

CHAPTER I

INTRODUCTION

1.1 Research Background

In the midst of increasing societal complexity and global dynamics, conflicts that stem from differences in religion, ethnicity, culture, and social background have emerged as global issues in society (Lonto, 2020). These issues can lead to tensions and misunderstandings in society due to a lack of awareness in building social cohesion, tolerance, and mutual respect among others (Hariyadi & Rodiyah, 2023). Unfortunately, this problem not only occurs in the broader social community but also seeps into the educational environment. Schools, which should be a place to build character and respectful attitudes, often reflect the social problems in society (Padmadewi & Artini, 2017). The phenomenon, such as the exclusion of students from minority groups, differences in treatment based on cultural or religious backgrounds, and social conflicts between students, is a clear illustration of how these global issues also have an impact on the educational field (Ilfiandra et al., 2023).

In the context of a school setting, several cases of bullying and discrimination have been reported by *Jaringan Pemantau Pendidikan Indonesia (JPPI)*, which stated that the number of cases of violence in schools increased from 2020 to 2024 (Mashabi & Prastiwi, 2024). Based on the data, it indicated that the efforts to prevent violence cases in schools have not been fully effective and optimally integrated, where the case of violence, including bullying, discrimination, and physical and non-physical (mental) abuse (UNESCO, 2019), still happens in the school setting over the past five years. In

2025, there were also cases of bullying that occurred in several schools, supported by specific data from *detik.com*, which reported the case of an elementary school student with disabilities becoming the victim of bullying at school in Gorontalo (Nawu, 2025), and the same case of bullying in the school happened in West Lampung (Widyanti, 2025). This situation reflects that school practices still lack the ability to demonstrate an understanding of differences to the students (Ilfiandra et al., 2023), which can also create polarization in the community and have an impact on the overall educational setting, including its role in providing a peace education.

Considering the violence cases happening in the education field, the existence of peace education is crucially needed to be promoted in school settings (Saifuddin et al., 2023). Promoting peace education not only teaches the importance of living in a educational settings but also fosters values of peace, such as tolerance, respect, empathy, and acceptance of differences (Demir, 2011; Zainal et al., 2021). The students come from diverse backgrounds, social statuses, abilities, interests, and other differences, which can lead to conflict if they are unable to build a friendly and inclusive school culture. In this context, through promoting peace education, students are taught to take responsibility for resolving conflicts peacefully, respect other points of view, and differences in order to construct an inclusive school culture (Nitiasih et al., 2025; Padmadewi et al., 2024). Therefore, fostering peace education is part of producing peace values and attitudes in educational settings, where it also significantly supports inclusiveness in the teaching and learning process.

The principle of inclusiveness in education emphasizes equal access to the learning process for all learners in the classroom (Nasir et al., 2025). In inclusive classrooms,

teachers, and schools support students by providing a supportive environment, which allows them to learn based on their abilities, needs, and interests (Dewi et al., 2025; Hriday et al., 2024; Padmadewi & Artini, 2017; Said et al., 2023). The number of studies defines inclusive education as providing a special program for students who have special needs in their learning process (Samudra, 2019; Said et al., 2023; Susilawati et al., 2023; Sipahudin, 2024). However, inclusive education is also part of constructing supportive learning environments for students with diverse backgrounds, including diverse cultural backgrounds, languages, customs, disabilities, and social status (Nzuza & Sulaimon, 2025; Sherpa, 2019). In other words, inclusive classroom practice not only accommodates students with disabilities but also responds to cultural and social diversity, where students perceive respect, tolerance, empathy, and acceptance of differences.

In this context, inclusive values can be found in the multicultural concept, where multicultural values can avoid divisions that disrupt peacebuilding in an educational setting. The concept of multiculturalism refers to the idea that recognizes the existence of individuals living in diverse environments and cultures, which encompass the diversity of social groups, social status, ethnicity, religion, language, tradition, and customs (Kymlicka & Banting, 2006; Gay, 2018). In the context of education, multicultural values are crucial not only to enhance acceptance and tolerance toward diversity but also for preventing social conflict and constructing a sense of tolerance of peace attitudes among students. Promoting multicultural values is essential for maintaining a democratic school environment and promoting tolerance for diversity, eliminating discrimination and inequitable rights, and fostering harmonious aspects in

an inclusive setting (Harmi et al., 2022). Therefore, implementing effective multicultural values in school settings is expected to promote acceptance of fairness, empathy, togetherness, tolerance, respect, and other inclusive values in inclusive educational settings. In other words, inclusive education that integrates multicultural values into the learning process can have various positive impacts on students' learning environment, creating peaceful and harmonious learning experiences.

Based on the awareness of multiculturalism and inclusive education, previous studies have examined the strategies and approaches that teachers implement to support the development of an inclusive educational environment. Previous research mostly discussed effective teaching strategies, educational approaches, and learning media to support inclusive classroom learning (Damyanov, 2024; Z. D. Nzuza & Sulaimon, 2025; Padmadewi et al., 2023, 2024). Moreover, several studies specifically discussed and implemented effective teaching strategies in multicultural settings, including the understanding of multiculturalism and religious moderation (Harmi et al., 2022), finding out the teachers' roles and attitudes toward multiculturalism (Akkaya et al., 2021; Ilmi et al., 2021; Lim & Kester, 2023), and implementing teaching practice by integrating several elements of multiculturalism in order to ensure respect and tolerance in multicultural education (Nuryadi et al., 2020; Özkan, 2022).

Therefore, although previous studies have extensively explored multicultural and inclusive education practices, most of them view multicultural and inclusive education separately or only focus on a specific part of the educational practices. In other words, limited attention has been given to understanding how the interconnection between multicultural values and inclusive education that integrate among school policies,

curriculum, co-curricular school programs, and school culture works together to foster a peaceful and a more inclusive educational environment. As theoretically mentioned in previous lines, multicultural values integration in the context of inclusive education settings can bring peace values and a harmonious learning environment, such as tolerance, empathy, and a respectful foundation in educational settings (Harmi et al., 2022). Thus, there remains a lack of research explaining how multicultural values are systematically integrated into various aspects of education, such as institutional policies, curriculum, co-curricular school programs, and school culture, as well as how such integration contributes to the peacebuilding within an inclusive education environment.

In this context, although English as a medium of instruction has great potential to introduce cross-cultural perspectives and broaden students' understanding of global diversity, research examining the integration of multicultural values into English language learning as a means to support inclusive education and the development of values of peace remains relatively limited. Therefore, this study aims to provide a more comprehensive perspective on how multicultural values are integrated at both the classroom and school institutional levels to build an inclusive, harmonious, and peace-oriented educational environment.

In this current research, the researcher investigated how multicultural values can effectively promote peacebuilding in inclusive education settings, specifically in the context of English as a medium of instruction in an international bilingual school. The school setting actively integrates an inclusive approach that not only provides special support for students who need it in their learning process but also ensures equal learning

for students from diverse social and cultural backgrounds (Martinez et al., 2025). Moreover, the use of English as a medium of instruction provides students with opportunities for interconnection with diverse cultures, which may support the integration of multicultural values in inclusive settings (Heidi et al., 2020). Therefore, this research seeks to contribute to the effectiveness of multicultural values and peacebuilding in education through English-language instruction, as well as to identify an inclusive multicultural and world peace education framework that can be integrated to promote social cohesion and minimize discrimination.

1.2 Problem Identification

Education is an effort to support individual development and lead to a better process. Inclusive education is a program that serves not only students with special needs but also students from diverse backgrounds, so that all students can receive an equal education without unfair treatment. The concept of multiculturalism refers to the phenomenon where individuals with different perspectives, such as race, social class, ethnicity, beliefs, religion, and cultures or traditions, live together (Aslan, 2022). In this context, the integration of multicultural values in education offers a change in the educational structure that provides all students with equal opportunities in educational services, academic success, and also supports peace values in the educational environment.

As part of the problem identification, it has been found that the phenomenon, which occurred in an educational setting, has seen an increase in violence cases in schools over the last five years (Mashabi & Prastiwi, 2024; Nawu, 2025; Widyanti, 2025).

Based on the phenomenon, it indicates a fundamental problem that exposes an unfavorable school atmosphere for the students. Therefore, it is crucial that the school engage students and teachers in the community to foster an understanding of multicultural values and peacebuilding as a core part of education, thereby preventing violence in the school setting. The integration of multicultural values and peacebuilding can help in avoiding violence, such as discrimination, bullying, and abuse that happen in the educational environment (Harmi et al., 2022). In other words, it is a crucial requirement for integrating multicultural values to engage students' understanding of how individuals navigate diversity, differences, and plurality (Marom, 2016), in which tolerance and respect are essential to prevent violent attitudes in educational settings. Therefore, integrating multicultural values and peacebuilding is expected to promote peace values and attitudes, foster social cohesion, and minimize discrimination, creating a more inclusive educational environment.

1.3 Research Limitation

This research investigates the integration of multicultural values and peacebuilding into inclusive education as part of promoting a peace educational environment. In other words, the use of English as a medium of instruction also becomes a limitation in the investigation, where English can be part of cross-cultural understanding in supporting the integration of multicultural values. Specifically, this study explores how the multicultural values perceived and implemented in the classroom setting, in English teaching and learning process, how the school policies and curriculum support the integration of multicultural values integration, how can multicultural values be

integrated that promotes peace values and attitudes through inclusive education, and how to identify inclusive multicultural and world peace education frameworks that can be integrated to promote social cohesion and minimize discrimination.

This study used mixed-methods research design, employing qualitative and quantitative approaches to explore how multicultural values are integrated into inclusive education, particularly in promoting peace values and attitudes, fostering social cohesion, and minimizing discrimination in educational settings. The qualitative data were collected through interviews, field notes, observations, and document analysis to gain a deeper understanding of the data. Meanwhile, quantitative data were collected through questionnaires distributed to teachers to explore their perspectives and experiences of integrating multicultural values into inclusive classroom settings. Moreover, the questionnaire results are used to accomplish the inclusive multicultural and world peace education framework in this study.

1.4 Research Questions

Referring to the background of the research and problem identification previously, this study formulates four specific questions as the research questions, are as follows:

- 1.4.1 How do teachers and students perceive and implement multicultural values in the English teaching and learning process?
- 1.4.2 How do the school policies and curriculum support the integration of multicultural values in inclusive education?

- 1.4.3 How can multicultural values be integrated into school policy, curriculum, and co-curricular activities to promote peace values and attitudes in an inclusive education setting?
- 1.4.4 How to identify an inclusive multicultural and world peace education framework that can be integrated to promote social cohesion and minimize discrimination?

1.5 Research Objectives

The purposes of this study are formulated based on the research questions above.

The following research objectives are as follows:

- 1.5.1 To identify how the teachers and students perceive and implement multicultural values in the English teaching and learning process.
- 1.5.2 To find out how the school policies and curriculum support the integration of multicultural values in inclusive education.
- 1.5.3 To investigate how multicultural values are integrated into school policy, curriculum, and co-curricular activities to promote peace values and attitudes in an inclusive education setting.
- 1.5.4 To identify an inclusive multicultural and world peace education framework that can be integrated to promote social cohesion and minimize discrimination.

1.6 Research Significance

The results of this research are expected to have beneficial impacts across various aspects, including theoretical and practical significance.

1.6.1 Theoretical Significance

The present research findings provided a scientific conceptual and theoretical basis for many colleges in the educational context and for future research on the integration of multicultural values, peacebuilding, and inclusive education. Specifically, this present research contributes to the context of how English as a medium of instruction effectively promotes the integration of multicultural values and peacebuilding in the teaching and learning process. Moreover, the study also provides theoretical practices in constructing school policies and curriculum that support multicultural education, the effectiveness of integrating multicultural values to promote peace values and attitudes, and the framework of inclusive multicultural and world peace education based on multicultural values integration and an inclusive approach. In addition, the results of this study are also beneficial as a scientific source for future research, especially in the same research topics in inclusive and multicultural settings.

1.6.2 Practical Significance

1.6.2.1 Teachers

In practical terms, teachers gain insight into how multicultural values and peacebuilding are integrated into an inclusive classroom, especially in the context of English language instruction. The results of this research also provide a perspective on the implementation of multicultural values in inclusive settings, offer valuable insights into school policies and curriculum, and provide educational frameworks that can be integrated

into classrooms and school settings to promote social cohesion and minimize discrimination in educational fields.

1.6.2.2 Educational Institution

The findings of this research are intended to serve as input and evaluation for the educational institution in providing a peace education environment by exploring the multicultural values and peacebuilding in inclusive settings. Moreover, the inclusive multicultural and world peace education framework supports educational institutions in developing a peace educational environment based on the integration of multicultural values and inclusion.

1.6.2.3 Other Researchers

In practical terms, other researchers can use these findings as a reference when exploring the multicultural values and peacebuilding in an inclusive educational setting to promote a peace educational environment.

1.7 Definition of Key Terms

1.7.1 Conceptual Definitions

1.7.1.1 Multicultural Values

Multiculturalism can empower society and maintain all diversity by eliminating social injustice and discrimination (Akkaya et al., 2021). There are the concept of multicultural situation, including (1) multicultural in a society, which connect to ethnicity, religious, and/or heterogeneity of cultures in a society; (2) multicultural in an ideology approach, means multicultural represents of respect and

tolerance to cultural diversity; and (3) multicultural as a set of policies, which states that the purpose of multicultural is used as a shield or rules to exterminate the obstacles that occur in cultural differences and maintain social justice (Kymlicka & Banting, 2006). Additionally, as a dimension of supporting multicultural values in education, (Banks & McGee Banks, 2010) stated there are five point that need to consider as supporting multicultural values in education, namely: *(1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) empowering school culture and social structures.* Therefore, the concept of multicultural values is essential to fostering respect and tolerance for each other and building a peaceful society among cultural differences in educational settings.

1.7.1.2 Inclusive Education

Inclusive education means providing equal academic access and opportunities, including facilities and treatment that are fitting and meaningful for learners, in order to achieve equality and justice in an academic environment. It is also supported by (Padmadewi et al., 2023), who define inclusion as the equality of acceptance of cultural and background diversity, fostering respect, empathy, and care for one another. In other words, inclusive education emphasizes that all students in a school environment can fully access and build their

potential and also perceive the academic facilities without exception (Susilawati et al., 2023).

1.7.1.3 Peace Values and Attitudes

As defined by Demir (2011), peace is related to the feelings of love, respect, understanding, absence of violence, tolerance, solidarity, happiness, conscience, reconciliation, trust, and harmony. In other words, peace values are a positive value that creates a harmonious and comfortable environment. Moreover, peaceful attitudes reflect how individuals demonstrate attitudes and behaviors that support the realization of a peaceful life. It involves avoiding conflict and developing an awareness of the importance of harmonizing with others (Fabio & Croce, 2024). Therefore, peace education has a vital role in fostering the values to engage the students constructively in empowering their conflict resolution skills, respect, and acceptance of individual diversity.

1.7.1.4 Peacebuilding

As explained by Cremin & Guilherme (2015), *peacebuilding* is an approach of peace that continuously works to create peace conditions in an environment. *Peacebuilding* creates positive *peace* by eliminating violence through the establishment of democratic, inclusive, and equal system that values diversity. In other words, *peacebuilding* aims not only to reduce conflict but also foster respectful school culture, by encouraging all members to feel

accepted, empathy, supportive, and actively foster positive relationship.

1.7.2 Operational Definitions

1.7.2. 1 Multicultural values

In this study, the multicultural values are defined as the operational definition, where this study utilizes the multicultural concept based on five dimensions of supporting multicultural values in education, namely: (1) *content integration*, (2) *the knowledge construction process*, (3) *prejudice reduction*, (4) *an equity pedagogy*, and (5) *empowering school culture and social structures* (Banks & McGee Banks, 2010). The underlying theory is used to identify the integration of multicultural values in inclusive bilingual education through class and school observation, to analyze several related documents (school policy and curriculum), and to conduct interviews with the school principal and teachers to gain a deeper understanding of the integration of multicultural values in inclusive education.

1.7.2. 2 Inclusive Education

As the operational definition of inclusive education, this study employs inclusive education as the research setting. Inclusive education demonstrates that academic activities foster equal opportunities for all learners, including students from diverse cultural backgrounds who aspire to equality and justice within an

academic environment. In this context, inclusive education refers to the school's efforts to provide equal academic opportunities for all learners from diverse cultural backgrounds.

1.7.2. 3 Peace Values and Attitudes

In this operational definition, peace values and attitudes are defined as the results of data showing how integrating multicultural values into inclusive education can effectively promote peace values and attitudes in their environment. Furthermore, at this point, the researcher conducts an exploration by employing classroom and school observations, analyzing several related documents (school policies and curriculum), and interviewing class teachers and the school principal.

1.7.2. 4 Peacebuilding

As the operational definition, peacebuilding is explored as the peace environment results that can be observed from classrooms teaching and learning process, school policy, curriculum, and co-curricular activities. In this context, *peacebuilding* is highlighted through school practical practices in building and maintaining peace that shows mutual respect, tolerance, empathy, prevent bullying, and actively fostering positive social and relationship among students within inclusive school settings.