

BRIDGING CULTURES IN BIPA LEARNING: LEVERAGING MULTICULTURAL LITERATURE TO BUILD TOLERANCE

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Abstract: This study aims to investigate strategies for integrating multicultural literary texts within the Indonesian for Speakers of Other Languages (BIPA) curriculum, with careful consideration of the diverse cultural backgrounds of international learners. BIPA students come from nations with customs, cultural norms, religions, and belief systems distinct from those in Indonesia, highlighting the necessity for multiculturalism to be embedded in official educational policies. Such policies would facilitate an inclusive approach, accommodating religious, ethnic, and cultural diversity in BIPA instruction. Conventional reading methodologies, traditionally employed by educators, often fail to address the cultural biases inherent in texts, which may contribute to cultural dissonance and limit students' critical engagement with Indonesian literature. By employing multicultural theory in education, educators can guide students towards a deeper understanding of both dominant and marginalized cultural representations within Indonesian literary works, thereby fostering greater multicultural literacy and enriching intercultural interactions among BIPA learners. The findings suggest that incorporating multicultural literature into BIPA curricula not only allows foreign learners to explore Indonesia's cultural heterogeneity but also strengthens cultural competence across both majority and minority contexts. This pedagogical approach supports the development of positive attitudes toward cultural and linguistic diversity, ultimately enhancing learners' intercultural competencies.

Keywords: Indonesian Language for Foreigners (BIPA), multicultural literature, cultural shock

1. Introduction

The implementation of a multicultural literature-based curriculum is more prevalent in educational environments to meet the needs of students from varied cultural backgrounds, while also improving their multicultural literacy. This method corresponds with Cai's (2002) claim that the incorporation of multicultural literature fulfills several essential objectives: it aims "to challenge dominant ideologies, acknowledge cultural values and experiences that have been marginalized, promote acceptance and appreciation of cultural diversity, cultivate sensitivity to social injustice, and facilitate self- and community transformation" (p. 134). This paradigm enhances comprehension of cultural variety while cultivating an atmosphere that supports social equity and individual development.

The multicultural dimension has recently become a significant and intriguing phenomenon in Indonesian literature. A diverse array of creative forms—including poems, short tales, novels, and dramas—examines topics of multiculturalism (Taufiq, 2014). This trend aligns with the increasing significance of multicultural discourse in Indonesian society

from the late 20th century, especially with national reconciliation initiatives designed to avert potential fragmentation.

Consequently, multiculturalism has emerged as a significant focus for intellectuals and academicians. Literary education must adopt a multicultural approach to mirror the changing socioeconomic realities. The socio-cultural revolution in Indonesia has prompted changes in national values. Society is experiencing a significant transformation, shifting from an agrarian to an industrial economy, from traditional-static to modern-dynamic lifestyles, and from local to global ideals. This metamorphosis is characterized by a transition from homogeneity to variety and from a monocultural to a multicultural society (Gibson, 2012) "

The primary objective of BIPA (Bahasa Indonesia untuk Penutur Asing) programs is to instruct international learners in the Indonesian language, emphasizing grammar, vocabulary, and conversational proficiency (Srikandi, 2022). Nonetheless, a possible deficiency in several programs is the inadequate focus on the profound cultural elements that affect language utilization in diverse circumstances. The cultural nuances, including traditions, beliefs, religious practices, and societal standards, are essential for cultivating genuine intercultural understanding. Neglecting these factors may result in learners achieving language competency while being unable to comprehend the nuances of communication influenced by cultural norms, resulting in incomplete or misconstrued interactions in real-world scenarios (Khoirunnisa, A.S, & Sauri, S., 2023).

Learners may encounter difficulty in completely understanding or navigating the social dynamics of Indonesian society in the absence of cultural elements, which could result in cultural misunderstandings or a restricted awareness of Indonesia's diversity. Incorporating these cultural elements into BIPA instruction will enable learners to communicate more effectively while also appreciating and respecting Indonesia's heterogeneous landscape, which encompasses its extensive religious and ethnic variety (Srikandi, 2022).

International students in BIPA (Bahasa Indonesia untuk Penutur Asing) programs frequently encounter considerable difficulties in traversing Indonesia's vast cultural and religious diversity. Indonesia, with over 1,300 ethnic groups and six officially recognized religions, offers a complex cultural landscape that may be both intriguing and overwhelming for visitors (Mazya, Thita & Ridho, Kholis & Irfani, Ali, 2024). Students may struggle to understand unusual customs, such as *gotong royong* (community collaboration), or the cultural importance of numerous traditional events and festivals, which are strongly rooted in local social behaviors. Furthermore, Indonesia's religious plurality introduces an additional layer of intricacy. Students must acclimate to the manner in which several religions—Islam, Christianity, Hinduism, Buddhism, Confucianism, and indigenous belief systems—coexist and influence the daily realities of Indonesian society. The complex interaction of cultural and religious factors necessitates a profound comprehension for learners to participate meaningfully and suitably in various social circumstances (Marshall, 2024).

A principal problem encountered by international students in BIPA programs is acclimating to Indonesia's distinctive communication techniques. Indonesian communication frequently emphasizes politeness, nuance, and indirectness, which can starkly contrast with the direct communication approaches common in numerous other cultures (Mufidah, Nida &

Latifah, Nor & Mu'in, Fathchul, 2023). This cultural disparity may result in misunderstandings or misinterpretations. For example, learners may inadvertently offend others by disregarding social decorum or failing to comprehend the subtleties of indirect communication. Likewise, learners may find it challenging to comprehend culturally entrenched traditions, such as the adherence of Islamic fasting during Ramadan or the Hindu rituals of giving gifts in Bali, which may result in unintentional cultural missteps. These disparities in comprehension underscore the necessity of including cultural knowledge into language education to promote more effective and polite communication.

Adapting to a new cultural setting can cause cultural shock, which is typified by feelings of bewilderment, unease, or disorientation. International learners may experience cultural shock as frustration or loneliness, especially when they misread local practices or do not fulfill society expectations. Misunderstandings often occur, shown by the presumption that all Indonesians adhere to identical customs, but practices might differ markedly among regions (Pyvis, 2005). Moreover, learners may struggle to comprehend the deep cultural importance of religious rites or dietary customs, such as fasting during Ramadan or particular food prohibitions, which further hinders their capacity to assimilate effectively into Indonesian culture. These errors underscore the necessity of cultivating cultural awareness in conjunction with language ability in educational environments to facilitate more successful and polite international interactions.

The integration of multicultural literature into language education is an emerging yet inadequately explored field, particularly under programs like BIPA (Bahasa Indonesia untuk Penutur Asing). The integration of cultural elements in language education is recognized as beneficial for enhancing cultural awareness; yet, there is a notable lack of research examining how multicultural literature may foster tolerance and cultural competence in students (Latif, et al., 2023). Multicultural literature, which includes texts that represent diverse cultural, ethnic, and religious perspectives, serves as a vital resource for enhancing learners' understanding and respect of cultural variety. Nevertheless, many language programs, such as BIPA, largely focus on linguistic proficiency—covering grammar, vocabulary, and pronunciation—often overlooking the potential of literature to achieve broader international goals.

The general significance of cultural components in language instruction is frequently emphasized in existing research; however, the specific role that literary works can play in promoting tolerance is often overlooked (Syamsuyurnita, 2021). BIPA learners frequently engage with Indonesian cultural norms; yet, they are rarely exposed to literature that explores themes of inclusiveness, identity, and interfaith dialogue—crucial aspects that could enhance their intercultural comprehension. The deficiency in research presents a considerable obstacle for educators, as there are limited documented frameworks or models for the efficient integration of multicultural literature into language curriculum. Rectifying this deficiency could enhance the language acquisition process and furnish learners with a more sophisticated and compassionate comprehension of Indonesian culture and its multifaceted cultural tapestry.

Confronting these obstacles in BIPA programs is essential for the effective acclimatization of international students to Indonesia's varied cultural and religious environment. Integrating courses that emphasize Indonesia's cultural and religious variety can assist learners in effectively navigating these intricacies and mitigating the risk of culture shock. Educators can enhance intercultural awareness among learners by imparting a comprehensive grasp of local customs, practices, and societal norms, hence facilitating their adaptation and the establishment of constructive, respectful interactions within Indonesian communities.

This study examines how BIPA (Bahasa Indonesia untuk Penutur Asing) programs can use multicultural literature to promote tolerance and intercultural competency in international students. The research seeks to fulfill several particular objectives to accomplish this. Initially, it aims to discover significant multicultural literary works that represent Indonesia's cultural and religious variety, which are appropriate for incorporation within BIPA learning environments. The research will analyze the efficacy of these literary works in improving learners' cultural comprehension, fostering tolerance, and facilitating intercultural competence, employing classroom activities and learner feedback as primary evaluative instruments. The project aims to design effective techniques for integrating multicultural literary texts into the BIPA curriculum, ensuring these strategies are both accessible and impactful for a varied array of learners. This extensive approach will discover significant resources and offer practical insights for educators, enhancing the BIPA learning experience and promoting a more inclusive and culturally conscious atmosphere for international students.

Research supports this approach, as numerous studies have underscored the importance of integrating cultural education with language instruction. Berry's Acculturation Model (2015) asserts that cultural adaptation is essential for mitigating cultural stress, while Kramsch (2002) argues that language acquisition is inherently connected to understanding the cultural context of the language. Integrating structured cultural instruction into the BIPA curriculum allows educators to enrich the learning experience and prepare international students for success in Indonesia's multicultural culture, thereby fostering greater engagement and promoting meaningful intercultural exchange.

Additionally, the scarcity of research in this field results in a lack of data to assess the impact of multicultural literature on learners' attitudes toward cultural diversity in the long term. Anecdotal evidence indicates that these approaches may improve empathy and diminish prejudice; nevertheless, further systematic study is required to validate these results and optimize training methods. Augmenting research in this domain might yield substantial advantages. It could provide instructors with tangible techniques to utilize multicultural literature as a means of fostering not only language proficiency but also values such as tolerance and mutual respect (Akrim, 2023). This would correspond with the overarching objectives of intercultural education, facilitating learners' engagement with diverse civilizations more proficiently.

2. Theoretical Framework

The rise of multiculturalism is based on three sociological theories that examine the interactions among individuals in communities characterized by ethnic, religious, linguistic, and cultural diversity. Skerrett (2008) delineates the subsequent models: (1) Melting Pot I: Anglo Conformity, wherein diverse backgrounds are assimilated into a singular dominant culture; (2) Melting Pot II: Ethnic Synthesis, in which original identities amalgamate to create new, hybrid identities; and (3) Cultural Pluralism: Mosaic Analogy, which underscores that individuals may freely express their cultural identities while coexisting with others without marginalizing minority groups. In civilizations such as those in Java, Batak, and the West, individuals are afforded the right to express their cultural identity, promoting a happy coexistence characterized by mutual respect for other cultures. Cultural Pluralism: Mosaic Analogy is frequently considered the most pertinent theory for comprehending multiculturalism in a diverse global society. It emphasizes the significance of acknowledging and valuing difference, enabling individuals to articulate their cultural identities in a manner that enhances a vibrant, diverse society. The core of multiculturalism resides in the enjoyment of difference and the reciprocal respect it cultivates in contemporary society.

Cultural distinctions are intrinsic to society, as individuals originate from varied backgrounds. Pluralism asserts that these distinctions are both unavoidable and indicative of individuals' rights to preserve their distinct cultural identities, while concurrently highlighting the fundamental nature of unity amid diversity. Multiculturalism creates frameworks and mechanisms that enable the expression and acknowledgment of other cultures, groups, and individuals, irrespective of gender, ethnicity, or religion (A.M, 2007). Multiculturalism promotes an inclusive and cohesive community by valuing and respecting varied cultural expressions, hence building togetherness through the appreciation of differences.

The multicultural literature-based curriculum approach is progressively adopted in educational environments to accommodate the many cultural backgrounds of pupils and improve their multicultural literacy. This methodology corresponds with Cai's (2002) viewpoint, which posits that the incorporation of multicultural literature fulfills several essential functions: it contests prevailing ideologies, recognizes cultural values and experiences that have been historically marginalized, encourages the acceptance and appreciation of cultural diversity, cultivates awareness of social injustices, and facilitates both individual and communal transformation (p. 134). Educators include multicultural literature to foster an inclusive learning environment that enhances students' comprehension of diverse cultures while promoting critical thinking and social responsibility.

Recently, the multicultural aspect has become a prominent phenomena in Indonesian literature, with various literary forms—including poems, short stories, novels, and dramas—examining the issue of diversity. This transition reflects a wider societal trend, as the dialogue surrounding diversity has become increasingly significant in Indonesia since the late 20th century, aligning with national reconciliation initiatives designed to avert possible dissolution. Consequently, diversity has emerged as a critical issue for scholars, necessitating that literary education embrace a more inclusive, multicultural viewpoint. In Indonesia, socio-cultural transitions have resulted in significant changes in social values, transitioning from rural to industrial, from traditional and static to modern and dynamic, and from local to

global ideals. This transformation has signified a shift from homogeneity to diversity, and from monoculturalism to multiculturalism.

Mohammadzadeh (2009) emphasize the essential necessity of comprehensive research prior to instructing multicultural literary texts. Educators are encouraged to prepare by developing a biographical profile of the author, examining the historical context, and assembling a compilation of cultural references. These preparatory measures allow both educators and learners to get a more profound and nuanced comprehension of the cultural settings inherent in the literature, promoting more significant engagement with the book and its themes. By using these preparatory methods, educators can ensure that students are better prepared to comprehend the intricacies of multicultural narratives and their significance for understanding varied cultural experiences.

Educational practices that foster comprehension and reverence for cultural diversity are prioritized by Multicultural Education Theory. This method advocates for an inclusive educational environment in which all students, irrespective of their cultural backgrounds, are esteemed and respected. A crucial aspect is the incorporation of varied views, enabling pupils to comprehend unique values, traditions, and life experiences, along with the contributions of minority cultures to society at large. The approach emphasizes social justice, urging students to identify and confront inequalities stemming from cultural disparities. Furthermore, multicultural education underscores the need of appreciating variety in learning, establishing it as the foundation for fostering improved interactions among individuals and organizations. The curriculum must be pertinent and attuned to students' cultural experiences, with instructional materials and methodologies modified to enhance cultural sensitivity. Multicultural education theory seeks to establish a more equitable and inclusive educational framework, enabling students to cultivate social skills and intercultural competencies vital in a progressively pluralistic society (Banks, 2009).

3. Research Methodology

This study used a qualitative methodology incorporating aspects of action research to implement and evaluate the utilization of multicultural literature in BIPA (Bahasa Indonesia untuk Penutur Asing) classrooms. A qualitative methodology is selected as it facilitates an in-depth examination of the influence of multicultural literature on learners' intercultural competency and comprehension of Indonesian society. Action research is utilized to facilitate practical application and iterative analysis in actual classroom environments, allowing the researcher to modify the teaching process and implement adjustments based on continuous results. This iterative method encompasses planning, executing, observing, and reflecting on the application of multicultural texts in BIPA classes.

Picture 1. Research methodology steps



The initial phase of the data gathering method entails a literature analysis, wherein multicultural Indonesian literary works, particularly from Sumatera Utara, will be identified and scrutinized to ascertain their integration into BIPA programs. Essential materials for analysis comprise *The Legend of Dana Toba*, the comic named *Si Ito: Jelajah Sumatera Utara* by Biha, et al, and the poem *Akulah Medan* by Teja Purtama, which explores multicultural concerns in Sumatera Utara. The literary works will be classified according to topics including religion, ethnicity, and interfaith interaction, emphasizing the exploration of these issues within the texts. The investigation will investigate how these works depict cultural diversity, societal processes, and their possible function in fostering tolerance and understanding among various cultural groups.

During the classroom implementation phase, chosen multicultural literary works will be included into intermediate-level BIPA classrooms. The instructional sessions will utilize interactive activities, including group discussions, role-plays, and creative exercises, to engage learners and promote a deeper exploration of cultural issues. The exercises will aim to enhance critical thinking regarding the cultural, social, and historical settings of the texts, while concurrently promoting intercultural competency. The objective is to impart language skills while utilizing literature as a conduit for learners to have a deeper comprehension of Indonesia's multifaceted cultural terrain.

In order to identify recurring patterns or themes in the learners' responses, feedback, and reflective journals, thematic analysis will be implemented during the data analysis. Students' engagement with themes such as ethnicity, religion, and identity in the texts and their connection to their own cultural backgrounds will be the primary focus of this approach. Thematic analysis will examine how learners contemplate the cultural aspects of the works and their individual development in intercultural comprehension.

Furthermore, content analysis will be utilized to methodically examine the contents of learners' reflective journals and feedback. This method will conduct a thorough analysis of students' emotional and intellectual reactions to multicultural texts, evaluating the degree to which they indicate an increased awareness and comprehension of cultural variety. The research will assess the efficacy of multicultural literature in promoting tolerance, cultural competence, and enhanced engagement with the Indonesian language and culture using thematic and content analysis.

4. Finding and Discussion

a. Student Activities in Multicultural Literature-Based Language Education

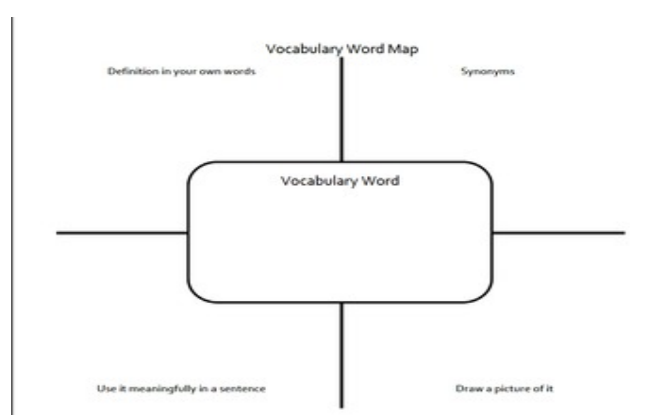
One approach to improving cultural comprehension in the context of Indonesian language education for foreign learners (BIPA) is to incorporate ethnically diverse children's literature. This study examines student initiatives aimed at familiarizing learners with multicultural literature, hence enhancing their language proficiency and comprehension of diverse cultural elements of Indonesia. This study encompasses three actions.

Task 1: Vocabulary Mapping with "Legenda Danau Toba" (The Legend of Lake Toba)

Legenda Danau Toba is a renowned folk tale from North Sumatra, narrating the narrative of a man named Toba who violates a vow made to a princess originating from a fish. This narrative encompasses numerous cultural notions, including oaths, regional customs, and the interplay between humanity and nature.

Students are tasked with creating word maps to elucidate the relationships between words and concepts in the narrative. Word maps are visual instruments that link words to their definitions or associated concepts, and can be created utilizing numerous web resources. These maps not only offer new vocabulary in Indonesian but also enhance students' comprehension of the cultural concepts depicted in the narrative, incorporating terms from both Indonesian and the students' native languages.

Picture 2 Vocabulary Word Map



Task 2: Comic "Si Ito": reflection of indigenous people and culture in Sumatera Utara

Si Ito is a comic that narrates the tale of a youngster named Ito from North Sumatra, who encounters his friend from South Korea. The comic effectively illustrates the indigenous culture of North Sumatra, providing intimate insights into the lifestyle of its inhabitants (Srikandi & Biha, 2025).

Students are instructed to underline terms or phrases in the book that depict traditions or customs in North Sumatra. The activities are specifically tailored for Intermediate Indonesian language learners, aiming to enhance cultural comprehension while advancing language proficiency:

- a. Examining customs: Following the reading of a segment, students participate in a conversation regarding the disparities between the customs shown in the comic and those of their respective home nations.
- b. Comparative Analysis of School Life: Utilizing both textual and visual elements, students juxtapose the school life illustrated in the comic with their own educational experiences in their home country.
- c. Role-Playing: In this segment of the activity, students engage in role-plays across many contexts, such a bus stop, classroom, or sports field, incorporating expressions from the comic into their dialogues.

This practice facilitates students' acquisition of new Indonesian language while enhancing their comprehension of the culture and daily living in North Sumatra. It presents local cultural notions within a significant context, allowing students to acknowledge and value cultural differences directly.

Task 3: The upcoming series of activities features the poem "Aku Medan" by Teja Purnama

Employing a poetry framework can enhance students' comprehension of linguistic components, offer aesthetic experiences in a foreign language, and bolster their confidence as their writing evolves into poetry. This framework can be modified to provide different contextual assistance by either augmenting or diminishing the structure of the original poetic format. Table 2 presents some instances of suggested poetic structures, however numerous further models may still be established.

Table 2: Poetry Structure

Akulah Medan Cinta yang menjelma kota saat Guru dan Putri Brayan menyatu jiwa di pernikahan alir Deli dan Babura Akulah Medan Cinta yang membasuh ambisi saat Kolok menyilakan Kecil menyuburkan harapan di tanah kebaikan Jangan harap kubuang kenangan yang terus berbinar di sayap kupu-kupu dan senja itu Walau siang malam orang-orang berperang dengan parang atau uang seperti dendam yang tak padam-padam aku tetaplah Medan	Line and Stanza:
	Rhyme and Meter:
	Repetition:
	Rythim:
	Imagery and Symbolism:
	Sound and Divices:
	Figurative Language:

Students are tasked with composing a poem that articulates aspects of their culture, including traditions from their own nations or their yearning for their homeland. They might compose a poetry about their city or region, for instance. This poetry activity seeks to link language and culture, providing students with an innovative means to articulate their comprehension of both their own culture and Indonesian culture, while familiarizing them with a creative writing style.

BIPA students are afforded opportunity to enhance their comprehension of both the Indonesian language and culture through these activities. Each activity aims to enhance students' linguistic abilities while familiarizing them with Indonesia's cultural diversity, promoting cross-cultural comprehension. By choosing suitable literature and designing

pertinent exercises, students can develop more extensive language abilities and enhance their tolerance for the cultural diversity found in Indonesia.

In order to effectively instruct multicultural literature in BIPA classes, educators must possess a comprehensive comprehension of literary theories, particularly regarding critical reading techniques. In the absence of sufficient theoretical expertise, BIPA instructors may offer Indonesian culture in a superficial manner, resulting in BIPA students missing the chance to examine and appreciate cultural variety more thoughtfully and profoundly. Mingshui Cai (2002) underscored the necessity of transforming our approach to multicultural literature from just disseminating information to prioritizing student empowerment, particularly for BIPA learners. Incorporating multicultural literature into the curriculum necessitates a shift from mere information dissemination to enhancing students' comprehension of Indonesian cultural diversity, enabling them to cultivate skills for identifying, critically analyzing, and addressing issues pertaining to cultural differences" (p. xviii).

Engagement with multicultural literature in BIPA (Indonesian Language for Foreigners) programs provides students a distinctive opportunity to interact with Indonesia's diverse cultures, so augmenting their cultural competence in both majority and minority contexts. This method facilitates language acquisition and fosters favorable attitudes toward many cultures and languages. Engaging with narratives that examine cultural diversity enhances learners' awareness of the intricacies of cultural dynamics and social challenges. Moreover, multicultural literature offers a significant platform for minority students—irrespective of their nation of origin—to engage with themes pertinent to minority experiences and migration in their native lands. According to McCallister (2004), the simultaneous advantages of language acquisition and cultural exploration cultivate enhanced empathy and understanding of both global and local issues with cultural integration and the difficulties encountered by excluded communities. BIPA learners acquire linguistic skills and the ability to navigate and enjoy a multicultural environment through such exposure.

Introducing BIPA (Bahasa Indonesia untuk Penutur Asing) students to multicultural literary texts facilitates the development of abilities required for comparing and analyzing cultural viewpoints from Eastern and Western contexts. This technique not only improves their literacy but also enriches their appreciation for different languages. As students examine themes in multicultural novels or short stories, they can connect the cultural conflicts illustrated in the texts to analogous difficulties present in other literary forms—such as fiction, journalism, history, and nonfiction. Consequently, many literary works surpass their role as simple creative creations; they evolve into vibrant arenas of discourse that mirror extensive cultural disputes, providing students insight into intricate social dynamics that extend well beyond the text's boundaries. This exploration enables students to attain a more profound comprehension of cultural interconnectivity and motivates them to engage with issues of diversity and cultural exchange more deeply.

Multicultural literature offers students a comprehension of the origins of texts, enabling writers to capture the realities of a particular location. Their creations manifest the environments they occupy. Authors of multicultural fiction recognize the links between their

narratives and mythology, cultural norms, and political contexts, use rhetoric to either uphold or challenge prevailing cultural discourses (Mohammadzadeh, 2009). International students participate in the deconstruction and reconstruction of a locale, reflecting the intertextuality inherent in multicultural literature, which includes diverse writings related to politics, religion, economics, and social class. These writings function as frameworks for learners to examine the intricacies of culture, history, and identity. This reading approach aids learners in engaging with the intricacies of a multicultural society and fosters a greater comprehension of the social forces that influence it.

The principal objective of textual studies is self-referential; it aids individuals in comprehending their own stance within the wider discourses that shape their lives. This process allows learners to contemplate their identities, acknowledge their individual and communal history, and create opportunities for transformation in their lives and the surrounding world. Analyzing indigenous narratives such as the *Legend of Lake Toba* from North Sumatra and the *Legend of the Green Princess* from the Riau Islands offers learners insights into the reflection of local cultural values and social structures in folklore. Through a critical analysis of these narratives, students can cultivate a profound awareness of the interplay between culture, language, and identity, while simultaneously enhancing their intercultural competency essential for comprehending and maneuvering within a multifaceted world.

Additionally, the results of this investigation are corroborated by Sayuti's research (2002: 46), which asserts that appreciative literary learning has the potential to significantly advance a comprehensive educational process. From a positivist viewpoint, a beneficial correlation exists between literary education and other academic disciplines. To actualize this beneficial relationship, two critical things must be taken into account: Initially, literary education should be executed innovatively. The conventional verbalistic approach centered on internal concepts should be discarded in favor of more inventive, dynamic, and critical methodologies. Secondly, the literary works provided to pupils must be meticulously curated to foster critical thinking and sensitivity towards values and diverse living circumstances.

Conclusion

The use of multicultural literature into foreign language education can greatly enhance language acquisition. Utilizing real literature, abundant in cultural viewpoints, enhances grammatical ability, sociolinguistic competence, and strategic language abilities (Yule, 2006). This transpires through an enhanced comprehension of cultural diversity, wherein learners not only assimilate linguistic patterns but also interact with the social and cultural settings in which the language operates. Moreover, multicultural literature provides students with an opportunity to engage with topics of variety and migration, which may reflect their own cultural experiences, thus promoting empathy and intercultural understanding.

The rigorous selection of suitable multicultural literature is essential to guarantee that cultural representations are depicted genuinely and appropriately. Carefully selected literature enhances the language acquisition process and fosters active student interaction. This

involvement transcends the simple acquisition of vocabulary and grammar; it challenges learners to critically analyze the cultural, historical, and social dynamics within the texts, fostering a deeper comprehension of both the target language and its associated cultures. Furthermore, examining topics of ethnicity, identity, and migration enables students to expand their viewpoints, enhance critical thinking abilities, and cultivate a greater understanding for cultural variety. The incorporation of multicultural literature improves language proficiency by linking linguistic skills with authentic cultural contexts, enabling pupils to understand and value the intricacies of a diverse world.

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