



Developing Indonesian Digital-Skilled Teachers for Multicultural Education Into The Society 5.0

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Abstract :

This study identified the necessary competencies of digital and online teachers for face M.E. face Society 5.0. The data were analyzed using descriptive analysis of the M.E. that Indonesia aspires to, beginning with the history of global multicultural issues and the growth of multiculturalism in Indonesia. The study aims to explore specific fundamental issues, such as 1) How can education foster peaceful coexistence among Indonesia's different ethnic groups? 2) What is the management strategy for establishing the legal framework governing M.E. implementation? 3). How can policymakers educate Indonesian teachers and school teachers to model critical intercultural education appropriate for their school environment? 4. How can a multicultural curricular system be used to integrate information, attitudes, and skills? 5) What will the future profile of digital teachers be in fighting for multiculturalism's values? The research finds that 1). The Indonesian NES Law No. 20/2003 allows schools additional latitude and authority to promote intercultural education via religion and civic education. The government requires instructors to create unique and creative intercultural learning methodologies. Education can help ethnic groups cohabit peacefully in Indonesia. 2). There are still several obstacles, including the absence of explicit regulations governing how multiculturalism-based educational innovation has become its operational reference. 3). Training for leaders, educators, and teachers in need and held to the unit's standards. The emphasis in global education is on treating others and the environment with dignity. A multicultural curriculum's (M.C.) delivery is one of its seven pillars. Five curricular viewpoints show the ebb and flow of Indonesian educational developments. 4). To construct and mold M.C., citizenship and social responsibility must be intrinsic parts of the five primary curricular keys. To be democratic, one must engage in behaviors and attitudes that support that democratic process. The government and educational units need an effective assessment program to maintain accreditation as proof of academic units' continual improvement. 5). A good teacher must be more than just a messenger of information. Technology will never take the place of mentoring, direction, and inspiration. Teachers are under increasing pressure to incorporate new technologies into their curricula. Becoming a tech-savvy educator requires the right tools and support from schools and governments.

Keywords : *developing, curriculum, digital, teachers, multicultural education, society 5.0*

INTRODUCTION

Global diversity issues, schools and teachers helping teachers address diversity issues while increasing the value of their education is a crucial goal of Multicultural Education (M.E.). Because M.E. is an ideology, a movement, and a methodology, leaders must thoroughly understand the organization's concepts,

beliefs, philosophies, and practices (Banks, 1994). As part of the overall endeavor to deliver equal educational opportunities for all children regardless of race, ethnicity, or socioeconomic status, all peers have equal access to educational opportunities that include the cultural uniqueness of their neighborhoods and classrooms. Cultural Education (C.E.) is a process whose ideals teachers work full-time to achieve.

Lesser-known racial and ethnic prejudices should also be analyzed and defended, and the awareness and academic success expected to consult effectively with students of several races and ethnicities (Banks, 1994). Currently, ethnic integration efforts from the 1960s and 1970s are influencing M.E. Many reform movement elements filtered into educational curriculum and institutions. When deciding on the future of M.E., it is critical to examine reform approaches in schools and government organizations. Planning future M.E. programs must consider these philosophical, historical, and ideological considerations (Banks, 1979). In recent decades, Asia's economy has become more diverse.

M.E. is an educational system that promotes variety and protects ethnic minority rights to enhance national unity, integrity, identity, and image globally. Its origins are vital to early intercultural education in Indonesia. They began M.E. by establishing a national language and keeping regional languages as symbols of unity. (Irwansyah) C.E. is not new in Indonesia. School systems must offer chances for all students to get an equal education (Aronson & Laughter, 2016), with social consequences to become members of society with culturally, linguistically, and philosophic diversity. It is equally essential to achieve a paradigm shift among social science teachers (Crowe & Cuenca, 2016).

Rosyada believes that intercultural education must have three elements: The teacher is one of the essential aspects of multiculturalism. A curriculum is a collection of instructional materials, methods, tactics, approaches, and assessment systems (Rosyada, 2014). While teaching is the deliberate induction of students' material (curriculum content), learning is the intended installation (curriculum content) (Merryfield, 1995). Learning integration involves planning, organizing, evaluating, and devising new methods. Because teachers are accountable for creating M.E., the teacher element is vital in educational and learning activities (Hidayat, 2020). An excellent teacher teaches with all their heart. Teacher uniqueness and innovation predict classroom performance because great teachers make learning authentic (Palmer, 1997).

In Indonesia, culture and language tend to be the launching platform for cross-cultural understanding. According to the Cultural Statistics of the European Commission, formal education lists the teaching of foreign languages as a high priority in the Indonesian curriculum. To experience Indonesian culture within schools, teachers may arrange regular lessons or extracurricular activities to learn and practice foreign languages. Drexel University stresses the importance of teaching culture at school as this cultivates open-mindedness and empathy (The Cultural Infusion Foundation, 2020).

Six decades after Brown v. Board ended official racial discrimination in American schools, the United States' experience battling for multiculturalism education has emerged as a critical goal in education administration (Whitehead & Wittig, 2004). Like James Baldwin, he warns everyone about the dangers of democracy today and in the future (Butorac, 2018). Thus, educational institutions have a critical role in adopting education management that promotes democratic

and civic education(Alshurman, 2015). An educational institution must encourage M.E. in protecting diverse cultures and reduce conflicts, controversial issues, and splits in the Citizens Of the republic of Indonesia(Miftah, 2016).

Culture is an unconscious education in which we may learn from daily interactions with family and community, contributing to self-identity and well-being. Culture reflects and embodies a sense of belonging as a source of identity and value within the group. According to the UNESCO World Report, cultural diversity is essential for connecting people and places worldwide, fostering harmony between cultures, and guaranteeing that no culture is left behind. With diverse ethnicities, religions, and languages, Indonesia signifies a cultural fusion. People sincerely adhere to their own beliefs while respecting others' religions—promoting the international movement of knowledge and technology and further mutual understanding within cultures, nations, and nationalities.

Principals may create study/workgroups of students from many countries, languages, cultures, and beliefs. Multicultural values in schools must worry principals(Hoon, 2013). M.E. requires the participation of the academic unit leader(Banks, 1995) to educate and promote Indonesian culture in multicultural schools. A culturally responsive learning environment makes building a new knowledge base seamless within the larger, more conventional learning goals. School culture significantly impacts students' personal beliefs and behavior, contributing to student development as individuals and students' perceptions of the world (The Cultural Infusion Foundation, 2020).

While the country's ethnic, religious, linguistic, and cultural diversity is valuable, it also poses a management challenge. The Indonesian government is encouraged to promote M.E. through M.E. management(Nurcholis et al., 2018). None of the scholars claims to know everything about service-learning in M.E. Academics believe education cannot readily address today's societal issues. However, academics should at least exchange ideas, methods, failures, and triumphs to continue debating the need to enhance education(Hynds et al., 2011). The controversial idea of intercultural education aids educators who want to combine action and reflection, that children can only really change when actively engaged in intercultural education.

Learning services can only be transformational if the teachers are multicultural and socially fair(O'Grady, 2014). The Cultural Gap can emerge as a result of poor teacher preparation(Banks, 1997). They are putting together a Transformative *Pedagogical Preservice Training Program (PPTP)*(George, 2018). The experience of multicultural schools in Bali, Indonesia, exemplifies the program's historical, philosophical, legal, social, geographic, and global context(Sunu, 2021).

Indonesia desperately needs teachers to promote multicultural values in the digital age. A Multicultural Teacher Education (MTE) program is required to educate teachers for society 5.0. Some teachers doubt the DMIS(Gay, 2002). It is vital to help teachers provide an appropriate education for all kids. A curriculum structure that provides resources for teacher candidates is needed. Citizens are aware of global issues must-read. Literacy is the capacity to analyze, research, communicate, and advocate.

Most teachers must understand many kinds of intercultural literacy(Banks, 1997): A person who can read critically, assess issues and solutions, and explore the necessity for action. Citizenship Literacy - Education to be a decent citizen who

actively challenges and corrects injustice. Cultural literacy is the capacity to comprehend cultural concerns in connection to other ones. Literacy in digital technologies and resources; Collaborative Literacy, the power to work cooperatively healthily and responsibly. Learning to solve problems creatively is a kind of problem-solving literacy. Literacy in action is the capacity to make changes locally or globally.

Consequently, the next generation of educators must adopt an integrated curriculum that includes critical literacy for global citizens. Accordingly, qualified teachers should use educational approaches that promote cultural diversity and help students acquire intercultural competency. When dealing with ethnic issues in the classroom, flexibility is critical. Cases in multicultural classrooms should be investigated and addressed.

Teachers should also find, create, or construct methods to improve students' academic achievement(Alsubaie, 2016). Diversity education policies influence educational transformation process complexity while researching intercultural features(Cuc, 2014). Due to curricular changes, education sets the standards for policies, programs, and best practices(Prilleltensky, 2014). Performance, innovation, inclusivity, and finance are all essential aspects of educational reform. Educators should clarify words like M.E. as well as the words' boundaries. The scholarly literature's use of ideas appears uneven, as Jean D. Gramb's renowned tale " M.E.: *Difficulties Without Answers*" shows and many academic publications have failed to promote healthy discussion regarding conceptual issues in multicultural education(Reddy, 2007).

Before delving into multiculturalism as it relates to the multicultural school curriculum and the enormous burden that teachers bear, the author must emphasize that multiculturalism is more concerned with the levels of public discourse and political debate than it is with the curriculum itself. On the other hand, interculturalism is more concerned with the mesoscopic and microscopic levels of organization and interaction. They are influencing multiple systems by teachers, community members, and other educators in preparing the mainstream of a country's population to be more open to comparison and interconnectedness with subjects from a wide range of community and geographical settings(Martorana et al., 2021).

The study aims to answer specific fundamental issues, such as 1) How can education foster peaceful coexistence among Indonesia's different ethnic groups? 2) What is the management strategy for establishing the legal framework governing M.E. implementation? 3). How can policymakers educate Indonesian teachers and school teachers to model critical intercultural education appropriate for their school environment? 4. How can a multicultural curricular system be used to integrate information, attitudes, and skills? 5) What will the future profile of digital teachers be in fighting for multiculturalism's values?

RESEARCH METHOD

This research method employs library research, which includes exploring primary and secondary library resources, such as books, journals, and online sources. The data were analyzed using descriptive analysis of the M.E. that Indonesia aspires to, beginning with the history of global multicultural issues, the emergence of Indonesian diversification, and the evolution of M.E. over time to develop digital literacy-minded teachers to solve society 5.0.

FINDINGS AND DISCUSSION

1. Review of literature

Intercultural and intercultural education has been a popular subject globally for 50 years. Our dialogical praxis on M.E. used epistemology, ideology, history, pedagogy, policy, curriculum, and educator personal stories. To address multicultural problems, researchers and analysts study and analyze different nations' M.E. strategies. At present, countries worldwide are raising hot conversations about anti-terrorism education and global security ideas (Grant & Portera, 2010). Online learning focused on diversity was important during the Covid-19 epidemic (Kumi-Yeboah et al., 2020).

Diversity in the classroom guarantees that every kid has an equal chance to achieve. More attention from teachers and education leaders to students urges all parties to participate (Hoffman, 1997). Islamic educators must promote cultural variety by recognizing racial, linguistic, and religious distinctions (Omar et al., 2015). The "*National Will*" in Citizenship Education in Malaysia shows that the Malaysian government is still considering alternative opinions from some circles to improve M.E. (Abdullah, 2021).

However, multiculturalism's intellectual foundations still have issues. Since each country's multicultural point of view stems from its identity politics, its multicultural problems require investigation, analysis, and verification to find the best formula for its environment. Thus, each country's need to rethink multicultural issues involves research, analysis, and verification to find the most suitable recipe (Gutmann, 2001). They worry about it because of a fundamental question (Iverson, 2020): Multiculturalism's ethnic, linguistic, and cultural limits. One race, language, and culture united meets more multicultural values. The essentialisation of culture and the ethnicisation of social unrest are incompatible (Radtke, 2001). Multiculturalism has two aspects in Australia (Segal, 2001). Tolerance for many cultures and civic values must be unwavering. Various "white" American organizations foster racial peace in many social and political activities (Peace, 2001).

Islam, diversity, and post-truth Indonesian nation-building. Indonesia's diversity and nation-building challenges and opportunities This includes all parties, including Islamic Civil Society Groups. Muslim civil society may operate as a cultural and religious organization (Banks, 1997). Soekarno's platform, filtered from Indonesian philosophy, could Indonesian community. To face the industrial era 4.0 and society 5.0, the education sector based on the philosophy of the Indonesian state requires alignment to suit the needs of the times. Wants a new conceptual basis for the country to respond to the increasingly complex challenges of Indonesia's Diversity. Differences in point of view, race, politics, religion, and culture often lead to misunderstandings among citizens. Nationality and religion may coexist in the Indonesian unification sign *Bhinneka Tunggal Ika*. Thus, unity

may inspire all aspects of nationalism.

Each country seeks to establish the influence of cultural diversity on modern interpersonal relations broadly. Learn about cutting-edge cross-cultural interaction research. History, philosophies, procedures, tools, and applications Racial, sexist, and religious intolerance must focus on intercultural education(Banks, 1997). Despite its simplicity, recognizing prejudice in inter-religious relationships is critical. M.E. is needed to adapt to contemporary culture(Salili & Hoosain, 2006).

2. Educational Context of the Study

a. Citizenship Education, Multiculturalism, Nation-Building and Democracy

Civic Education has encountered difficulties such as teacher competence in comprehending democracy and integrating diversity in nation-building into the concept of cultural democracy. As a result, governments must offer training on democracy and diversity in the framework of nation-building(Dusi et al., 2012). Innovating a multicultural civic education curriculum based on global political events demonstrated teachers' ability to educate students to think critically and rationally(Lash, 2021). They prepare students to critically engage with multicultural citizenship issues in their classrooms after the reading, hearing or talking(Castro, 2014). Banks divides M.E. into five components: content integration, knowledge development, bias eradication, fair pedagogy, and cultural and social empowerment(Banks, 1997). Multiculturalism, coined in the 1960s, emphasizes civic education and the role of democracy in developing multicultural ideals(Torres, 1998). Teachers and students from different cultures can benefit from learning about each other's cultures through intercultural education. Texts and teaching materials may contain cultural allusions, and educators may use critical thinking to detect biased information. New technologies enable the development of new learning environments.

Less emphasis is on equitable access to educational resources, programs, and experiences. Focus on education, democracy, and equality related to the global discussion(Zajda, 2009). Debates on multicultural research center on the national status and long-term community and system of government development on a global scale. Recent advances in comparative education research also focused on the role of intercultural communication. Intercultural discourse that is insightful and fair could help us define, explain, and criticize what is necessary.

b. Citizens To participate in the Development of Multiculturalism in School Curriculum

The curriculum must represent the current and future Indonesian society's diversity(Olneck, 2001). While M.C.'s idea is important, how can schools guarantee that all ethnic, cultural, and racial entities are humane? If the benchmark is not the formation of the Indonesian nation-state, then the M.C. that is developing is not the Multicultural National Curriculum (MNC). Canada's citizenship education focuses on active citizen engagement, critical thinking, and inclusive knowledge and skills. Students' civic learning experiences differ depending on their socioeconomic and ethnic identities. In Canada, students have few opportunities to use their civics knowledge(Bickmore, 2014). Neoliberalism's overall effect calls for rethinking M.E. and citizenship. Growing privatization and commercial competition undermine public confidence—neoliberal education counter-narratives(Sleeter, 2014).

Diversity is reflected in the national slogan Bhinneka-Tunggal-Ika (Bhinneka-Tunggal-Ika) and has been the guiding spirit for the Indonesian nation's growth (Harjatanaya & Hoon, 2020). Multiculturalism is a relatively new concept in Indonesian society, despite its ancestors' worldview. President Abdurrahman Wahid recognized the variety of ethnic groups' cultural inclinations, reducing intercultural barriers. Consequently, there is frequently intolerance and social unrest among Indonesian races, ethnicities, religions, and groups. Increased multicultural awareness is needed to improve intercultural understanding. Global diversity requires political will from governments and countries. Intercultural education is necessary for all Indonesians, especially in schools.

Most teacher diversity models are conservative/liberal. Indonesian minorities must assimilate into 'local' culture. To promote shared citizenship, though, one must be open to new ideas. The goal of M.E. is to empower pupils by integrating knowledge and removing prejudice. Diverse schools support multicultural school cultures better than homogeneous institutions. Students do not engage in activities that challenge existing power structures or address structural inequalities. Indonesia's irresponsible rhetoric and behavior, and the tenuous link between diversity and nationalism, add to the complexity.

However, the lack of clear standards in Indonesians M.E. causes policy and practice to diverge. Educational authorities have neglected civic education. Deficient teachers also cause Indonesian intercultural education failure (Raihani, 2018). Based on Gay (2002), specific content components of intercultural education include a study of the following aspect: financial and legislative initiatives to increase educational opportunities for minorities. The origins of M.E. (individuals, programs, and ideas). Educating ethnically and culturally diverse people. Know how to choose suitable developmental psychology topics for different kids.

c. Incorporating religious principles and Pancasila into Indonesia's curriculum to promote diversity

Historically, Indonesia has educated students of various origins. Anomalies can be found all over the world of conception, including meaning, substance, and culture. The number and quality of M.E. options will grow following years (Suyahman, 2016). The Indonesian people must value plurality. Tolerance for current variety is one of the cornerstones to maintaining a multicultural framework with no divisions. Indonesians are active, creative, and ingenious.

A paradigmatic framework that includes tolerance principles across religious, social, cultural, linguistic, and ideological dimensions is required, according to recent research and development by Abdulkarim et al. (2020). Indonesians must put aside their egos as citizens and embrace tolerance (Nurhayati et al., 2021).

Pancasila is the philosophical basis of Indonesian sovereignty. Indonesia's everlasting basis since independence, according to the Indonesian Constitution. Pancasila is a fundamental philosophical idea in Indonesian education. Its origins date back to Dutch colonialism's attempts to offer Indonesian Education (Nishimura, 1995).

Indonesian Islam has two worldviews: Muhammadiyah (*modernist Islam*) and Nahdlatul Ulama (*conservative Islam*) (N.U.). Indonesian politicians have taken to Nahdlatul Ulama's concept of "Islam Nusantara." The kyai and pesantren institutions legitimized and maintained Indonesian Islam Nusantara. Its legitimacy

comes from liberal democracy and ethical citizenship, according to Maarif (Maarif Translate by George A. Fowler, 2019). A harmonious multicultural environment exists as a result of N.U. And Muhammadiyah's educational and non-educational activities. School education should promote religious tolerance and understanding (Parker, 2014).

However, there were several cases of tolerance breaches. Intercultural education and school development projects include: *First*, M.C.; integrate future-ready teaching materials and learning standards. M.E. and high cultural tolerance are very relevant to today's global issues. Currently, educational programs like ethnic and gender studies target certain cultural groups. Aside from the classroom, social justice initiatives may help address cultural issues as well. Culturally relevant curricula should focus on student and community identity development. In the end, a curriculum is only a tool that can only teach what its users already know.

Since the state is in charge of national policy, planning must also consider students' needs (Sleeter, 2000). *Second*, Pupil instruction: Teachers must adapt to the growing diversity in classrooms. Teaching methods must alter. Teachers must house students with minor disabilities or learning delays. Also, teachers may use "culturally responsive" teaching methods to reflect each student's cultural identity (George, 2018). *Third*, Teacher-created exams, oral presentations, and other learning displays are examples of how teachers evaluate students' progress. M.E. advocates believe schools should employ more flexible and inclusive teaching techniques and student evaluations. *Fourth*, M.E. has a significant impact on teacher preparation. Accrediting bodies, ministries of education and religion, and the Dewan Perwakilan Rakyat (DPR) should create an intercultural curriculum and training for teacher education programs. *Fifth*, Teacher Recruitment: The Government should hire teachers from different ethnic backgrounds with great care. However, government policies must reflect the basic concepts of multiculturalism to guarantee that children benefit from teachers and role models from many cultural backgrounds. *Sixth*, Legislative and judicial initiatives: M.E. is progressing. Legislation should promote intercultural education and facilitate its implementation. The government and civil society should all support the M.E. road map.

d. Multicultural Teachers' Profiles in the Post-Social Era 5.0

The ASEAN Economic Community's existence between 2011 and 2015 illustrates 21st-century challenges. The Society 5.0 wave has been hitting us since January. Periods have different zeitgeists that must be addressed and conquered concurrently (Ahmadi & Ibda, 2019). Teachers must develop personality, pedagogic, professional, and social qualities (Catherine et al., 2019). To guarantee that teachers can create engaging activities for their multicultural classrooms, the government offers teaching resources for Society 5.0. Civilization 5.0 is a technologically advanced civilization idea (ICT). Education that promotes the acquisition and development of emotional competence is beneficial for effective teaching.

The M.E. system may accomplish excellent character education using the Engineering Model. This concept combines physical, digital, biological, and spiritual elements to help restore human civilization's grandeur. In other words, Revolution Society 5.0 has arrived (Rosa, 2020). Diverse strategies may help

multicultural teachers overcome the learning gap in their classes (Yang & Montgomery, 2013). Multicultural educators must explain differences in culture, ethnicity, language diversity, and way of life while also getting to know one another and building empathy. Teaching in a multicultural culture has four domains: multicultural classroom communication, multicultural foundation education; Multicultural pedagogical knowledge and abilities, Multicultural performance assessment (Gay, 2002). Students are improving their teachers' pedagogical skills to offer multicultural courses to students. On the subject of what constitutes M.E., there are several intriguing ideas. Multiple assessment techniques, such as dramatizations, role-playing, interviews, peer feedback, audio, and video diaries, are required for teachers to understand and utilize effectively.

How essential are the basic digital skills of teachers and teaching skills related to technology? However, digital technology resources are no less critical, although digital technology is helpful for schools. Education experts suggest shifting the focus from equipping schools with infrastructure suggestions towards providing training that promotes teachers' skills in using technology effectively (Sailer et al., 2021). Teachers must be digitally savvy to provide and support education in the Fourth Industrial Revolution to utilize digital technology. Among the teacher's abilities in the use of digital technology are:

1. Embrace digital.

How the Educational Sector Can Embrace Digital Transformation. Significant advances in education and teaching have influenced educational authorities and teachers worldwide over the last two decades. Despite this, educational institutions continue to employ outdated teaching methods, though unable to keep up with fast digital technological development. Teachers worked hard to modernize school operations, including online learning, by converting them to digital formats. However, this is only the beginning. Digital transformation, rather than just digitalization, is required of educational institutions, which necessitates altering operational methods to suit the digital world. Put another way, if educational institutions want to grow in the next 10 to 20 years, they must research each country's requirements to maximize the use of technology for intercultural education.

2. Be tech-savvy

Educators that are technologically aware create a pleasant atmosphere in which children love learning. Teacher technology training bridges the technological divide between students and instructors, essential for e-learning to succeed in schools (Creating Tech-Savvy Teachers). To keep pupils interested in studying, teachers must adapt their teaching methods. Technology training is the most effective method to assist instructors in making these changes. This kind of training may help instructors integrate new technology into their lesson plans. Being a tech-savvy educator requires appropriate equipment and school support.

3. Bring technology into the curriculum naturally

The COVID-19 outbreak highlights the value of online education in teaching and learning. Teachers can use data and information as a valuable instructional tool by adding items into the current curriculum. The proper use of digital learning technology in the classroom may assist educators in increasing lesson planning

and enhancing student participation. According to the World Economic Forum, the education technology market will develop rapidly by 2025. The government should prove invaluable in acquiring skills required to augment learning through a piece of tech. The practical application should make the teacher's work more effective without adding to the workload and enabling students to learn about new topics and better understand complex concepts.

Students may learn 21st-century technological skills that will be useful in their future careers. Hybrid learning incorporates both technology and traditional in-person classroom sessions. Through online courses and activities, teachers may personalize learning programs for each student based on their interests and abilities. Teachers may use technology to increase their productivity and provide more chances for pupils to learn. The School of Education Online at American University provides a Master of Arts in Teaching and Education Policy and Leadership. Courses offer graduate students the skills they need to integrate technology into the classroom successfully. It also allows instructors to enhance their teaching techniques and personalize learning for their students.

4. Be at ease with technology

They are making the Maximum Use of Technology to Ease Learning for Children. Remote learning initiatives at Gurukul aim at making sure that we can offer our pupils a virtual classroom. Teachers have regular sessions with children to teach relevant lessons and assignments in emergency virtual classrooms, including virtual counseling for behavioral and academic issues. Huge online library and reading materials to satiate the thirst for knowledge among our pupils. The capacity to reach more students more effectively is perhaps the most critical aspect of technology in education. Technology is, after all, all around us, and its uses are only growing. Using technology, students may acquire a range of skills that can help them in the job.

5. Use learning analytics to track individual development

Schools may be able to evaluate and improve their eLearning efforts using learning analytics in the classroom. Learning analytics may let students create their learning paths based on the insights they get from the data. Learning and development are becoming more customer-centric, which may help school businesses meet even the most challenging objectives. Learning analytics can assist in delivering a high-quality educational experience to all students. It can also identify which educational resources pupils find exciting and valuable and which might be improved.

6. Use assistive technologies to help students with disabilities

Students with particular impairments may benefit from the use of assistive technology tools. About three-quarters of all children with disabilities attend school in a regular education setting. Over the last ten years, the number of U.S. kids enrolling in special education programs has increased by 30%.

7. Use augmented, virtual, and mixed reality to offer students a hands-on experience

Offering effective training programs with a high ROI has become crucial in today's competitive market as more workers seek organizations that match their

Learning & Development criteria. Learning analysis is a technique for ensuring that all employees receive highly relevant and high-quality learning experiences. Learning analytics could help the teacher evaluate and improve the effectiveness of our training programs. Analytics provides insights that can support our L&D teams at all levels, as well as practical design suggestions with long-term benefits.

Advanced analytics can also help determine which pieces of learning material are the most engaging and helpful to students and what needs to be improved. This data is also helpful for schools that want to give customized learning experiences to their employees. When it comes to Learning and Development, employing a user-centric strategy may assist our company in meeting even the most challenging objectives. Using learning analytics to improve user experience knowledge is the first step toward making data-driven decisions that affect staff performance.

8. Troubleshoot fundamental technological issues

When it comes to enabling distance learning, technology has been both a blessing and a curse. Maintaining touch with children during a pandemic is essential, but distractions may be confusing. Technology-assisted problem resolution is required. Students may seek assistance when anything goes wrong, and it helps to have a procedure or set of actions to follow. Additionally, instructors must enable pupils to tackle technological issues on their own.

9. Embrace new technology Deliver instructional materials using multimedia technology

Teachers face significant pressure to integrate new technology into their curricula. Schools must embrace emerging technology and a multimodal approach to education. Pre-service and in-service educators must acquire the requisite knowledge, skills, and abilities for multimedia instruction. Everyone being needs enabling to use the right technology in the twentieth century.

10. Capacity to self-teach new technologies and applications Utilize technology to assist pupils in comprehending local culture and traditions to choose the most acceptable technology

Today, teachers are using the internet in almost every aspect of human activity. Because education occurs on a global basis, teachers may use digital media and technology in their instruction. If instructors use digital technology in their lessons, students will better grasp the wide world. Educators may help students comprehend the value of "collective intelligence" by linking them to worldwide resources and communities through digital media like blogs, podcasts, and videos. Students interested in gaining a better understanding of different cultures will find many chances to engage online in collaborative scientific projects. Through the use of virtual reality, games, and modeling software, students may replicate real-world situations.

11. Examine new educational technology

Multimedia technology enables more contact between instructors and students, thus enhancing the educational process. Although multimedia can provide educators and students with unlimited opportunities for high-quality teaching and learning, the pedagogical strengths and limitations are of concern to

teachers. Multimedia can be maximally valuable and achieve excellence on the 'New Educational Technology Tool (NETT).'

12. Use technology to enhance learning

Educators and educational leaders should only use digital technology to support the teaching and learning process. Technologies can improve educational productivity by speeding learning, raising the cost of instructional materials or program delivery, making better instructor time, and involving detailed educators and students with professional materials, tools, and platforms.

13. Adapt technology to learner requirements

The community cannot bear the burden of education as a whole, except waiting for the involvement of the power structure in education. According to research, by 2022, 54% of all employees would require significant retraining and skill upgrading, with the significant proportion of this being soft skills training. Government agencies must invest in the professional development of their workers. Technology-enhanced learning has the potential to make education more affordable, engaging, and personalized. E-learning courses can assist in fast closing knowledge and ability gaps. E-learning has the potential to empower underprivileged groups if it is made widely available.

14. Create e-learning materials

Building an e-learning curriculum involves more than constructing conventional teaching content. The delivery cost is substantially lower than the cost of printed materials, instructor time, and participant travel. Web-based learning manages, tracks, and monitors current infrastructure.

CONCLUSION

1. General Terms of Indonesians Multiculturalism Education

Inclusion of culture and ethnicity is a must. Focus on diversity ensures that all young people may participate. Religious education must include a multicultural worldview as well as proper theological knowledge. At the new average age, face-to-face schooling is outdated. Blended learning is effective for guiding students through the adjustment to the new normal.

Through technology that integrates physical and cyberspace, the new Society 5.0 paradigm combines attempting to cut IoT technologies, cognitive computing, and Intelligent systems. This new civilization refers to the fact that humankind is in the midst of its fifth revolution. The demonstrates how the individual-technology link helps in resolving contemporary societal issues. Schoolyards in multicultural nations are battlegrounds for a clash of values, norms, interests, cultures, and worldviews. For M.C. to work, there are at least five components that must exist.

These include teacher learning, student learning activities, linkages between study groups, school governance and fair learning opportunities, and the assessment system. Leaders should ensure that decision-making is broadly shared and that community members acquire collaborative skills and attitudes to foster a caring learning environment for children. M.C. must include at least five crucial components: teacher learning, student learning activities, study group linkages,

school governance, and fair learning opportunities. E-learning allows the flexibility to study anytime, anywhere. Technology makes learning simple (and inexpensive) and spreads it over time, making it more effective.

Online students can take e-learning courses from their office, home, or any place with an internet connection. To completely integrate I.T. into Indonesia's education system, the government must take further measures. There is a mismatch between the way teachers now educate and the tasks required of teachers in the future. The skills given in this research may aid in identifying that gap, allowing for appropriate teacher training.

2. Specific Conclusion

1. The No. 20/2003 Law for the Indonesian NES gives schools more freedom and authority to offer M.E. via religious and civic education and any lesson. The government requires teachers to provide innovative and creative approaches to learning from a multicultural viewpoint. Education can foster peaceful coexistence among Indonesia's different ethnic groups.

2. Referring to the model of innovation policy and diffusion process from Berry & Berry (2007), the Indonesian government should develop M.C. around three conceptual pillars: the desire to innovate, the barriers to innovation, and the resources needed to overcome these barriers. NES law's No. 20/2003 concerning the Indonesian NES demonstrates the desire to innovate. There are still several obstacles, including the absence of explicit regulations governing how multiculturalism-based educational innovation has become its operational reference. As the parties accountable for the achievement of M.E. in each academic unit, leaders, educational leadership, and teachers continue to need training and standards relevant to the unit's requirements.

3. Policymakers can educate Indonesian teachers and school teachers with the big theme of *global citizenship*. Global citizenship serves as a catch-all phrase for the many educational objectives. Global education includes cognitive and emotional components, focusing on respect for people and the environment. Because the primary goal of international education is to educate students to be successful and responsible citizens in a global society, many world education experts have tried to characterize global citizens. A global citizen, according to Oxfam (2015), is someone doing the below:

a). aware of the larger world and the role as global citizens; b). respects and values diversity; c). understanding how the world works; is oriented to social justice; needs to engage in communities at all levels, from local to global; d). works with others to make the world a more equitable and efficient place, and e). accepts responsibility for their actions.

4. Gorski (2020) thought the Seven Keys for M.C. Availability, subject, teaching-learning, context, critical inclusivity, civic and social responsibility, and assessments are characteristics. The school's curriculum delivery plan outlines curricular, pedagogical, and learning expectations and objectives. The curriculum aims to meet the demands of diverse children at each year level and those with disabilities and other special needs.

Curriculum design is a political as well as a technical undertaking. The curriculum is of public interest due to the significance it has for society. Curriculum specialists and specialized committees ought to work in synergy with support from curriculum-specialized institutions. The most straightforward and most successful

curriculum includes a curriculum framework. The eight kinds of the curriculum including formal mechanisms, instructional curriculum, connected curriculum, assessed curriculum, encouraged curriculum, hidden curriculum, excluding curriculum, and discovered curriculum.

Teaching-learning material (TLM) is an abbreviation for instructional material. It is any material that a teacher uses to make their teaching more complete and thriving in the classroom. It may also be both living and inanimate. The instructor or student may purchase or create teaching-learning materials.

Five views of curriculum perspective show the chronological evolution of curricular trends in American education. The traditional viewpoint advocates a return to mastery of basic literacy skills and the spread of shared values. The experiential point of view emphasizes the need to incorporate all elements of student life into the curriculum that they will study. By concentrating on the thought structure of a particular field of study, the disciplinary point of view supports the development of intellectual skills. The behavioral perspective encourages the development of learning objectives and the adjustment of the curriculum to suit the needs of students as they achieve these goals. Finally, the constructivist theoretical approach encourages teachers to create a curriculum that enables students to customize their learning by reorganizing their thinking around what they learn in class. These five points of view provide insights that complement contemporary educational ideas.

Think critically and carefully about what it means to belong with critical inclusiveness. It involves valuing all students equally and providing environments in which they may fully engage. Encouraging student-teacher interaction is a good idea. Encourage pupils to cooperate and exchange gifts by teaching them. Please encourage students to take an active role in their education. Please respond as soon as possible. Make scheduling time for the job a top priority. Set high expectations for ourselves and others. Recognize and appreciate the differences in others' talents and learning methods.

Civic responsibility is the definition given by the Oxford Dictionary. To be democratic, one must engage in behaviors and attitudes that support that democratic process. Involvement in government, religious organizations, and volunteer work are examples of civic duties. As a moral framework, social responsibility demonstrates that people and organizations have to collaborate and work together for the greater good of society. Citizenship and social responsibility must be an integral part of the five essential curriculum keys to develop and shape the M.C. system.

To help students learn and grow more effectively, educators utilize assessment to gather, evaluate, and apply data in systematic ways. Evaluation of students using several methods aims to see if they meet the instructor's learning objectives for their courses and programs. The government and educational units need an effective assessment program to maintain accreditation as proof of academic units' continual improvement in teaching and learning. The evaluation findings may offer a compelling justification for curricular and other adjustments in the school unit.

5. Technology can make teaching easier to get an education sitting at home, but a teacher provides that education. A good teacher must be more than just a messenger of information. Technology will never be able to take the place of teacher mentoring, direction, and inspiration. The teacher is in charge of making

important decisions, managing their time efficiently, and choosing the best resources to meet the students' needs. Because technology cannot teach these human abilities, students need instructors. It is undeniable that technology aids students' learning and plays a significant role in education. However, it cannot replace instructors since computers and technology cannot substitute human contact and teach human skills. As a result, future instructors must be able to use technology to maximize educational outputs and outcomes.

Future educators must be friendly with technology. Teachers should be aware of technology to create a pleasant atmosphere where children love to learn. Becoming a tech-savvy educator requires the right tools and support from schools and governments. Effective use of digital learning tools can increase student engagement and help teachers improve lesson plans.

Teachers can customize lesson plans for each student based on their interests and strengths through online lessons and games. Learner insights from learning analytics can help build individual learning pathways. Making learning and development more user-centric can help schools achieve even the most challenging goals. Uses augmented, virtual, and mixed reality to offer students hands-on experiences in the classroom. Teachers are under increasing pressure to incorporate new technologies into their curricula.

Schools must embrace new technologies and multimodal approaches to education. Pre-service and in-service teachers must have the necessary skills and competencies for the use of multimedia. The practical use of technology is an essential 21st-century skill for every human being. Multimedia can provide educators and students with endless opportunities for high-quality teaching and learning. Technology has the potential to revolutionize education by bringing new paradigms of related learning.

All educators will need significant retraining and skills upgrading by 2022. Educators need to have access to resources for continuing their education. E-learning courses can efficiently close knowledge and skills gaps. Web-based learning leverages existing infrastructure (computers, servers, intranets, and student activities) to manage, track, and monitor through a learning management system.

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