing well-rounded individuals equipped for the global stage. This necessitates continuous improvement in teaching methodologies and further exploration of culturally responsive education's impact across diverse educational settings, aiming for a future where Indonesian education is celebrated for its inclusivity, cultural depth, and innovative spirit.

CONCLUSION

The collective insights garnered from the array of research explored here underscore the critical importance of integrating cultural elements and innovative pedagogical approaches within the Indonesian educational landscape. From the application of ethnomathematics and traditional music literacy to the adoption of thematic curricula and ICT-based learning, each study highlights the significant benefits of embedding cultural diversity and traditional practices in enhancing students' academic achievements and fostering a deeper appreciation of their cultural heritage. These findings collectively illustrate that a culturally enriched educational framework not only augments students' cognitive and emotional development but also plays a pivotal role in promoting inclusivity, mutual respect, and a profound understanding of cultural diversity. The challenges identified across the studies, such as the implementation hurdles of ethnomathematics and the nuances of integrating sociolinguistic competence, signify the need for continued innovation, research, and support from all educational stakeholders. Moreover, the positive impact of employing interactive multimedia and culturally responsive teaching methods points towards the untapped potential of technology in creating engaging and comprehensive learning experiences that cater to the multifaceted needs of students in a multicultural nation like Indonesia. In conclusion, the synthesis of these studies presents a compelling argument for the systemic incorporation of cultural perspectives and innovative teaching methodologies in Indonesian education. It advocates for an educational paradigm that not only prioritizes academic excellence but also champions the cultural identity and diversity of its learners. To realize this vision, educators, policymakers, and the broader community must invest in the development and implementation of education strategies that are culturally responsive and technologically adept. Further research is encouraged to explore and refine these approaches, ensuring that Indonesian education remains a beacon of inclusivity, innovation, and cultural pride on the global stage.

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