Encouraging understanding and respecting diversity through culture-based sociology learning

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Abstract
Culture-based education in sociology learning significantly impacts students' understanding of social diversity. Integrating cultural values in the curriculum raises students' awareness of the diversity of society, broadening their view of social reality. This research explores how a culture-based approach in sociology education can enhance students' understanding and attitudes toward social diversity and tolerance. This research used the Systematic Literature Review (SLR) method. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) was used as the established procedure. The study found that implementing Culture-Based Education in sociology learning significantly impacts students' understanding of social diversity. Although there are challenges in implementing the Culture-Based Education approach, they can be overcome through holistic efforts. The impact of Culture-Based Education on the development of students' social, critical, and analytical skills is very positive. The expansion of social skills through cross-cultural interactions, the improvement of critical thinking skills, the development of social analytical skills, the linking of sociological concepts with social contexts, and the formation of critical and tolerant attitudes are all aspects that enrich students' learning experiences. This research emphasizes the importance of integrating cultural values into the curriculum to enhance students' understanding of social diversity and their ability to navigate multicultural environments. It calls on educational institutions to adopt and improve culture-based approaches. Additionally, it highlights the need to address implementation challenges and to continuously evaluate and adapt practices to foster the development of socially aware and culturally competent students.

Keywords: culture; multicultural; education; sociology learning.

INTRODUCTION

Education is a fundamental pillar in shaping the character and worldview of the younger generation. Without education, a nation risks stagnation or regression, potentially becoming less civilized. As a process of human resource development, education focuses on acquiring

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social skills and promoting individual growth, fostering a dynamic relationship between individuals, society, and their cultural environment. Therefore, educational policymakers must grasp the significance of culture and complex contexts, adapting educational policies and practices rather than simply adopting them (Ernawati et al., 2024).

In today's increasingly multicultural world, understanding and respecting diversity is more critical than ever. Education systems globally face the challenge of preparing students to thrive in diverse social contexts. Culture-based sociology learning offers a valuable approach to addressing this challenge by integrating cultural values and perspectives into the curriculum (Smagorinsky, 2022). This approach is particularly significant as it fosters an inclusive learning environment that broadens students' understanding of social diversity and promotes respect for different cultural backgrounds.

Diversity-responsive education needs to be framed through educational policy. Problems are found with diversity-responsive instructions because education policies ignore diversity in classrooms. It is required to prepare teachers with a significant degree of cultural/lingual sensitivity who are more passionate about and committed to culturally critical concepts related to culturally responsive teaching (Dhungana, 2021).

Aikenhead (2000) introduced culture-based learning to make learning more meaningful by linking it with learners' cultural backgrounds. Culture is fundamental to all classroom learning, where culturally responsive teaching connects students, teachers, schools, and the community. Teachers should acknowledge the significant relationship between culture and students' thought processes. Incorporating students' cultural backgrounds into the learning process helps them relate more closely to the material and fosters an awareness of their cultural identity (Patras et al., 2023).

(Kaukko et al., 2022) Argue that meaningful change requires that learners from diverse racial, ethnic, cultural, and linguistic backgrounds have opportunities to face their educational challenges through their cultural perspectives. An ideal learning environment allows students to participate in genuine and relevant social interactions. As a result, teachers need to have a thorough understanding of the specific cultures of their students, how these cultures impact their learning behaviors, and how to adapt classroom interactions and teaching methods to celebrate diversity. Furthermore, teachers must know their cultural beliefs and practices while learning to engage with other cultures (Pagan, 2022).

The impact of culture-based sociology learning is profound. It helps students develop a deeper awareness of societal diversity, enhances their ability to navigate intercultural interactions, and cultivates critical thinking skills for analyzing complex social dynamics (Fitzpatrick, 2022). Given the current global emphasis on social cohesion and mutual respect, this approach is crucial in bridging cultural divides and fostering a more empathetic and knowledgeable generation (Dash, 2024). Culturally relevant and sustaining pedagogy is emphasized, with teachers serving as crucial figures in delivering knowledge and implementing the curriculum within the classroom. Their expertise, skills, and effectiveness in guiding

instruction significantly impact the overall success of the teaching and learning process and the quality of educational experiences and outcomes (Pagaddut & Tamana, 2024).

Culture-based education focuses on integrating students' cultural diversity into the learning process to create an inclusive and relevant environment. In Indonesia, with its extensive cultural diversity, this approach is crucial. By incorporating local cultural elements into the curriculum, culture-based education helps students understand and appreciate various cultural backgrounds, reduces stereotypes, and promotes tolerance. This ensures that education reinforces students' cultural identities and supports social harmony in a multicultural society (Singh & Espinoza-Herold, 2014). Culture encompasses patterns of thought and behavior, as well as shared meanings that members of a society assign to various natural or artificial phenomena. It also includes artifacts, skills, abilities, and technologies passed down through generations or shared with other cultures through intercultural communication. Culture is a complex and structured entity comprising multiple elements, such as knowledge, ideas, values, norms, symbols, and technologies. From a systems and structural perspective, culture functions as an integrated, multilayered system (Ten et al., 2021).

Exploring the state of the art in this field reveals a growing body of empirical literature that underscores the benefits of culture-based education. However, gaps remain in understanding how these approaches are implemented effectively and their long-term impact on students' social and academic outcomes (Anuas et al., 2024). Previous studies have highlighted the need for more comprehensive research on overcoming implementation challenges and assessing the effectiveness of culture-based approaches in various educational contexts.

This research aims to address these gaps by investigating the effectiveness of culture-based sociology learning in enhancing students' understanding and respect for diversity. The research questions to be answered are: (1) How does implementing culture-based sociology learning affect students' understanding of social diversity? (2) What challenges are encountered in applying this approach, and how can they be overcome? By analyzing existing literature and exploring practical applications, this study contributes to a deeper understanding of how culture-based education can shape a more inclusive and culturally competent future generation. The findings will offer valuable insights for educators and policymakers seeking to refine educational practices and support the development of socially aware and empathetic students.

METHOD

This study used a qualitative approach with a Systematic Literature Review (SLR). PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) was used as the established procedure. The advantages of this method include systematic and explicit research questions, inclusion and exclusion criteria, and the ability to examine large scientific databases simultaneously (Ruja et al., 2024). The primary data sources were Google Scholar and Sage. Several stages were conducted to complete the study, including determining search strings for primary data, selecting inclusion and exclusion criteria, assessing eligibility, and

data abstraction and analysis processes. Qualitative data analysis techniques, including thematic analysis, were used in this study. The aim was to construct themes from research articles about poverty alleviation (Idris et al., 2022). Thematic data analysis is valued for its flexibility, allowing researchers to interact with the data to gain context and represent the analyzed data. The keywords for data collection are "culturally," "education," "diversity," "sociology," and "learning."

Resources

Google Scholar and Sage, as researchers, are entering a vast virtual library with shelves filled with thousands of journals and articles from around the world. With its simple and user-friendly interface, Google Scholar can be likened to an easily accessible gateway for anyone, from students to professional academics. With a single search, users can quickly find various articles, books, and theses from different fields of study. On the other hand, Sage offers more specialized options for the social sciences and humanities, as if it were a dedicated library section with a more focused collection. Sage provides access to more exclusive journals, helping researchers delve deeper into specific topics in greater detail. The advanced search features and the ability to filter results based on specific criteria on both platforms make it easier for researchers to find relevant and appropriate documents, like finding a book on well-organized shelves. With Google Scholar as the primary choice for a wide range of easily accessible references and Sage as a source for more specialized information, this combination helps researchers speed up the process of finding accurate and reliable information (Shaffril et al., 2021).

Eligibility, Inclusion, and Exclusion Criteria

This study's inclusion and exclusion criteria can be categorized based on time, document type, and language. This study focuses on literature published between 2018 and 2024, excluding documents outside this range. The documents must be research articles, meaning review articles, books, book chapters, conference proceedings, and reports are excluded. Additionally, the documents used in this study must be in English. This aims to obtain high-quality research articles covering global phenomena (Table 1).

Table 1. Inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Timeline	Between 2018 and 2022	<2018
Document Type	Research articles	Review articles, books, book chapters, conference proceedings, and reports.
Language	English	Non-English
Source type	Journals	Non-Journals

Systematic Review Process

There are four stages in this systematic review process. The first stage is identification, which involves searching for keywords for data. Keywords are chosen based on dictionaries, thesauruses, and keywords from previous studies. The second stage is screening. The third stage is eligibility. The final stage is determining whether the research articles are ready for systematic review.

RESULTS AND DISCUSSION
Selected Primary Studies

Describes the steps of article selection according to Preferred Reporting Systematic Reviews and Meta-analyses (PRISMA) guidelines. At the initial stage of the search, 25 articles were identified. After screening, nine articles were selected for the next step in the study. The quality of the selected articles was assessed, forming a synthesis of the nine articles that were finally included in the final report of this literature review.
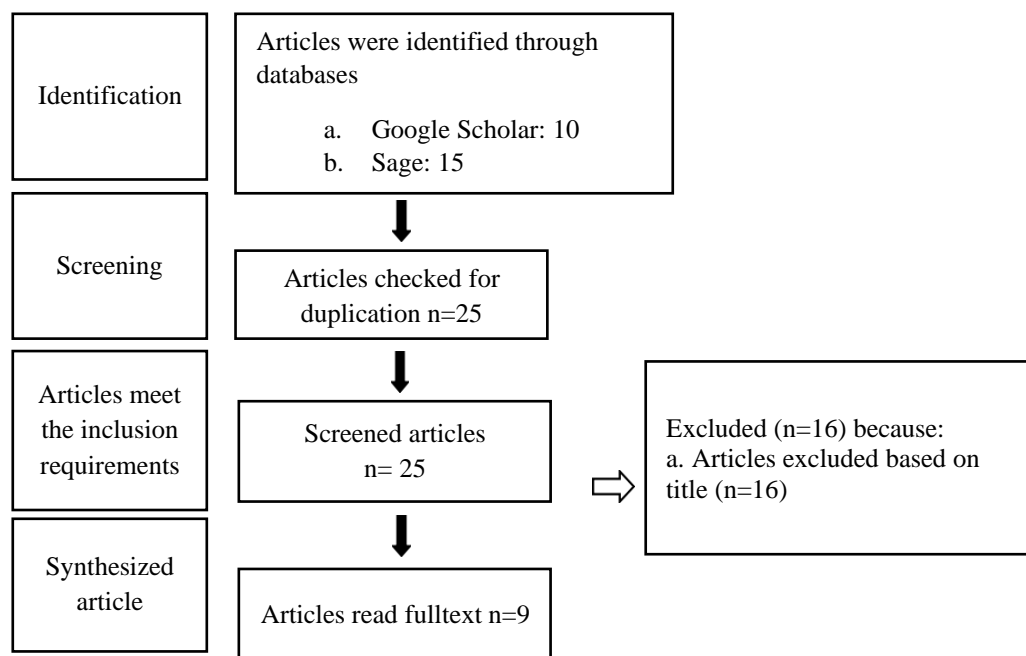
Figure 1. Preferred Reporting Systematic Reviews and Meta-analysis (PRISMA)

Figure 1. The PRISMA scheme reflects the stages of the research, where the researcher selects articles and extracts information from various data sources. The analysis focused on two main aspects: Culture-Based Education in sociology and learning to form a generation that understands and appreciates diversity.

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Table 2. Select primary studies

Paper ID	Authors	Years	Journals	Journal Acronyms	Study Country
P1	(Hultqvist & Lidegran, 2020)	2020	International Studies in Sociology of Education	ISSE	Sweden
P2	(Maji & Das, 2023)	2023	International Journal of Creative Research Thoughts	IJCRT	India
P3	(Anuas et al., 2024)		International Journal of Evaluation and Research in Education	IJERE	Malaysia
P4	(Dash, 2024)	2024	International Journal of Advanced Research	IJAR	Malaysia
P5	(Marvi, 2023)	2023	Creative Education	CE	Pakistan
P6	(J. P. Singh, 2022)	2022	International Journal of Multidisciplinary Educational Research	IJMER	India
P7	(Pagan, 2022)	2022	Sagepub	AERA	New York
P8	(Abdalla & Moussa, 2024)	2024	Acta Pedagogia Asiana	APA	Sudan
P9	(Kaukko et al., 2022)	2022	Education Sciences	MDPI	Finlandia

Impact of Culture-Based Sociology Learning on Understanding Social Diversity

Implementing culture-based sociology learning is crucial in enhancing students' understanding of social diversity by integrating cultural values and perspectives into the curriculum. According to (Hultqvist & Lidegran, 2020), this educational approach allows students to engage deeply with various cultural contexts, enriching their comprehension of social diversity. By embedding local cultural elements into the learning process, students gain insights into the complex fabric of societal variations, which fosters a more nuanced and inclusive perspective. This approach effectively broadens students' understanding of different cultural backgrounds and encourages empathy, as it directly confronts and addresses the multifaceted nature of social diversity.

Incorporating cultural values into sociology education allows students to interact with and appreciate diverse cultural settings. (Singh, 2022) supports this view by emphasizing that such integration enhances students' critical thinking and promotes a more inclusive worldview. By exploring cultural contexts through their education, students are better equipped to understand and respect differences, leading to a heightened awareness of and sensitivity to the diversity in their social environments. This approach helps bridge gaps in understanding and reduces prejudices, contributing to a more harmonious and empathetic society.

Implementing culture-based learning approaches allows for the development of critical analytical skills necessary for interpreting social phenomena. As students engage with diverse cultural narratives and perspectives, they refine their ability to analyze and critique social issues from multiple viewpoints. This process aids in cultivating a comprehensive understanding of

how cultural factors influence social dynamics, thus preparing students to navigate and address complex social challenges. Integrating culture-based learning in sociology also supports the development of a more informed and socially responsible generation (Hultqvist & Lidegran, 2020; Maji & Das, 2023).

However, despite the significant benefits, several challenges arise in applying culture-based sociology learning. One primary challenge is ensuring cultural content is accurately and respectfully represented in the curriculum. Misrepresentation or superficial inclusion of cultural elements can undermine the effectiveness of this approach. To address this, educators must diligently select culturally relevant materials and engage in continuous professional development to stay informed about best practices for integrating cultural perspectives (Anuas et al., 2024; Dash, 2024). Additionally, educators must collaborate with cultural experts and community members to ensure authenticity and relevance in the educational content (Marvi, 2023; Singh, 2022).

Overcoming these challenges involves implementing strategic measures to support practical application. Educators should prioritize ongoing training and support to handle the complexities of cultural integration and adapt teaching methods to meet diverse student needs (Pagan, 2022; Abdalla & Moussa, 2024). Furthermore, fostering a collaborative environment where feedback from students and cultural experts is actively sought can enhance the effectiveness of culture-based learning approaches. By addressing these challenges through systematic and thoughtful strategies, culture-based sociology learning can be optimized to benefit students and promote a more inclusive and culturally competent future generation (Kaukko et al., 2022).

Challenges and Solutions in Applying Culture-Based Sociology Learning

Despite the significant benefits of culture-based sociology learning, its application presents several challenges. According to Maji & Das (2023), one major obstacle is the resistance from educational institutions and educators accustomed to traditional teaching methods. This resistance can stem from a lack of familiarity with or skepticism about the value of integrating cultural perspectives into the curriculum. Furthermore, structural barriers within educational institutions, such as rigid curricula and limited resources, may hinder the adoption of new teaching approaches. These factors create a challenging environment for implementing culture-based learning (Hultqvist & Lidegran, 2020).

Another challenge involves the complexity of incorporating diverse cultural perspectives into existing curricula. Educators may find it daunting to navigate the vast array of cultural contexts and ensure that all perspectives are represented accurately and respectfully. The complexity of integrating cultural content can lead to difficulties in designing lesson plans that align with educational standards while incorporating cultural values. Educators often struggle to balance including cultural elements and ensuring that their teaching remains coherent and

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rigorous (Anuas et al., 2024; Singh, 2022). This challenge is further compounded by the need to avoid misrepresenting or oversimplifying cultural narratives (Marvi, 2023).

Dash (2024) recommends a strategic approach centered on continuous professional development for educators to address these challenges. Training programs aimed at building the skills and knowledge necessary for incorporating cultural perspectives can help teachers adapt to this new methodology. Such ongoing support is crucial in overcoming initial resistance and ensuring the effective integration of cultural content in teaching practices. Developing culturally relevant teaching materials is also essential, providing educators with practical tools to engage students in meaningful discussions about diverse cultural contexts (Pagan, 2022; Abdalla & Moussa, 2024).

Collaborative efforts play a vital role in overcoming the challenges associated with culture-based sociology learning. Educators can ensure that cultural integration is thoughtful and inclusive by engaging community leaders, policymakers, and educational experts in developing and implementing culture-based approaches. Collaborative initiatives help address practical challenges such as resource constraints and curriculum adjustments, fostering a more supportive environment for culture-based learning. Through these efforts, stakeholders can create an educational framework that encourages cultural competence and prepares students to engage with diverse social contexts (Kaukko et al., 2022).

Contribution to a More Inclusive and Culturally Competent Future Generation

Adopting culture-based education is pivotal in shaping a more inclusive and culturally competent future generation. According to Marvi (2023), integrating cultural values into education significantly enhances students' social skills, preparing them to navigate and contribute positively to a multicultural world. This approach enables students to develop a broader understanding of diverse cultural contexts, equipping them with the empathy and skills to engage effectively with people from different backgrounds. By fostering a deep appreciation for diversity, culture-based education helps students prepare for roles in an increasingly globalized society where multiculturalism is crucial (Hultqvist & Lidegran, 2020).

The benefits of culture-based education extend beyond improved social skills; it also plays a crucial role in fostering tolerance and respect among students. Pagan (2022) underscores that incorporating cultural perspectives into the curriculum encourages students to embrace diversity and build respectful relationships. This inclusive approach helps students understand and appreciate different viewpoints, reducing prejudices and promoting harmonious interactions. As students actively engage with diverse cultural perspectives, they develop the ability to navigate and address cultural differences constructively, fostering a more tolerant and cooperative learning environment (Maji & Das, 2023; Abdalla & Moussa, 2024).

Furthermore, Anuas et al. (2024) emphasize that culture-based education lays the groundwork for developing future leaders adept at managing and appreciating diversity. Integrating cultural perspectives into education prepares students for personal interactions and

equips them with the skills necessary to lead effectively in diverse environments. This foundation is essential for addressing global challenges related to cultural differences, as students trained to appreciate and understand cultural diversity are better equipped to approach these issues with sensitivity and informed perspectives (Singh, 2022).

Analyzing existing literature reveals that culture-based education contributes to forming a more culturally competent and inclusive future generation. By examining practical applications and outcomes, this study aligns with the findings of Marvi (2023) and Pagan (2022), demonstrating that culture-based approaches promote understanding, respect, and tolerance among students. These outcomes are critical for fostering a society where individuals are well-prepared to engage with and address global cultural challenges, making culture-based education a vital component in shaping socially responsible future leaders (Dash, 2024; Kaukko et al., 2022).

CONCLUSION

In addressing the first research question, implementing culture-based sociology learning has a profound impact on enhancing students' understanding of social diversity. By integrating cultural values and perspectives into the curriculum, students are exposed to various cultural contexts, allowing them to engage deeply with the complexities of societal variations. This approach broadens their perspective, fostering a more nuanced and comprehensive understanding of social diversity. Students develop empathy and respect for different cultural backgrounds, leading to a more inclusive worldview. Furthermore, this educational method encourages critical thinking, enabling students to analyze social diversity from multiple angles.

Regarding the second research question, several challenges arise in applying culture-based sociology learning. One of the main challenges is ensuring the accurate representation of cultural content in the curriculum. Misrepresentation or superficial integration of cultural elements can diminish the effectiveness of this approach. Another challenge is the resistance from educators and institutions, often due to the reliance on traditional teaching methods and the educational system's structural limitations. To overcome these challenges, educators must engage in continuous professional development, collaborate with cultural experts, and ensure that culturally relevant materials are thoughtfully integrated into the curriculum. This strategic approach helps create a more authentic and effective learning environment, optimizing the benefits of culture-based sociology education.

Adopting culture-based education has profound implications for fostering a more inclusive and culturally competent future generation. Culture-based education is crucial in shaping empathetic and socially responsible individuals by enhancing students' social skills and preparing them to navigate a multicultural world. This approach helps bridge gaps in understanding and reduces prejudices, contributing to a more harmonious society. Furthermore, integrating cultural perspectives into education supports the development of future leaders adept at managing and appreciating diversity. These outcomes are essential for

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addressing global challenges related to cultural differences and promoting a more inclusive global society.

Despite its benefits, the implementation of culture-based sociology learning faces several challenges. One significant limitation is the resistance from educational institutions and educators who may be accustomed to traditional teaching methods. Additionally, the complexity of incorporating diverse cultural perspectives into existing curricula can be daunting, leading to difficulties in designing and implementing effective lesson plans. Ensuring that cultural content is accurately and respectfully represented in the curriculum is also a critical concern, as misrepresentation can undermine the effectiveness of this approach. Addressing these limitations requires careful consideration and strategic planning to successfully integrate cultural perspectives into education.

Several recommendations are proposed to overcome the challenges associated with culture-based sociology learning. Continuous professional development for educators is crucial to help them adapt to new methodologies and effectively integrate cultural perspectives into their teaching practices. Developing culturally relevant teaching materials and fostering collaborations with community leaders, policymakers, and cultural experts can support the successful implementation of culture-based approaches. Additionally, creating a supportive environment where feedback from students and cultural experts is actively sought can enhance the effectiveness of culture-based learning methods. By addressing these recommendations, educational institutions can better support the integration of culture-based education and promote a more inclusive and culturally competent future generation.

Integrating culture-based education significantly contributes to forming a more inclusive and culturally competent future generation. By equipping students with the skills and empathy needed to navigate and engage with diverse cultural contexts, culture-based education prepares them for roles in a globalized society. This approach fosters tolerance, respect, and understanding among students, reducing prejudices and promoting harmonious interactions. The insights gained from this study underscore the importance of integrating cultural perspectives into education to address global challenges related to cultural differences and ensure that students are well-prepared to contribute positively to a multicultural world.

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