



Teacher Perception of Multicultural Classroom Management in Singkawang: Qualitative Research in Indonesia's Most Tolerant City

Ahmad Rabiul Muzammil^{1,*}, Mariyadi²

^{1,2}Department of Indonesian Language Education, FKIP, Tanjungpura University, Indonesia

*a.r.muzammil@fkip.untan.ac.id

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ABSTRACT

Purpose: Teachers' attitudes towards multicultural classroom management determine civic education in multicultural classrooms. Therefore, this study examines teachers' perceptions of managing multicultural classrooms in Singkawang, a city known for its high tolerance in Indonesia.

Methodology: A qualitative research design was employed, utilizing semi-structured interviews to collect data from eight teachers (four male and four female) aged 32 to 52 years, representing Dayak, Malay, and Javanese ethnicities. Working at primary and junior high schools, these teachers taught subjects such as the Indonesian language, general classroom topics, and science. Purposive sampling was used to select participants, ensuring diverse cultural representation. Data collection occurred over November 2024, with interviews conducted in Indonesian and transcribed for thematic analysis based on Braun and Clarke's framework.

Findings: Thematic analysis revealed six major themes: "Flexible Classroom Management," "Development of Tolerance Values," "Development of Unity Values," "Development of Equitable Services," "Utilization of Local Culture and Wisdom," and "Collaboration between students who have different cultural backgrounds."

Significance: This study benefits educators, school administrators, and policymakers by providing insights into practical strategies for managing multicultural classrooms. It offers a practical framework to enhance cultural understanding, tolerance, and unity, contributing to the broader goals of multicultural education and social cohesion in diverse communities.

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INTRODUCTION

As a multicultural country, Indonesia is an undeniable reality (Musadad, 2022; Sidi, 2019). This is due to the diversity of Indonesia, which consists of various ethnicities, religions, and languages. It is known that Indonesia consists of 656 ethnic groups that use 746 local languages, which are spread across more than

17,800 islands (Azra, 2018; Hefner, 2001; Sibawaihi, 2022). This has made classrooms in Indonesia more diverse (Bedewy, 2024; Guo, 2015), including those seen in Singkawang City.

As a city that was established in 2021 (UU Nomor 12 Tahun 2001 Tentang Pembentukan Kota Singkawang, 2001), Singkawang city has been known as an area whose people have ethnic diversity, such as Malay, Chinese, Dayak, Javanese, Bugis, Madura, Minang, Batak, Sundanese and so on (Juniardi et al., 2022). With this diversity of religions, ethnicities, and races, Singkawang City can maintain harmony in life together and get the nickname of the most tolerant city (Suwarso, 2021). This is proven by the fact that Singkawang has received the title of the most tolerant city three times based on the recognition of the SETARA Institute in 2021, 2022, and 2023 (Media, 2024). In addition, several studies have revealed that Singkawang City has vulnerability and fragility in their attitude of tolerance and is prone to rupture (Atmaja et al., 2023), so it is very necessary to reveal how multiculturalism is managed in Singkawang, in this case in the world of education. With the reality of the City of Tolerance and the fragility of tolerance in Singkawang City, this research is important to investigate how teachers' perceptions manage multicultural classes.

Perceptions, expectations, and attitudes toward cultural diversity in classrooms and educational centers mark the style of education and citizenship formation (Bugno, 2018; Rodríguez Fuentes & Fernández Fernández, 2018). This happens because teachers' perceptions and attitudes affect student achievement, and these expectations vary depending on the student's ethnic group (Podadera & González-Jimenez, 2023; Rubie-Davies et al., 2006) including in shaping students' character in tolerating the diversity that exists in their school. Therefore, teachers should not only be facilitators of knowledge but must have a good understanding, acceptance, and respect for multicultural classrooms to meet students' educational and cultural needs (Banks, 2015; Ernawati, 2024; Wang, 2022).

In multicultural classroom management, teachers must recognize and appreciate the diverse cultural origins of their students and modify their methods to suit the needs of all children (Chimbunde, 2024; Gay, 2015). Some experts noted that there are three things that teachers need to do in managing multicultural classrooms such as 1) strictly upholding learning standards while still offering some appropriate support to learners, 2) utilizing students' experiences, knowledge, and assets to integrate this knowledge with their culture, 3) fostering students' ability to identify and critique social injustice (Chimbunde, 2024; Comstock et al., 2023; Nicole Buzzetto-Hollywood, 2023). These management efforts must be carried out continuously to create a conducive environment, especially for students or the community where students come from (Musadad, 2022). In addition, with good management, schools can help students acquire positive behavioral traits such as the ability to empathize and show respect and tolerance for others can be achieved (Sinagatullin, 2003; Tonbuloglu et al., 2016).

Not many previous studies intersect with the research issue of multicultural classroom management in Singkawang. Some research focuses on multicultural education in Islamic boarding schools, such as those conducted by Atmaja et al. (2023), which succeeded in revealing that social tolerance in Singkawang is low and fragile, vulnerable to collapse and rupture. Research on multicultural classroom management focuses on the strategies of elementary school teachers in Lampung in implementing multiculturalism education, with the study showing that teachers utilize strategies of contribution, enrichment, transformation, and problem-based learning (Suri, 2021). Research on multicultural classroom management practices in Indonesia revealed that in some areas, inconsistencies between policies and implementation in the field are caused by the existence of explicit policies in schools and the inability of teachers to practice (Raihani, 2018).

In other countries, multicultural classroom management practices have been carried out in Europe, with the study showing that teachers understand how to develop positive relationships with students by not giving corrections to inappropriate behavior without referring to the cultural and ethnic background of students (Tartwijk, 2009). In addition, researchers in southern Africa found that teachers who do not have training and preparation to teach in multicultural classrooms have many challenges in managing multicultural classrooms, so multicultural training and education are important (Chimbunde, 2024). Another research on multiculturalism was conducted in universities in Indonesia (Sibawaihi, 2022), which revealed that people from religious institutions use their religious ideology, Pancasila, and humanism to implement

multicultural attitudes, while people from non-religious institutions adopt Pancasila, humanism, and cultural traditions.

Multicultural research conducted in Singkawang (Atmaja et al., 2023) is not directly related to multicultural classroom management strategies. Likewise, research conducted (Chimbunde, 2024; Tartwijk, 2009) is not connected to research in Singkawang. Research on teacher strategies conducted (Suri, 2021) does not directly discuss teacher management of multicultural classes in Singkawang but in Lampung and research conducted (Raihani, 2018) focuses on multicultural education policies in Indonesia, excluding the Singkawang area, and other research (Sibawaihi, 2022) conducted in universities. Therefore, this research is different from previous research, with the novelty of researching teacher perceptions of multicultural classroom management in Singkawang, Indonesia's most tolerant city.

Research on teachers' attitudes towards multicultural classroom management in Singkawang is important because the city is labeled as the most tolerant city in Indonesia, so the values of how teachers spread the spirit of togetherness in the city can be studied. In addition, the previously mentioned fact about the fragile attitude of tolerance in Singkawang makes this research also important so that multicultural attitudes in schools implemented by teachers remain well monitored. This research can provide a direct understanding of the relevant parties regarding how multicultural classroom management in Singkawang can be utilized by policymakers, teachers, and researchers who explore implementing education in multicultural classrooms.

METHODOLOGY

This study adopts a qualitative research type and, with the help of a phenomenological approach, reveals teacher perceptions of multicultural classroom management in Singkawang City. The method was chosen based on its flexibility in accommodating a more in-depth analysis of the subject matter in this study, namely regarding teacher perceptions of multicultural classroom management (Berg & Lune, 2017; Kitzinger, 1995). By using this type of research, the ideas and views of respondents can be more diverse, can reveal more about the differences in views between groups of research respondents (Berg & Lune, 2017), and can find themes that are not revealed by quantitative research (Dolan Mullen & Reynolds, 1978; Hashmi et al., 2017). For these reasons, qualitative research is suitable for this study. As mentioned earlier, this research utilizes a phenomenological research approach with the basis for selection, namely based on the usefulness of this approach in explaining phenomena through exploring the perceptions of respondents as actors of the phenomenon being explored by asking how they experience the phenomenon (Neubauer et al., 2019; Teherani et al., 2015). The combination of qualitative research type and phenomenological approach is suitable for interviewing techniques (Ridwan et al., 2022). Compared to other types of research, phenomenology is more appropriate for genuine human understanding and insight than case studies, narrative, ethnographic, or empirical studies used to generalize research findings to specific groups (Van Manen, 2017). Previous research utilized phenomenology in education to describe good experiences, such as gifted children, from the perspective of the object of research rather than from the perspective of others (Eddles-Hirsch, 2015). Therefore, phenomenological research is suitable for uncovering teachers' personal experiences managing a multicultural classroom in the most tolerant city in Indonesia.

This research was conducted in Singkawang City, which has received the title of the most tolerant city three times based on the recognition of SETARA Institute, namely in 2021, 2022, and 2023 (Media, 2024). Therefore, this research reveals the management of multicultural classes from the teachers' perspective in Singkawang City.

The data in this study are in the form of teachers' responses to multicultural classroom management in the schools they handle. The research respondents were determined by purposive sampling technique selected on several bases, namely (1) are subject teachers or class teachers who teach in Singkawang City, (2) are willing to be interviewed, (3) teach in classes whose students consist of two or more ethnic groups to ensure that teachers experience teaching in classes consisting of students from different backgrounds. From that, eight teachers, consisting of four male respondents and four research respondents with an age range of

32 to 52 years, who teach at the elementary and junior high school levels of Indonesian, Classroom Teacher, and Science subjects, were obtained. The research respondents came from Dayak, Malay, and Javanese tribes, with diverse students from Dayak, Malay, Chinese, Javanese, Madurese, Bugis, and Batak tribes. Data was collected from October to November 2024. The complete demographics of the study respondents can be seen in Table 1.

Data in this study were collected through semi-structured interview techniques. The questions in this study consisted of several probing questions such as "How do you experience teaching in a multicultural classroom?", "How do you manage a multicultural classroom in your school?" and several other basic questions were further developed with a focus on "how" questions to deepen the disclosure of teachers' perceptions of multicultural classroom management in Singkawang. Before conducting the interview, the researcher first confirmed to get the respondent's consent. On average, interviews were conducted for 15-25 minutes. Interviews were conducted in Indonesian because it is the language of instruction in the educational environment. Interviews were conducted by prioritizing respondents' freedom in responding to research questions. The tools used to assist in collecting research data were a voice recorder, pen, and stationery to facilitate the researcher in recording the themes that emerged during the interview. All interviews were well recorded and then listened to again to maintain the answers' consistency.

Table 1 Demographics of Research Respondents

Code	Age	Gender	Tribe	Level	Subject	Student Tribe	Number of students taught
R1	40	Female	Java	SMP	Indonesian Language	Dayak, Malay, Tionghoa, Java, Madura, Bugis	183
R2	52	Female	Dayak	SMP	Indonesian Language	Malay, Java, Madura	265
R3	32	Male	Malay	SMP	Indonesian Language	Dayak, Malay, Tionghoa, Java, Madura, Bugis, Batak	256
R4	37	Male	Dayak	SD	class teacher	Dayak, Malay, Tionghoa, Java	28
R5	40	Male	Dayak	SMP	Indonesian Language	Malay, Tionghoa	254
R6	34	Female	Malay	SD	class teacher	Dayak, Malay, Tionghoa, Java	27
R7	38	Female	Java	SMP	Natural Science	Dayak, Malay, Tionghoa, Java	145
R8	38	Male	Malay	SD	class teacher	Dayak, Malay, Tionghoa, Java, Madura	26

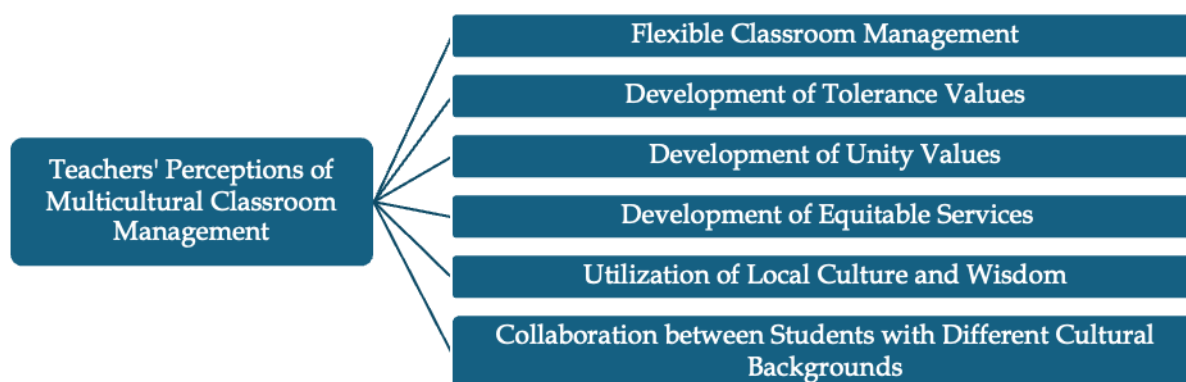
The data obtained is then tested for validity using data triangulation techniques to get a complete picture of the occurring phenomena. The data triangulation technique was chosen because it can accommodate more comprehensive data collection from several research sources (Jentoft & Olsen, 2019). Therefore, in this case, the researcher utilizes data triangulation, namely data collection regarding perceptions of multicultural classroom management from different data sources, namely several teachers who teach multicultural classes in Singkawang City. Researchers, in this case, compared the results of interviews between respondents to get more comprehensive data.

The recorded interview results were then transcribed into written form to facilitate research data analysis. Data analysis in this study utilized thematic data analysis techniques to determine, investigate, organize, describe, and report themes that emerged from the research data obtained (Braun & Clarke, 2006, 2022; Muzammil et al., 2023). There are several stages in thematic data analysis (Nowell et al., 2017): understanding the research data well, 2) coding in order to label the data or relevant patterns, themes, or

meanings, 3) determining themes, 4) double-checking, 5) defining themes, and 6) reporting.

FINDINGS

This research successfully revealed six themes related to teacher perceptions of multicultural classroom management in Singkawang City: "Flexible Classroom Management," "Development of Tolerance Values," "Development of Unity Values," "Development of Equitable Services," "Utilization of Local Culture and Wisdom," and "Collaboration between students who have different cultural backgrounds ."These findings can be seen in Figure 1.



Gambar 1. Findings of Teachers' Perceptions of Multicultural Classroom Management in Singkawang

Flexible Classroom Management

The research data reveals the tendency of research respondents to utilize learning that is more flexible toward cultural diversity. This flexibility is implemented in curriculum policies such as determining student holidays, selecting media and methods, and so on. The results of interviews related to this matter are shown below.

Yes, adapting teaching materials and methods to be more inclusive of cultural diversity in the classroom is very important. This inclusive approach helps to create a more equitable and acceptable learning environment for all students, regardless of their cultural background (R5).

Learning should adapt to students' culture to make learning closer to them (R6).

Students of Chinese ethnicity dominate the school where I teach. We, as educators, usually provide flexibility for these students to participate in cultural activities organized in Singkawang City, for example, by giving longer holidays for Cap Go Meh celebrations or Chinese New Year holidays. In addition, I make enrichment and material adjustments to suit the needs of plural students at school. (R7)

When doing a project, students can make works/examples according to the potential owned in their area or at home. When given an assignment, students can be given the option to provide examples based on their culture. Not forcing students to perform a show or presentation based on only one type of culture, but rather giving students the freedom to express themselves. (R8)

The interview above shows the tendency of teachers in Singkawang to be more flexible in managing multicultural classes. This is as stated by R1 and R7, who revealed that classes with diverse conditions, such as in Singkawang, need to be managed by adjusting materials and methods that can be accepted by all groups and provide justice to students. In addition, cultural adjustments are also needed when giving assignments or determining policies for class implementation. Students with different cultural backgrounds are free to explore more deeply the culture of other tribes or their own culture, as respondents R8 and R6 recognized. Such adjustments can also be made during holiday celebrations. Respondent R7 acknowledged that teachers need to adjust holidays to respect students' holidays, such as for students from Chinese ethnic groups, namely during the Cap Go Meh or Chinese New Year celebrations, by giving enough time off for students to celebrate these holidays. In this case, teachers need to be sensitive when making adjustments so that the policies do not negatively affect students.

Development of Tolerance Value

The research findings show teachers' efforts in developing tolerance values when conducting classroom management in their multicultural classes. The values of tolerance are illustrated in the interview results, which are as follows.

Early familiarization since school teaches mutual respect and tolerance enriches students' knowledge and insight into the diversity of other cultures (R1)

I teach students to be a tolerant person, respect the answers of all students, teach about respecting ethnicity, religion, race, and class (SARA), be fair to all students (R4)

Empathy, respect, and cooperation (R6)

Values of fairness, tolerance, and mutual support (R7).

Mutual respect and appreciation of differences (R8).

The interview above displays the attitude of teachers who strongly prioritize tolerance, which must be taught to students in the school environment, including in multicultural classes in Singkawang City, as expressed by respondent R1. Teachers, in this case, continuously develop students' insights into the cultures of others around them and how they appreciate these differences. In addition, students are also taught to empathize, support each other, develop good cooperation between groups, be fair, and respect differences in ethnicity, religion, race, and class, as stated by R4, R6, and R8. This can certainly be taught by teaching the values of justice in the ideology of the Indonesian nation. In addition, teachers also take advantage of diverse classes to practice directly about how to be fair on a small scale, namely in the classroom on every occasion, as stated by R4. In this way, teachers can teach according to the subject but, in practice, insert some teaching about tolerance, respect, cooperation, justice, empathy, and support knowledgeably and practically when treating fellow students in the classroom.

Development of Unity Value

This research successfully revealed that teachers develop the value of unity in managing multicultural classes in Singkawang City. These values refer to the ideology and motto adopted by the Indonesian state, as shown below.

The state philosophy of Pancasila with the motto Bhineka Tunggal Ika (R1).

The value of unity and integrity (R2).

The value of tolerance and unity in diversity. Cultural diversity is very important in education to provide students with an understanding of diversity (R3).

The value of Bhineka Tunggal Ika is that diversity is a gift from God that we must appreciate (R4).

The interview data above displays the consistency of teachers in utilizing the ideology of Pancasila and the Indonesian motto "Bhineka Tunggal Ika," as expressed by R1, R2, R3, and R4. In this case, students continue to be taught about the values of Indonesian unity. Even though the classes have different ethnic, religious, racial, and cultural backgrounds, they are still united by the frame of unity, namely the Unitary State of the Republic of Indonesia (NKRI). In addition, students are continuously given an understanding of the meaning of the 3rd Pancasila, namely "Indonesian Unity," in knowledge and practice in the classroom. In this case, on various occasions, the teacher consciously includes teaching about the value of unity to the class conditions or where they come from, which are diverse in ethnicity, race, and religion; they remain in the frame of unity without being differentiated. In addition, students are also taught to love the diversity that exists as a form of love for the Republic of Indonesia and as a form of gratitude for God's grace that has created diversity.

Development of Equitable Services

In addition to teaching unity to students, teachers, in this case, also need to set a good example of the values of unity and integrity by equalizing the provision of services to students. This is based on the research data shown below.

We treat students from all the different ethnic groups in the school equally (R1).

I do not give them special attention because I consider them to have personalities and characters according to each student's cultural background (R3).

Cultural diversity in education units is certainly a necessity, especially in Singkawang City. The school does not give special attention to one particular ethnicity (R7).

The results of the interviews above show the teacher's efforts to provide fair services to students as a reflection of the application of Pancasila values in multicultural classes in Singkawang as expressed by R1, R3, and R7. In this case, teachers, both in the classroom and during academic services, continue to prioritize the values of justice for all students who have diverse backgrounds without discrimination by the ideology of the 5th principle of Pancasila, namely "Social Justice for All Indonesian People." Teachers, in this case, are aware of the cultural diversity in multicultural classes and the innate character of each student. However, the differences in cultural characters need to be treated with kindness and justice. When asked whether there is special attention for students with specific cultural backgrounds, all teachers answered that they do not provide special treatment related to character differences. In this case, teachers continue to function as facilitators and treat students based on the achievement of learning objectives without linking them to specific cultural characteristics.

Utilization of Local Culture

Multicultural classes are culturally rich classes. Therefore, teachers who teach in these classes utilize the diversity of local wisdom that exists as part of the teaching material when teaching in class. This modeling will help introduce the local wisdom of one culture to students of other cultures and vice versa. This is illustrated in the results of interviews with research respondents, as shown below.

In teaching Indonesian, I use many culture-based texts or videos, such as those about the culinary richness of local people (Malay, Madurese, Dayak, Javanese, etc.), to learn procedural texts. Students present their work based on their personal culture (R1).

In short story material, I always give examples of cultural texts in my city – for example, The Origin of the Agent Bridge. I also ask students to practice using Malay or Chinese in modeling short story texts. (R2)

I give students assignments to dance local dances, sing local songs, and introduce traditional games. I use local customs and culture as examples and materials (R4).

Yes, of course. Every year, there is an art performance in which various diverse cultural performances are displayed as an extension of the Regional Cultural Week program initiated by the Singkawang City Disdikbud. I also often ask students from diverse backgrounds to share the cultural characteristics or beliefs of their customs or tribes. (R7)

The interview above displays the teacher's strategy in managing a multicultural classroom by utilizing the rich culture of the community where students live. Teachers exemplify many practices in explaining the utilization of local culture in this case, as expressed by R1, who utilizes texts or videos that explain the culinary culture of the Malay, Madurese, Dayak, Javanese, Chinese, and other tribes as material for creating procedure texts in Indonesian lessons. In addition, the application with different forms is also recognized by R2, who teaches short story material by including elements of cultural diversity in students' short story text projects as expressed by R2 or by asking students to learn regional dances and regional games in assignments as expressed by R4, or at least teachers provide space to get to know cultural diversity from several cultural performances that are routinely held in Singkawang as expressed by R7. In this way, teachers wisely fulfill their obligations to teach the subjects required by the curriculum by including the cultivation of diverse values through the teaching materials used.

Collaboration between Students with Different Cultural Backgrounds

One technique teachers use in managing multicultural classes in Singkawang is mixing students with different backgrounds in student groups. This is shown in the interview.

Group discussions with different cultures. Not grouped in one culture. (R3)

I teach students to be tolerant, form heterogeneous learning groups, respect the answers of all students, teach about respecting ethnicity, religion, race, and class (SARA), and be fair to all students. (R4)

The interview above shows the teacher's statement regarding the classroom setting. In this case, teachers need to think about and organize the implementation of intense multicultural spaces in the classroom by developing collaboration in discussion spaces and student learning spaces that allow gathering all members of different cultures. The teacher takes full charge of organizing group discussions in the classroom, i.e., organizing students from one cultural background to mingle with students from other backgrounds. Likewise, during group work, both in and outside the classroom, it all needs to be thought out and organized by prioritizing diversity. If the teacher can take over the division of groups, obstacles in the form of students' tendency to gather based on cultural similarities will be avoided.

With such diverse arrangements, teachers will find it easier to teach and train students to appreciate diversity and unity, be fair, empathetic, cooperate, and support each other. In the future, both in further classes and when entering the community, students will be trained to work in an environment of diversity and have been trained to behave as they should in the frame of a multicultural society.

DISCUSSION

This research successfully revealed that it is necessary to take several steps in managing a multicultural classroom, as teachers in Singkawang City have done in dealing with the diversity of student backgrounds in the city. Related to that, the first management is regarding the flexibility of classroom and curriculum arrangements in responding to student diversity. Teachers stakeholders in this case, teachers, and stakeholders need to adjust to students' diverse economic, social, and cultural conditions (Mariyono, 2024; Miyahara et al., 2024) so that justice occurs in multicultural classes. Highly flexible settings require teachers to respect differences. This respect can be the basis for many school things, including organizing classes (Nieto, 2017) in Singkawang. In addition, multicultural education cannot be processed in a unitary form or by generalizing the curriculum, so there is no adjustment through studies relevant to the needs of multicultural students in schools (Nieto, 2017). Previous research on different student backgrounds at Ronaki Private Elementary School (Iraq) revealed that an inclusive curriculum could increase motivation, creativity, pride, and classroom engagement (Celik, 2017). Several studies on teachers in Europe (Austria, Belgium, Germany, Italy, and Spain) in dealing with conflict in multicultural classrooms show that teachers who do not have a low flexible attitude are more likely to dominate and avoid when there is conflict in multicultural classrooms.

The importance of this curriculum adjustment has been mentioned by several experts (Banks, 2014) who revealed that there is a need for a "curriculum transformation ."When curriculum transformation is implemented, students and teachers do not recognize a culture from the perspective of a particular culture. However, there is a paradigm shift in which teachers and students view a culture with different groups, races, ethnicities, cultures, genders, and cultures depending on their cultural backgrounds (Banks, 2014). Therefore, curriculum reform can be achieved through four approaches: 1) contribution approach, 2) additive approach, 3) social action approach, and 4) transformation approach (Abdullah, 2009; Banks, 2014). Previous research (Thabo J. Makhalemele et al., 2018) on changing teacher preparation for multicultural classrooms in South Africa revealed that curriculum transformation oriented to students' social needs could result in better school human relations.

Based on the research findings, multicultural classes must also be managed by prioritizing tolerance for students with different cultural backgrounds. The values of tolerance are in question, such as teaching how to respect each other and empathize with others, as done by teachers in managing multicultural classes in Singkawang. The respect in question is respect, which means admiration and high appreciation for diversity

(Nieto, 2017). The tolerance attitude can be seen when students are willing to interact with people from different backgrounds and voluntarily accept others (Anatolievna et al., 2016). After learning in the classroom, students are expected to respect differences in their daily lives (Firdaus et al., 2023). This finding is based on research (Bailey-Ramos, 2016) on multicultural classroom management in one of the schools in Oregon, which reveals that teachers implement multicultural education by prioritizing respect, tolerance, equality, and community.

The following finding concerns the value of unity taught by Singkawang teachers in multicultural classes. It can be seen that teachers highly uphold the values of unity, namely the values of Pancasila and the motto "Unity in Diversity" in teaching in the classroom. In addition, teachers are known to teach these values to students from different backgrounds. This is to the findings of previous research (Hanpalam et al., 2021), which revealed that Pancasila and the motto "Unity in Diversity" have become the basis of state life for the Indonesian nation, which very clearly guarantees the achievement of multiculturalism education in society because it is a way that can unite the entire Indonesian nation. In line with this, another study also revealed that national identity is a concept that cannot be separated from multiculturalism education because national identity is a vehicle for multiculturalism education (Modood, 2021). Research findings on multicultural classrooms in Kenya show that teachers perceive unity as most emphasized in multicultural classrooms in Kenyan schools (Kuppens et al., 2020).

A teacher must also get used to providing fair student services in managing a multicultural classroom. The research revealed that teachers in Singkawang did not differentiate students by their cultural backgrounds when providing services. All students get equal service in order to create justice for all students. These findings are from previous European research, which shows that providing services without differentiating students' cultural backgrounds can make the relationship between teachers and students more positive (Tartwijk, 2009). In diverse classrooms, teachers must be equipped for equality and inclusiveness (Naz et al., 2023). With this equality, the goal of multicultural education will be achieved, and all students will get equal opportunities regardless of differences in gender, ethnicity, race, culture, and religion (Aricindy et al., 2023; Zimmermann et al., 2021). In addition, previous researchers in Oregon also revealed that equality is an inseparable part of multiculturalism education (Bailey-Ramos, 2016; Modood, 2021).

The diversity of student backgrounds in the classroom needs to be used as an asset for learning in the classroom. The findings of this study show that teachers actively utilize local culture and wisdom in Singkawang to provide students with insight into the cultures around them. The findings regarding the utilization of local culture and wisdom in multicultural classroom management are by previous research, which reveals that local wisdom can be used as a basis for views on the meaning and value of diversity that can form citizens who are intelligent, skilled, characterized, and loyal to the nation and state (Japar et al., 2022). Students need to be introduced to local wisdom stories, for example, folklore in the student's area, to provide insight into culture, history, and values that are not all well accommodated in the existing curriculum (Hakim et al., 2022). Previous research on teacher strategies in managing multicultural education in Indonesia revealed that teachers utilize local culture to understand students' diversity in the classroom so that students can know, appreciate, and respect diversity in their area (Suri, 2021). Research in West Texas (Sarraj et al., 2015) on using videos featuring specific cultures from their own culture in multicultural learning can stimulate students' reflection on their identities, attributions, and responsibilities to be more receptive to different practices. Teachers must also integrate students with different cultural backgrounds in managing the classroom.

The research findings show that teachers in Singkawang are accustomed to forming groups of students from different cultural backgrounds so that they can dialogue and develop solidarity among students. Previous research revealed that the most powerful learning in conditions of diversity is when students can cooperate and fight for each other even though it is difficult to do so (Nieto, 2017). In addition, previous researchers (Modood, 2021) also revealed that dialog is the most important thing in multiculturalism because multiculturalism does not mean coexistence with indifference and assumes that the assumptions of others are part of the obstacles (Cantle, 2016). This finding is supported by the findings of previous research

(Woods et al., 2011) on the benefits of graduate students in Australia working on projects with multicultural groups, with the results showing that students are more aware of the need for them to have respect for other cultures; patience and openness; skills to build a work culture with teams of different backgrounds; and knowledge of other people's cultures.

This study succeeded in answering the research objectives, namely to reveal how teachers manage multicultural classes in the most tolerant city in Indonesia. This research can contribute to the development of research and multiculturalism education, specifically in Indonesia. Future research can use the results of this study as a basis to reveal more deeply about how teachers and schools should manage and handle multiculturalism classes.

CONCLUSION

This research confirms the importance of multicultural classroom management that is responsive to students' diverse backgrounds, as implemented by teachers in Singkawang. This includes flexibility in classroom and curriculum arrangements, which are adapted to students' social, cultural, and economic conditions to realize justice. The curriculum needs to transform to reflect a multicultural perspective and encourage respect for differences.

Tolerance and unity are at the core of multicultural classroom management. They teach students to respect, empathize with, and understand the concepts of *Bhineka Tunggal Ika* and *Pancasila*. Teachers also practice fair service without differentiating students' cultural backgrounds, creating equality and inclusiveness essential to multicultural education.

In addition, students' backgrounds are used as learning capital, with local culture and wisdom utilized to enrich students' insights. Teachers also encourage dialog among students by mixing them into heterogeneous groups, strengthening solidarity, and building cross-cultural understanding. With this approach, the goal of multicultural education can be achieved, producing intelligent, characterized, and committed students to the values of unity.

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