

## Digital Literacy-Based Multicultural Education through Civic Education in Indonesian Junior High Schools

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### Abstract

This study aims to examine the role of school principals, teachers, and learning media used in implementing digital literacy-based multicultural education to help students inculcate global diversity, i.e., an inclusive mindset and the understanding and acceptance of diversity. We used a descriptive qualitative approach with a total of 14 informants, including 10 high school students, two school principals, and two civics teachers at State Junior High School 1 Ogan Komering Ulu and State Junior High School 1 Jakarta. Data were collected through in-depth interviews, observations, and documentation and analyzed later using data condensation, data display, and conclusion drawing. The results of the study confirm that for the studied population: 1) There is support from school principals for the implementation of the Pancasila student profile program, as evidenced by attempts to strengthen teacher competence through workshops and direct supervision at schools. 2) Teachers try to inculcate global diversity values, i.e., those related to social justice, inclusivity, respect, and tolerance in students, such that students are taught to understand and respect all cultures, which is achieved by increased communication and interaction among students belonging to different regions, cultures, and tribes. 3) Students are taught lessons via interesting learning media so that they can internalize the values of Pancasila student profiles with global diversity. The recommendations from this research are headmasters and teachers collaborate to implement the independent curriculum and can provide exemplary behavior by strengthening the Pancasila learning profile concretely and sustainably to form students' multicultural character as expected.

**Keywords:** Civic education, digital literacy, diversity, inclusivity, multicultural education.

### Introduction

The 21<sup>st</sup> century is marked by the advent of unforeseen and unprecedented technologies. In the current era, the adoption and use of advanced technology is very important to improve the quality of life of people at all levels of society. In the context of education, the skills that are indispensable for today's students include information and communication technology skills and digital literacy

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skills, among others (Farihin, 2022; Hamakali & Josua, 2023; Moyo et al., 2022; Schmidt & Cohen, 2013).

One notable characteristic of the generation that grew up in this era of astonishing technical innovations is the ability to read and understand concepts via digital-based learning tools. Digital literacy not only includes reading and writing skills but also other skills, such as the ability to use, understand, evaluate, and analyze information in various forms from digital sources (Anton & Trisoni, 2022; Banks, 2015). Digital literacy in multicultural education can be understood as critical cognitive and technical capabilities as well as the ability to analyze in depth how to obtain, search, use, create, and communicate technology-based information (Anton & Trisoni, 2022). While digital literacy is believed to create a social order and a generation of individuals with critical perspective and a creative mindset (Kurniawaty & Faiz, 2022), it is worth examining whether the information contains elements of lies, violence, discrimination, and differences between various ethnic and racial groups (Darchinian et al., 2021; Jatmiko, 2022).

In the demands of the 21st century, there is a need for transformation in the world of education that is progressive and assisted by technology. Researchers (Osworth, 2022; Sibanda & Marongwe, 2022) emphasized that education is an effort to prepare a better generation, and it plays an active role in improving the quality of life of all individuals, regardless of their religion, state, and nation. Education helps students advance in various fields as well as form an honorable character (Berges Puyo, 2022; Watson, 2019). In addition, one of the main roles of education is to shape the character of the younger generation and make them strong so that they can cope with various challenges of modern times (Japar et al., 2020; Japar, 2018).

Indonesia is a country full of diversity, where people from different tribes, cultures, religions, and customs live together. Such diversity can spur the country's progress on the one hand or lead to setbacks on the other, depending on the quality of diversity management. Unfortunately, conflicts based on ethnicity, religion, and race between groups still occur in Indonesia quite frequently (Nugraha, 2020). This confirms the pressing need for strengthening multicultural education in Indonesia.

The idea of multicultural education is somewhat revolutionary in the field of education. As an educational process, the goal is to radically change the structures and systems in schools so that boys and girls, children with special needs, and children from diverse racial, cultural, and ethnic groups, and finally, students of all ages have the same opportunity for academic success in

educational units or schools (Gebhardt et al., 2014; Haris, 2017). Digital literacy-based multicultural education in schools aims to provide an understanding of openness about differences, how to react to them, and how to find the best solutions. All this essentially boils down to how students are tolerant toward fellow students of the nation and can think critically and innovate to realize students who have a Pancasila student profile (Sefton-Green, 2009).

Rahmat and Suparjana (2023) demonstrated that digital literacy-based multicultural education models are effective in increasing students' understanding of diversity and increasing digital literacy. It can also help increase inclusion and reduce prejudice. Wardhani (2018) asserted that the problem of diversity among students in schools can be addressed with multicultural-based learning in inclusive schools, then combined with the subjects of Pancasila and citizenship, and social sciences.

In strengthening the character of Pancasila learners regard to the value of global diversity, i.e., an attitude of open-mindedness and inclusivity, teachers must have the potential to act as role models for students. Learning models that utilize developments in information technology related to multicultural education can increase students' understanding so that they can analyze the phenomenon of diversity and learn evaluations centered on a scientific approach (Schmidt & Cohen, 2013; Sefton-Green et al., 2009). Rahmat and Suparjana (2023) concluded that the achievements and impacts seen on students after the implementation of digital literacy control cards in blended learning can help strengthen the profile of Pancasila in school.

Pancasila for the Indonesian people is solid foundation that strengthens our collective identity. As the main pillar of the country and a guide for development, Pancasila permeates every aspect of our lives. Through Pancasila, we strengthen unity amidst rich cultural, ethnic, and religious diversity. The concept of the Pancasila student profile is a new paradigm in Indonesian education that is included in the independent learning and independent campus curriculum. The aim of this paradigm is that students ultimately become graduates who demonstrate strong character and internalize the basic values of Pancasila. These values are religiosity, nationalism, independence, mutual cooperation, integrity (Mery et al., 2022). In addition, the Pancasila student profile strengthens students with the noble values of Pancasila (Kahfi, 2022). Important components of this program are 1) faith, devotion to God Almighty, and noble character, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical thinking, and 6) creativity. These six aspects show that this program not only focuses on students' cognitive abilities but also their attitudes and

behavior based on his identity as a person Indonesian citizens and global citizens (Koesoema & Sabri, 2020).

Based on the background of the problem and the results of relevant research analysis, we conclude that research related to digital literacy-based multicultural education learning about the values of Pancasila is carried out using different methods. However, not much of the relevant research discusses in-depth analysis regarding digital literacy-based multicultural education to create a generation of Indonesian citizens with values of inclusivity and tolerance. To this end, we aimed to study the implementation of digital literacy-based multicultural education to inculcate values of inclusivity and tolerance.

### **Research Questions**

Based on the research background and relevant research studies in this domain, we sought to answer the following research questions:

1. What is the role of the school principal in implementing digital literacy-based multicultural education to inculcate values of global diversity?
2. What is the role of teachers in implementing digital literacy-based multicultural education to inculcate values of global diversity?
3. What are the appropriate media for implementing digital literacy-based multicultural education to inculcate values of global diversity?

## **Theoretical Framework**

### **Multicultural Education**

Multicultural education incorporates the texts, histories, beliefs, and values of people from different cultural backgrounds (Hjerm et al., 2018; Supriatin & Nasution, 2017; Suryana & Rusdiana, 2015). This form of education recognizes and appreciates the importance of personal identity, ethnicity, cultural diversity, lifestyle, social experiences, and educational opportunities of individuals, groups, or countries (Banks et al., 2001; Banks, 2015).

Multicultural education is a conscious and planned effort toward developing an intelligent personality in dealing with problems both inside and outside of school by imparting knowledge regarding social status, ethnicity, religion, and race (Khairuddin, 2018). It accommodates perspectives of various cultural groups and respects diversity (Ibrahim, 2013). Multicultural education can be understood as education aimed at providing knowledge and understanding as

well as increasing a person's ability to recognize and appreciate cultural, ethnic, religious, and other forms of diversities in society (Hermanto et al., 2021; Japar et al., 2021; Japar et al., 2022). Therefore, the prime focus of multicultural education is not only directed at the realm of race, religion, and culture or mainstream groups but also on increasing the understanding and tolerance of individuals in minority groups toward the dominant mainstream culture, which ultimately makes minority groups easily integrate into society (Ibrahim, 2013; Tilaar, 2004).

The implementation of digital literacy-based multicultural education in junior high schools can provide a real picture of understanding the reality of diversity that can be well received by every student so that it can foster attitudes and behavior that include not only understanding cultural diversity and the essence of Indonesian nation but also understand the diversity and culture of other nations.

### **Digital Literacy**

As stated earlier, digital literacy, which involves learning from information media using relevant digital tools, is a critical skill that everyone, especially students, must possess in today's world (Khlaisang & Yoshida, 2022). Digital literacy is as important as other disciplines as it is a hallmark of a generation that has grown up witnessing remarkable technological advances (Kurniawaty & Faiz, 2022; Spurava & Kotilainen, 2023). Digital literacy will create a social order that has a critical perspective and a creative mindset by facilitating all remote activities (Anisimova, 2020; Tahira et al., 2022). However, on the other hand, digital progress can trigger negative reactions and may harm the social and psychological conditions of digital users if it is not directed toward things that bring benefits. Therefore, people living in this digital age are required to be able to utilize digital literacy in activities or routines that are useful and valuable (Nahdi & Jatisunda, 2020; Putri, 2020).

Digital literacy can be used to broaden individual insights, grow skills in understanding information, improve verbal skills, and digital-based communication, as well as grow focus and improve reading and writing skills (Kerigan & Çelebi Öncü, 2022; Kim et al., 2021; Maja, 2023). Furthermore, it can help instill character values such as empathy, among others. For example, when there is some "dismal" news information, Indonesian people voice various messages through social media as a form of empathy in digital literacy (Ryberg & Georgsen, 2019). This ability can be applied by developing the competence of students as candidates for society regarding awareness of life in a more just, tolerant, broad, and peaceful world.

### Independent Curriculum

The aim of the independent curriculum is as an alternative curriculum to overcome unstable learning during the pandemic. By implementing learning in the independent curriculum, the school principal and teachers carry out the learning process and develop the curriculum by paying attention to the needs and potential of students (Dewi & Hartoyo, 2021; Yusuf, 2021). This is in line with the opinion of Rahayu (2022) that an independent curriculum gives teachers independence in determining learning according to the talents and interests of students with more time allotted and allows them to choose teaching tools to optimize content. This can help improve the quality of education, collaboration is needed between teachers, school heads, and parents in the independent curriculum so that school progress can be achieved (Hermanto & Supena, 2020).

### Pancasila Learner Profile

The Pancasila learner profile is an example of an Indonesian student who excels throughout his life and has good character and values of inclusiveness, and can behave in accordance with the values and spirit of Pancasila. In building students' character, the program becomes the main reference for teachers in forming morals, which are manifested through students' positive behavior (Suryaman, 2020; Vhalery et al., 2022; Yusuf, 2021). To develop the character profile of Pancasila learner, the head of the education curriculum standards and assessment agency (2022) issued decree number 009/H/KR/2022 to assist in a more intensive understanding of the dimensions and elements of the Pancasila learner profile

**Table 1**

*Dimension and Elements of the Pancasila Learner Profile*

No.	Dimension	Elements
1	Faith, devotion to God Almighty, and noble character	- Religious morals - Personal morals - Human morals - Relationship with nature - State morals
2	Global diversity	- Understand and love culture - Building intercultural communication - Take responsibility for diversity experiences - Promote social justice for all
3	Mutual cooperation	- Cooperation - Concern - Share
4	Independence	- increase self-confidence - have an independent attitude - increase self-knowledge and skills
5	Critical thinking	- Able to think creatively and can process information

		- Analyze and evaluate reasoning
		- Reflect and evaluate one's own thinking
6	Creativity	- Able to solve problems by thinking rationally
		- Create an attractive product
		- Can actualize ideas and be able to express
		- Discipline

In this study, we analyzed the dimension of global diversity in depth in the implementation of digital literacy-based multicultural education to provide students with knowledge and understanding in building Indonesian citizens with open-mindedness as well as values of inclusivity and tolerance.

## **Method**

### **Research Design**

In this study, we used a qualitative research approach, with characteristics including natural settings, researchers as key instruments, descriptive data emphasizing process, and inductive data analysis and interpretation. Each event is regarded as an essential concern in qualitative research (Creswell, 2016). We viewed reality as a whole, implying that it cannot be broken down into variables. Events in space and time are considered the constituent units of existing reality (Moleong, 2018). Therefore, this study was carried out by preparing observation note sheets, in-depth interviews guidelines, and documentation guidelines that were used to make it easier for those involved to collect data in the field.

### **Participants**

A total of 14 participants were included in this study, consisting of five students from State Junior High School 1 Ogan Komering Ulu, South Sumatra Province, and five students from State Junior High School 1 Jakarta, DKI Jakarta Province, the principal of State Junior High School 1 Ogan Komering Ulu, and the principal of State Junior High School 1 Jakarta, and two teachers of the Pancasila and citizenship education (PPKN) subject in the two schools with the characteristics summarized in Table 2.

**Table 2***Characteristics of Research Participants/Informants*

<b>Participant designation</b>	<b>Frequency</b>	<b>Initials</b>	<b>Gender</b>
Student of SMP Negeri 1 Ogan Komering Ulu	5	AA, KAN, MRA, SD, and QJ	Three males and two females
Students of SMP Negeri 1 Jakarta	5	KAP, MAR, MWS, KKD, and RTL	Two males and three females
Principal of SMP Negeri 1 Ogan Komering Ulu	1	ED	Male
Principal of SMP Negeri 1 Jakarta	1	TPH	Female
PPKN teacher at SMP Negeri 1 Ogan Komering Ulu	1	RH	Male
PPKN teacher at SMP Negeri 1 Jakarta	1	SK	Female

**Data and Sources of Data**

Data are facts that can be collected, analyzed, and used to gain knowledge and the basis for research results. Data that are classified, processed, and ready to be used to find information related to the implementation of digital literacy-based multicultural learning to build citizens with global diversity are explained herein in the form of descriptive narratives (Moleong, 2018). The source of data refers to the origin of the acquired data. Sources of data are generally in the form of person, paper, and place (Arikunto & Jabar, 2014).

Two types of data were used in this program evaluation research, namely, primary data and secondary data. The primary data are the main data obtained from relevant persons and places using data collection techniques, i.e., observation techniques, documentation, and in-depth interviews with school principals, teachers, and students studying citizenship) subjects. The secondary data were used to complement the primary data and were obtained from a second source, namely, through documentation studies, in the form of library documents, literature review, and scientific works pertaining to the theme and research problem.

**Research Procedure and Data Collection**

As its name suggests, data collection can be carried out with systematic activities by procedures for obtaining the required data. The process of collecting data in research is carried out interactively (Bungin, 2014). As stated above, in this study, data describing opinions of key players were collected using narrative or verbal methods, namely, through observation techniques, interviews, and document analysis. Each piece of data was identified through



interview transcripts, field notes, videos, photos, documents, and other relevant sources of data (Wahyuni, 2012).

In the qualitative research, the researcher is the main instrument for gathering data (Guba & Lincoln, 1981). To collect data thoroughly and completely, four elements must be met, which are not only based on one fact, but facts based on the perceptions of several people that change all the time and are meaningful. The researcher is the key instrument in this research, therefore the researcher's job is to prepare a research guide, collect data, analyze the data in-depth, and make research conclusions that are presented in the research findings.

### Data Analysis

The data analysis procedure used in this study followed an interactive model developed by Miles et al. (2014), which includes data collection, data presentation, data condensation, and drawing conclusions of verification. The collected research data were condensed via the selection process, simplification, written field notes, interview transcripts, documents, and other empirical materials. The next step in presenting the data was intended to provide a brief description in the form of narrative text, charts, causal relationships between categories, designs, and the like. The conclusions put forward in the early stages are supported by valid and consistent evidence when the researchers for data collection, so the conclusions put forward are credible (Fuad & Nugroho, 2014).

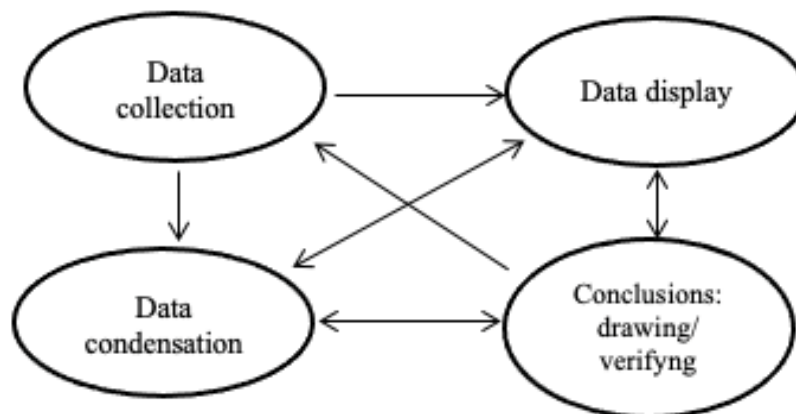


Figure 1. Data Analysis (Miles et al., 2014)

## Results

In this section, we will discuss the results of this study based on observational findings and in-depth interviews that we conducted to investigate 1) The role of school principals in implementing digital literacy-based multicultural education to inculcate the values of global diversity in students, 2) The role of teachers in implementing digital literacy-based multicultural learning to inculcate the values of global diversity in students, and 3) Digital media used in implementing digital literacy-based multicultural education to inculcate the values of global diversity in students.

### The role of school principals in implementing digital literacy-based multicultural education to develop students with global diversity

**Table 3**

*Observation Findings*

Observed player	Observations
School principal	<p><u>May 10, 2023</u> Principals were found to be making efforts toward strengthening the knowledge and competence of teachers and education staff through workshops for teachers along with parents and school committees on strengthening the Pancasila learner and the implementing of the same in schools.</p> <p><u>May 10, 2023</u> In ensuring the Pancasila student profile program, the school principal directly supervised learning activities in class and saw the Learning Implementation Plan (RPP) and syllabus related to the integration of global diversity character values with the main dimensions to be developed, namely: 1) recognizing and respecting culture, 2) building intercultural communication, 3) take responsibility for diversity experiences, and 4) Promote social justice for al.</p> <p><u>May 12, 2023</u> In realizing the Pancasila character values for students with global diversity, the school principal instructed teachers to implement digital media-based learning to make it easier for students to access information related to Pancasila student profiles with global diversity.</p> <p><u>May 12, 2023</u> The principal's efforts to grow the profile of Pancasila students with global diversity included creating a program to introduce various Indonesian cultures. For example, regional cultural arts performances, visits to cultural tours and the Indonesian Heroes Museum, cultural festivals, and so on.</p>

**The role of teachers in carrying out multicultural education based on digital literacy is to inculcate the values of global diversity in students**

**Table 4**

*Observation Findings*

Observed player	Observations
School teachers	<p><u>May 22, 2023</u> The teachers implemented digital literacy-based multicultural education in schools through intra- and extracurricular activities. For example, teachers always explained to the students through learning material the importance of maintaining diversity.</p> <p><u>May 23, 2023</u> In the carrying out learning in the classroom, the teachers integrated Pancasila student profile values related to global diversity and likened the content of the material to real examples in everyday life. For example, students were taught to study the forms of State Flags in the World, inviting students to learn about various types of Indonesian traditional clothing via YouTube and the internet, as guided by teachers and other digital media.</p> <p><u>May 24, 2023</u> In regard to the three main dimensions of global diversity, the teachers tried the following: 1) to help students know and appreciate the culture of others, teachers involved students in extracurricular activities, including carnival activities of traditional clothes for each region in Indonesia, 2) for intercultural communication and interaction, the teachers taught students to learn from each other their respective regional languages and the languages of other countries, for example, English, 3) in reflecting on responsibilities and experiences of diversity, the teachers asked students to share their experiences of helping friends who are sick even though they are from different regions and tribes, and 4) for social justice, the teachers taught students about participating in activities that help build a peaceful community at home and school.</p>

**The media used in implementing digital literacy-based multicultural education to build students with global diversity**

**Table 5**

*Observation Findings*

Observed player	Observations
Media	<p><u>May 28, 2023</u> The digital learning media were in the form of PowerPoint presentation, video shows about Pancasila student profiles with global diversity, websites that contain materials about Pancasila student profiles, and several other digital tools that support activities to strengthen students' Pancasila profiles.</p> <p><u>May 29, 2023</u> The obstacles found when teachers and students carry out learning using digital media are signal interference, so that teachers and students cannot connect properly to the internet. Furthermore, there are still students who still do not fully understand the use of digital media independently.</p>

**Table 6**  
*Observation Findings*

Informant	Question	Answers/Conclusion
Students of SMP Negeri 1 Ogan Komering Ulu	Do the younger students understand the Pancasila student profile?	Pancasila students are students who study continuously to improve their knowledge, so they can appreciate diversity and increase the culture of tolerance with each other.
Students of SMP Negeri 1 Jakarta	What do you know about the values contained in the Pancasila learner profile?	The values in the Pancasila learner profile are: students believe in the Almighty God, have good morals, love global diversity, be students who work together and like to work together, be students who are independent, able to think critically, and be creative.
Principal of SMP Negeri 1 Ogan Komering Ulu	How do you build teacher competency so they can understand and implement the program?	Schools work together with the education office to conduct workshops on the implementation of literacy-based multicultural education so that teachers fully understand the inculcation of Pancasila student profile values.
Principal of SMP Negeri 1 Jakarta	Are there any obstacles experienced by schools in implementing the program?	A few obstacles that are experienced, which include internet signal interference so that it cannot be carried out optimally by planting Pancasila student profile values on students
PPKN teacher at SMP Negeri 1 Ogan Komering Ulu	What are your hopes for the dimension of global diversity for students?	The teacher hopes that there will be students who have a spirit of nationalism, create an inclusive society, and uphold the noble values of Pancasila.
PPKN teacher at SMP Negeri 1 Jakarta	How do you build students with global diversity through multicultural education based on digital literacy in schools?	Involve students in cultural parade activities that introduce directly some of the customs of Indonesian society. For example, regional cultural arts performances and visits to cultural tours and the Indonesian Heroes Museum

### Discussion

Multicultural education has been implemented at SMP Negeri 1 Ogan Komering Ulu and SMP Negeri 1 Jakarta. It is carried out in an integrated manner through intra- and extracurricular activities. These activities are carried out in a variety of ways and are tailored to the interests and talents of students. This is done so that students can practice directly according to everyday life. Intracurricular activities at school are carried out by strengthening learning material about diversity, i.e., about various ethnicities, religions, cultures, and customs by the aid of digital media,

namely, PowerPoints, videos, and websites. Extracurricular activities are carried out with cultural camps, cultural arts performances, carnivals, and traditional clothes of each region in Indonesia. School principals, teachers, and students play pivotal roles in the process of implementing multicultural education. Their respective roles are explained as follows.

### **The Role of School Principals in Implementing Digital Literacy-Based Multicultural Education to Develop Students with Global Diversity**

Efforts by school principals in the said endeavor include strengthening the knowledge and competence of teachers together with parents of students through workshops, conducting direct supervision of learning that takes place in class, and ensuring the values of the Pancasila learner profile are integrated into lesson plan and syllabus as well as teaching students through interesting learning media and then creating programs that introduce various Indonesian cultures. For example, regional cultural arts performances, visits to cultural tours and the Indonesian Heroes Museum, cultural festivals, and so on. Efforts to build a Pancasila student profile are not only carried out in the context of formal education, but strengthening Pancasila values is a collective movement carried out by society in building an honorable nation and state. Therefore, the important role of families, educators, and students, as well as all related components of society, can work together to achieve its goals (Kahfi, 2022).

The school principal plays a central role in various educational endeavors, including building a culture of good school quality (Cantu et al., 2021; Mutongoza et al., 2021; Tahili et al., 2021). A good school culture will also have a good impact on the formation of student's character and personality so that students become a habituation process for students (Anjarrini & Rindaningsih, 2022). Multicultural education in schools will be effective if it involves all stakeholders in the school community, and a school curriculum that integrates local wisdom values (Khathi et al., 2022; McGrath et al., 2022; Nyamai, 2021).

Multicultural education is carried out in schools as an educational process that is manifested in learning activities in educational units, where differences are regarded as commonplace. Therefore, students tend to become used to it and do not question differences while interacting and making friends, regardless of differences in ethnic background, religion, and existing customs (Nugraha, 2020). In carrying out learning, good planning is essential and can be achieved by preparing a curriculum that includes various activities to instill global diversity values by preparing

a Learning Implementation Plan, i.e., syllabus and then integrating the values of the Pancasila student profile (Hermino & Arifin, 2020; Shepard, 2019). Therefore, in building students with global diversity, the school principal plays the role of a school leader to provide qualified learning facilities and programs related to strengthening student diversity.

### **The Role of the Teacher in Carrying out Multicultural Education Based on Digital Literacy is to Build Students with Global Diversity**

The teacher's efforts toward the said goal include carrying out intra- and extra-curricular activities and providing important learning to students through strengthening materials that encourage diversity as multicultural citizens. Families, parents, and educators have the same role and influence on the formation of the character students through positive activities developed at school and supervision, mentoring, and learning activities carried out at home with parents (Lickona, 1996; Ritonga, 2022).

Integrating global diversity values and linking material content with examples of everyday life is related to the main dimensions of global diversity, namely 1) knowing and appreciating culture, where the teacher involves students in carnival activities for Indonesian traditional clothing; 2) intercultural communication and interaction, where the teacher teaches students to respect the languages of other countries and learn them, for example, English; 3) reflection and responsibility for the experiences of diversity, where students share their experiences of helping friends who are sick even though they are from different regions and ethnicities; and 4) social justice, such that students are encouraged to be involved in endeavors aimed at building a peaceful and democratic society.

The prime purpose of developing the character of students in realizing the Pancasila student profile is to encourage the creation of a generation of bright and morally sound individuals, who possess six main characteristics, namely, faith and devotion to God Almighty, creativity, independence, critical thinking, cooperation, and global citizenship (Rudiawan & Asmaroini, 2022). This way, students can use their knowledge independently to study and internalize the character values of Pancasila and practice them in their daily lives. The value of global diversity is based on the motto of the State of Indonesia, *Bhineka Tunggal Ika*. The real form is the ability of students to acknowledge and appreciate differences. Culture, religion, ethnicity, race, and skin color are forms of differences that students must accept. If this is implemented, of course, it will produce a

generation of individuals successful in their personal and professional lives (Koesoema & Sabri, 2020; Mery et al., 2022; Yusuf, 2021).

Teachers are the key players implementation the values of multicultural learning in schools. Teaching methods and learning materials distributed by teachers are helpful in increasing students' understanding of diversity, both for themselves and for society in general (Been, 2021; Hermanto et al., 2021). Teachers – at every level of primary and secondary school education – are professional educators whose main responsibility is to guide, direct, train assess, and evaluate students in learning activities (Nur & Mannuhung, 2022).

### **The Media Used in Implementing Digital Literacy-Based Multicultural Education to Build Students with Global Diversity**

The learning media used in implementing digital literacy-based multicultural education to build students with global diversity are in the form of PowerPoint presentations, videos shows about Pancasila student profiles with global diversity, and websites that contain materials about Pancasila student profiles. One of the most common obstacles experienced during learning is signal interference so that students and teachers cannot be connected properly. Furthermore, there are still students who do not fully understand the use of digital media independently.

In the implementation of learning in schools, the use of interesting learning media is of vital importance so that students can understand the material presented. Apart from this, the use of digital media platforms such as YouTube videos, PowerPoint presentation, Google Classroom, and so on makes it easier for teachers to implementation learning in the independent curriculum (Vhalery et al., 2022). This is in line with the opinion of Nahdi and Jatisunda (2020), who noted that various online learning platforms facilitate learning activities and function as a medium for delivering learning materials, assessments, and for collecting student assignments. Examples of such media forms include WhatsApp groups, YouTube videos, PowerPoint presentations, Zoom Cloud meetings, Google Classroom, Google Meet, Google Form, and e-mail.

Lastly, by using interesting learning media, students are motivated when learning in class, which makes it easier for them to learn about different cultures and understand various other literacy skills used to increase student competency and understanding (Delacruz, 2019).

### Conclusion

Based on the results of this study, we conclude that the implementation of digital literacy-based multicultural education in the two public junior high schools is an effort made by school principals to strengthen the knowledge and competence of teachers along with parents of students. Such endeavors ensure that the values of the Pancasila learner profile integrated into lesson plans that have gone through the downsizing and teach students through interesting learning media then create programs that integrate various Indonesian cultures, for example, regional cultural arts performances, visits to cultural tours and the Indonesian Heroes Museum, cultural festivals, and so on.

Teachers' efforts toward such endeavors include providing learning to students regarding the material of appreciating diversity as citizens of a multicultural nation. Then, teachers in building students' awareness of cultural attitudes are building an attitude of equality between students at school, encouraging students to work together, and building an attitude of global diversity through digital literacy.

The learning media used in implementing digital literacy-based multicultural education to build students with global diversity are in the form of PowerPoint presentations, videos shows about Pancasila student profiles with global diversity, and websites that contain materials about Pancasila student profiles. The obstacles found when carrying out learning include signal interference so that students and teachers cannot be connected properly, and there are some students who still do not understand the use of digital learning media independently.

The recommendations from this research are: Headmasters and teachers collaborate to implement the independent curriculum and can provide exemplary behavior by strengthening the Pancasila learner concretely and sustainably to form students' multicultural character as expected

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