



The Role of Multicultural Islamic Education in Building National Unity Towards a Golden Indonesia in 2045

Peran Pendidikan Islam Multikultural dalam Membangun Persatuan Nasional Menuju Indonesia Emas 2045

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General Background: Indonesia's multicultural reality, characterized by diverse ethnic, religious, linguistic, and cultural identities, represents both a national asset and a challenge for sustaining social cohesion. **Specific Background:** Increasing intolerance, discrimination, and socio-cultural disparities indicate that diversity has not been fully optimized as a foundation for national development. **Knowledge Gap:** Existing studies largely examine multiculturalism in fragmented sectors without systematically linking it to the Indonesia Emas 2045 development roadmap or providing an integrative analytical framework. **Aims:** This study aims to analyze the role of multicultural Islamic education in strengthening national unity and to formulate a strategic framework supporting inclusive and sustainable development toward Indonesia Emas 2045. **Results:** The findings demonstrate that multiculturalism functions as strategic social capital by reinforcing Pancasila values, promoting tolerance through education, strengthening social cohesion, and supporting inclusive policies, with additional contributions from family roles, digital literacy, and cross-sector collaboration. **Novelty:** This study offers an integrative framework connecting multicultural dynamics, national identity formation, and long-term development planning within a unified roadmap aligned with Indonesia Emas 2045. **Implications:** The study provides a conceptual and practical basis for developing multicultural Islamic education curricula, inclusive governance strategies, and diversity-based development policies to maintain national unity and global competitiveness.

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Highlights

- Multicultural values integrated into education address polarization and identity conflicts
- Social capital derived from diversity supports inclusive development strategies
- Cross-sector collaboration and digital literacy strengthen cohesive society

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INTRODUCTION

Indonesia is a country with a complex multicultural reality, encompassing a diversity of ethnicities, religions, languages, and cultures spread across the archipelago. This diversity is both the nation's identity and an asset that enriches social, political, and economic life. However, this plurality also poses challenges in maintaining national unity and stability if it is not balanced with tolerance and inclusiveness (Anandari, 2024). In the Indonesian context, multiculturalism reflects a process of integrating diverse values and local wisdom, which together play a significant role in shaping the nation's character (Mulyana, 2024). A thorough comprehension of multicultural realities serves as a fundamental foundation for fostering and reinforcing national cohesion (Mariyono, 2024).

In line with this, the Indonesia Emas 2045 vision serves as a strategic momentum to strengthen national unity amid the dynamics of diversity. This vision projects Indonesia as a developed country by the 100th anniversary of its independence, which requires the strengthening of social capital based on multicultural values (Bappenas, 2021). The roadmap to Indonesia Emas emphasizes the importance of inclusiveness, equitable development, and the participation of all elements of society (Asep Rahmat Suwandha, 2025). Well-managed diversity is a key asset in realizing this vision (Jamrizal et al., 2025). Therefore, the integration of multiculturalism and the national vision is key to facing global challenges while maintaining national unity.

Global research shows that multiculturalism is an important foundation for social stability and sustainable development in countries with ethnic and cultural diversity. Studies in Canada highlight that recognition of cultural diversity strengthens a sense of belonging and social trust, thereby enhancing national cohesion (Khaile et al., 2021). Meanwhile, research in Europe underscores the importance of inclusive policies in reducing social disparities between ethnic groups (Vertovec, 2019). Research in Southeast Asia also confirms that the success of multicultural countries is greatly influenced by multicultural education that instills values of tolerance from an early age (Saepulmilah et al., 2025).

In the Indonesian context, the Indonesia Emas 2045 vision is relevant to the results of this international study, in which diversity management is a key prerequisite for developing countries to achieve developed country status. A UN study confirms that inclusive development based on the recognition of cultural rights strengthens citizen participation in the development process (UNDP, 2021). Research in South Korea and Japan shows that investment in social capital and multicultural education can increase national productivity (Lee et al., 2020). Research carried out in South Africa indicates that a thorough understanding of local history and cultural traditions significantly contributes to the development of robust national cohesion. (Modood, 2017).

The convergence between multiculturalism and the Indonesia Emas 2045 vision reflects a broader global transition toward emphasizing frameworks rooted in shared identity to advance sustainable development. Evidence from developed countries, such as Canada and Australia, indicates that well-established multicultural policies play a crucial role in enhancing economic performance and ensuring political stability (Jakubowicz, 2016).

World Bank research adds that well-managed diversity contributes

to innovation and economic growth (World Bank, 2020). Thus, strategic management of multiculturalism is key to making Indonesia a developed country by 2045 (Putnam, 2017).

To support orderly thinking and systematic conceptual analysis, researchers will utilize mind maps as a medium to organize and map the interrelationships between previous studies relevant to the theme of Multiculturalism and National Unity in the Roadmap to Indonesia Emas 2045. This mind map will focus on the relationship between Indonesia's multicultural reality, which includes diversity in ethnicity, religion, language, and culture, and the urgency of the Indonesia Emas 2045 vision as a momentum towards 100 years of independence. In addition, this mind map will show the relationship between managing diversity as social capital, integrating multicultural values in national development, and the importance of inclusiveness in strengthening national unity, thereby helping researchers examine the relevance of multiculturalism to efforts to realize Indonesia Emas 2045.

[Picture 1. about here]

This mind map illustrates the development of the concepts of multiculturalism and national unity in the context of Indonesia's development towards the vision of Indonesia Emas 2045 in chronological order. In the 2015-2016 period, the research focused on the foundations of multicultural policy, character education, and efforts to reduce the potential for identity-based conflict. Between 2017 and 2018, policy priorities increasingly emphasized the strengthening of cultural literacy, the promotion of religious moderation, and the expansion of cultural diplomacy to support Indonesia's presence on the global stage. This shift demonstrates the country's ongoing commitment to leveraging multiculturalism as a strategic asset for advancing national development.

The period from 2019-2020 to 2023-2024 shows a more futuristic direction for research and policy, in line with global disruption and Indonesia's Golden 2045 target. The focus of research has shifted to the digitization of diversity management, the development of a smart society, and the strengthening of national identity in the context of globalization. This roadmap indicates that Indonesia's success in maintaining national unity does not only rely on traditional values, but also on innovation, technology, and inclusive policies. Thus, this mind map makes it easier for researchers to see the linear relationship between multicultural dynamics and sustainable development strategies towards Indonesia Emas 2045.

Although a substantial body of scholarship has examined the importance of multiculturalism and national cohesion, only a limited number of studies have specifically investigated how multicultural values are integrated into Indonesia's development framework in alignment with the Indonesia Emas 2045 agenda. Existing research has largely focused on cultural diversity and socio-political dynamics in broad contexts, with relatively few works linking these themes to long-term national development planning based on the centennial vision of independence. In addition, research on diversity management in Indonesia tends to be conceptual and descriptive, without providing an applicable

model that holistically integrates multiculturalism values with national development policies. This condition indicates the need to examine multiculturalism not only as a social concept, but also

as strategic capital in the formulation of visionary and sustainable national development policies.

In addition, there is a gap in the literature that directly links the development of multiculturalism policies across periods (2015-2024) with the comprehensive implementation of the Indonesia Emas 2045 vision. Most studies discuss Indonesia's diversity in a sectoral manner for example, in terms of religion, education, or politics without mapping the interrelationships between variables within the framework of the national development roadmap. No research has been found that explicitly integrates a chronological analysis of the development of multicultural policies with technological innovation, smart society, and inclusive governance to support national unity in an era of global disruption. Accordingly, this study proposes a novel analytical framework that systematically integrates multicultural dynamics, the strengthening of national identity, and the vision of Indonesia Emas 2045 in a practical manner.

This study aims to analyze the role of multiculturalism in strengthening national unity across Indonesia's heterogeneous composition of ethnicities, religions, languages, and cultures, while formulating a strategic framework that supports the inclusive and sustainable advancement of the Indonesia Emas 2045 agenda. This research is expected to contribute theoretically to the development of the concept of multiculturalism as strategic social capital for national development, while also serving as a practical reference for the government, educational institutions, and society in designing inclusive policies oriented towards strengthening national identity. Thus, this research is expected to support the realization of Indonesia as a developed country 100 years after independence, while maintaining national unity and integrity amid global challenges.

RESEARCH METHODS

This study uses a Library Research approach with an Integrative Review method, which involves reviewing, analyzing, and synthesizing various relevant academic literature to gain a comprehensive understanding of the role of multiculturalism in strengthening national unity and its formulation in the roadmap towards the Indonesia Emas 2045 vision. This approach allows researchers to summarize research findings from various disciplines to produce a systematic mapping of knowledge. Research data were sourced from academic works indexed in several reputable databases, such as Google Scholar, Scispace, the Directory of Open Access Journals (DOAJ), and Scopus. This review specifically focused on studies related to multiculturalism, national cohesion, and sustainable development, with particular attention to the Indonesian context as well as relevant international comparative perspectives.

The inclusion criteria for this study include journal articles, academic books, conference proceedings, and policy reports published between 2015 and 2024 that are relevant to the research topic. The selected literature must be based on empirical research or theoretical studies that contribute to the analysis of multiculturalism

and national development policies. Meanwhile, exclusion criteria include publications that have not undergone peer review, popular articles, news, opinions, and literature that is not directly related to the research theme. To increase validity,

sources were selected based on publisher reputation, journal indexing, and the relevance of keywords used (Li et al., 2020).

The construction of the literature matrix began with identifying key concepts namely multiculturalism, national unity, and Indonesia Emas 2045, to direct the literature search process. Each selected source was then systematically analyzed based on its research objectives, methodological approach, and main findings before being structured into a thematic matrix. In the initial synthesis phase, the literature was subsequently classified into major thematic areas, including multicultural education, inclusive public policy, and sustainable development. Each theme is compared to find patterns of correlation and gaps in previous research. Thus, the transparency of data analysis can be seen through the systematic tracking of each piece of literature used.

[Picture 2. about here]

The literature search process was conducted in stages using keywords such as "multiculturalism," "national unity," "nation-building," "Indonesia Emas 2045," and "multiculturalism policy." The search was conducted using filters for publication year (2015-2024), full access, and indexed international or national journals with good reputations. Furthermore, the literature selection procedure included two stages: (1) initial screening based on titles and abstracts to identify topic relevance, and (2) full review of articles to ensure suitability with the research focus. Only literature that met the inclusion criteria and had a significant contribution to the research theme was integrated into the study.

The data obtained were analyzed using thematic analysis to identify patterns, main themes, and relationships between concepts in the selected literature. The validity and reliability of the research were maintained through a process of source triangulation, which involved comparing findings from various literature across databases and ensuring the suitability of the research context with the established conceptual framework. In addition, the analysis was conducted systematically using a literature matrix to map important information such as the objectives, methodology, results, and recommendations of each study. This approach is expected to produce a comprehensive synthesis of knowledge that can be used as a basis for formulating a multiculturalism strategy towards the vision of Indonesia Emas 2045.

RESULT AND DISCUSSION

This research presents an analysis of the role of multiculturalism in the context of national unity, social development, and the achievement of the Indonesia Emas 2045 vision. The discussion focuses on three main aspects, namely the dynamics of multiculturalism and the challenges faced by the nation in maintaining unity, the role of multiculturalism as social capital for the future, and the strategies and roadmaps that can be pursued in national development. This analysis is based on various findings from previous studies and Indonesia's diverse socio-cultural context:

1. The Dynamics of Multiculturalism and the Challenges of National Unity in Indonesia

The dynamics of multiculturalism in Indonesia face various challenges in ensuring national unity amid widespread diversity. Multiculturalism, which is closely related to the concept of *Bhinneka Tunggal Ika*, must be integrated into national education in order to overcome existing social and structural challenges (Akun, 2023).

Multicultural education offers a comprehensive approach to promoting cohesion amid diversity while simultaneously nurturing core values such as justice, integrity, and tolerance, which are essential within Indonesia's pluralistic society (Hoon, 2013).

Various community-driven programs, particularly in regions such as Papua, demonstrate the significant importance of cultural and social empowerment in strengthening national identity and promoting inclusiveness (Sarjito, 2024). Such empowerment strengthens social cohesion by promoting initiatives that bring together various ethnic and cultural communities within a common national structure (Iswardhana et al., 2024). Political polarization, the spread of misinformation, and tensions rooted in identity can be mitigated by fostering digital literacy alongside encouraging constructive dialogue among diverse groups to enhance mutual understanding (Juniardi, 2020).

In the realm of education, the incorporation of Pancasila values has become increasingly important, especially in strengthening character formation and fostering national identity in a manner that embraces diversity (Hakim & Darajat, 2023). Curriculum models that integrate cultural diversity and local wisdom, as applied in schools in Bali, have demonstrated effectiveness in strengthening students' sense of national identity. (Wiratmaja Nyoman I, 2021). Instruction grounded in local cultural values has demonstrated its effectiveness in fostering an environment characterized by tolerance (Payong, 2023).

However, Indonesia also faces the challenge of primordialism, which can threaten efforts to build an inclusive national political culture. Although primordialism can be a strong foundation for social cohesion, it can also be divisive in a political context if not managed properly (Tengku Ananda Sapphira & Pitriani Pitriani, 2025). Therefore, collaborative efforts play a crucial role in promoting dialogue and enhancing awareness regarding the importance of unity amid ethnic, cultural, and religious diversity.

Through inclusive education initiatives and the application of Pancasila values in public policy, Indonesia can overcome existing challenges and strengthen national unity while celebrating the diversity that characterizes the nation. Success in addressing these challenges will depend heavily on a national commitment to creating a harmonious and mutually respectful environment.

[Table 1. about here]

Based on Table 1 above, it can be concluded that the dynamics of multiculturalism in Indonesia are closely related to efforts to maintain national unity amid complex diversity. Multiculturalism is not merely recognition of differences, but must be systematically integrated into education and social life in order to overcome the

challenges of political polarization, the spread of hoaxes, identity conflicts, and primordialism. Efforts to strengthen Pancasila values, preserve local wisdom, and implement digital literacy and intergroup dialogue are key strategies in building an inclusive and tolerant national consciousness. Thus, multiculturalism can serve as an important instrument in strengthening social cohesion and maintaining the integrity of the Indonesian nation.

2. The Role of Multiculturalism as Social Capital for Realizing Indonesia Emas 2045

Multiculturalism functions as a vital form of social capital in supporting the realization of the "Golden Indonesia 2045" vision, especially considering the country's vast diversity in culture, ethnicity, and religion. It not only recognizes existing differences but also reflects a shared commitment to promoting equality, social cohesion, and mutual tolerance among various segments of society.

Research by Putra et al. indicates that families can cultivate multicultural values from an early stage through parents who model inclusive behavior and actively encourage intercultural social engagement (Putra et al., 2021). This perspective aligns with Wiyono's argument, which highlights multiculturalism as a crucial foundation for fostering peaceful and harmonious coexistence within a diverse society (Wiyono, 2020). Within the educational sphere, multicultural education plays a crucial role in fostering attitudes of tolerance and promoting mutual respect among younger generations (Irwan, 2022; Sudrajat, 2014).

Multiculturalism in Indonesia should be understood through its specific local context rather than being directly compared to Western societies, where racial categories are often more pronounced. In the Indonesian context, multicultural diversity is largely constructed through ethnic and cultural variations, which contribute to its uniquely dynamic character (Tanujaya & Yudianto, 2023). Lestari et al. show that diversity can be a social force for building a more inclusive and tolerant nation (Lestari et al., 2024).

In an effort to realize "Golden Indonesia 2045," multicultural education needs to be integrated into the curriculum at all levels of education to equip children with the values necessary for interacting in a diverse environment (Nana Najmina, 2018; Ruslan et al., 2024). Research by Fazira emphasizes the importance of investing in education that includes multicultural awareness to create a democratic and peaceful society (Fazira et al., 2024). The meaningful involvement of key stakeholders including governmental bodies, families, and educational institutions plays a crucial role in creating and maintaining an environment that supports and promotes intercultural dialogue (Manalu, 2022).

Moreover, technological advancements and the widespread use of social media play a significant role in transforming how younger generations perceive and engage with multicultural realities, and these platforms can be strategically utilized to strengthen social capital while broadening avenues for intercultural interaction (Allathief et al., 2024). This shows that in order to achieve Indonesia Emas 2045, there needs to be close cooperation from all parties in promoting the values of multiculturalism (Ramadhan, 2024).

Thus, multiculturalism plays a role not only as a moral value but also as social capital that can lead Indonesia to a better future, where all groups can live side by side in harmony and mutual respect.

[Table 2. about here]

Based on the research results table above, it can be concluded that multiculturalism has a strategic role as social capital in realizing Indonesia Emas 2045. Multiculturalism not only recognizes diversity but also establishes a foundational framework for building a more inclusive, tolerant, and cohesive society. The active roles of families and educational institutions, supported by the effective utilization of technology and social media, indicate that the internalization of multicultural values requires a comprehensive and continuous approach. Accordingly, multiculturalism can operate as a catalyst for strengthening national integration while preparing younger generations to address the complexities of future global challenges.

3. Strategies and Roadmaps for Multiculturalism in National Development

In the context of national development in Indonesia, the implementation of multiculturalism is an essential strategy for creating a peaceful and democratic society. As a nation rich in ethnic and cultural diversity, multiculturalism is not only about recognizing differences, but also promoting healthy interaction between groups (Setyowati et al., 2022). Sudrajat emphasizes the importance of multicultural education as a starting point in building awareness and tolerance between ethnic groups, where education has the potential to foster cooperation and trust among Indonesians from diverse cultures and ethnicities (Sudrajat, 2014). Education, especially that which focuses on teaching multicultural values, can be integrated into a broader curriculum to train the younger generation to understand and appreciate differences (Mardhiah, 2024).

Furthermore, Putra et al. state that the role of parents in fostering multiculturalism among adolescents is very important. Parents can set an example and provide support in building tolerance and dialogue among their children, which is part of creating a harmonious society (Putra et al., 2021). The implementation of multiculturalism principles needs to be carried out systematically within both formal and informal educational environments, involving active engagement from parents, educators, and the broader community through various educational activities and social initiatives (Ahn et al., 2023; Fitria, 2023).

The discourse on multiculturalism should be situated within the context of public policy and governance structures. Lumowa emphasizes that a comprehensive understanding of local multicultural dynamics is crucial for developing policies that are both inclusive and effective (Lumowa, 2022). The application of multiculturalism can be a means of reducing social tensions that sometimes arise in pluralistic societies (Fridayanti et al., 2024). The process of “grounding” multiculturalism as described by Amri shows that acceptance of other cultures must be carried out continuously and integrated into everyday life (Amri et al., 2017). In this way, multiculturalism can be strengthened as a solid social foundation.

Efforts to prevent potential radicalization among the younger generation are also closely related to the application of multicultural values. Mubarok and Bakri show that approaches based on constructive narratives and the recognition of cultural diversity are particularly effective in mitigating radicalization (Mubarok & Bakri, 2021). They also emphasize that policies promoting cultural diversity play a crucial role in reinforcing solidarity among different groups while creating environments that support meaningful and constructive dialogue (Maku, 2025; Mustapa et al., 2025).

One of the primary obstacles in implementing multiculturalism within national development is the necessity for robust support and coordinated collaboration among various sectors, including the government, civil society, and the private sector. In this context, the involvement of the public sector and collaboration between various development actors are very important (Helliwell, 2016). Inclusive and sustainable development, as proposed by Kusumawardhana, must involve social capital as an important aspect in empowering communities (Kusumawardhana, 2023). In addition, policies that facilitate intercultural dialogue are expected to strengthen social cohesion and accelerate the achievement of national development goals related to the welfare of all people (Addae & Kuhner, 2022).

[Table 3. about here]

To conclude Table 3, it can be concluded that multiculturalism strategies and roadmaps in national development emphasize the importance of synergy between education, public policy, and cross-sector collaboration. Multicultural education serves as the main foundation for fostering interethnic awareness and cooperation, while the involvement of parents, teachers, and the community is an important element in strengthening the value of tolerance through both formal and informal channels. Inclusive and context-responsive public policies significantly contribute to reducing the potential for social conflict. In parallel, well-developed multicultural narratives have proven effective in countering radical tendencies while strengthening social cohesion. Therefore, the realization of inclusive and sustainable development largely depends on continuous collaboration among government institutions, civil society, and the private sector in consistently upholding and implementing multicultural values.

[Picture 3. about here]

The graph demonstrates that the findings on multiculturalism in Indonesia are organized into three main thematic categories. The first theme examines the dynamics of multiculturalism and its implications for national unity, presenting four key findings that emphasize the necessity of integrating multicultural values into education to address challenges such as polarization, identity-based conflicts, misinformation, and primordialism. Strengthening Pancasila values, improving digital literacy, and fostering intercultural dialogue are identified as essential strategies to enhance national cohesion. The second theme

highlights multiculturalism as a form of social capital in realizing the vision of Golden Indonesia 2045, and it receives the most substantial attention with five major findings.

Multiculturalism, therefore, is not limited to the simple recognition of diversity but serves as a foundational framework for advancing equality, fostering tolerance, and maintaining social cohesion. Parents and families assume a crucial responsibility in instilling multicultural values from an early age, while the communities strengthen understanding of social and cultural integration of multicultural education into formal curricula, alongside the purposeful utilization of social media as a medium for intercultural engagement, represents an effective strategy for achieving Indonesia's long-term national aspirations. Third, strategic space for fostering social harmony amid the nation's strategies and roadmaps of multiculturalism in national development also produced five key findings, stressing that education, inclusive public policies, and systematic localization of multiculturalism are essential in building sustainable social cohesion. These findings highlight that collaboration between government, civil society, and the private sector is necessary to counter radicalism and strengthen inclusive development. Overall, the graph reflects that while challenges to national unity remain significant, the greatest emphasis of the research lies in leveraging multiculturalism as social capital and embedding it in national development strategies.

The above research results are reinforced by the application of multicultural values in Islamic education, as reflected in the practice of religious moderation that has developed in Islamic boarding schools and schools. Islamic boarding schools are now not only places for teaching religious knowledge, but also forums for shaping inclusive characters that respect ethnic, cultural, and sectarian diversity. Values such as *tasamuh* (tolerance), *tawazun* (balance), and *i'tidal* (justice) are taught to foster an open attitude towards differences. Cross-cultural programs, such as student exchange initiatives and interfaith dialogue engagements, have been implemented to strengthen students' sense of national awareness. In the school context, Islamic education curricula that are informed by multicultural perspectives integrate values of moderation into both the learning materials and the teaching methodologies. Furthermore, teachers play a pivotal role as role models in cultivating respectful attitudes toward diversity.

This phenomenon can be observed in nationwide *halaqah* initiatives conducted across Islamic boarding schools, where educators facilitate student participation in structured dialogues addressing tolerance and diversity, framed within the principles of Islamic teachings and the philosophical foundation of Pancasila. (Syahril et al., 2024). In schools, Islamic Education teachers apply

interfaith collaborative learning methods, such as joint social projects with non-Muslim students in environmental service

activities (Luqman et al, 2025). Several Islamic boarding schools, such as Pesantren, also hold interfaith dialogues and religious moderation training in collaboration with the Ministry of Religious Affairs (Setiawan et al., 2025). Live In programs in cross-cultural communities strengthen understanding of social and cultural differences. In addition, the use of teaching materials that highlight moderate Islamic figures helps instill values of tolerance (Siti et al, 2024). These practices reflect that Islamic education can be a strategic space for fostering social harmony amid the nation's diversity (Firdaus et al, 2025).

CONCLUSION

Multiculturalism is an essential social and cultural asset for Indonesia in building national unity and achieving the vision of Indonesia Emas 2045. Recognition and management of ethnic, religious, and cultural diversity must be integrated into education, public policy, and national development to become a unifying force for the nation. Efforts to strengthen Pancasila values, digital literacy, and cross-cultural dialogue need to be carried out consistently to address the challenges of political polarization, primordialism, and radicalism. A development model rooted in multicultural values requires the meaningful involvement of diverse national stakeholders, including the government, civil society, and educational institutions, in order to cultivate an inclusive, cohesive, and globally competitive society. In practical terms, the results of this study provide a foundation for designing a multicultural Islamic education curriculum that emphasizes religious moderation, tolerance, and an appreciation of diversity from the early stages of education. In addition, educational institutions need to implement cross-cultural collaborative learning strategies, interfaith dialogue, and humanitarian-based social projects to shape a generation with an inclusive character that is ready to face global challenges. Thus, the success of achieving Indonesia Emas 2045 greatly depends on the extent to which this nation can utilize diversity as a collective strength in civilized national development.

Future research should focus on developing effective models for implementing multicultural education at all levels of education and utilizing digital technology to strengthen awareness of diversity among the younger generation. In addition, research on inclusive policy strategies based on local wisdom is essential to strengthen social cohesion and anticipate potential disintegration amid the dynamics of globalization.

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Figure 1 / Mind map of multiculturalism with efforts to realize Indonesia Emas 2045



Figure 2 / Research Procedure Flowchart

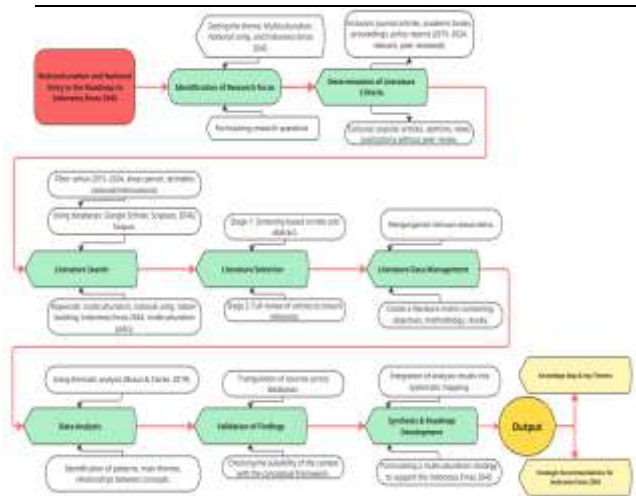
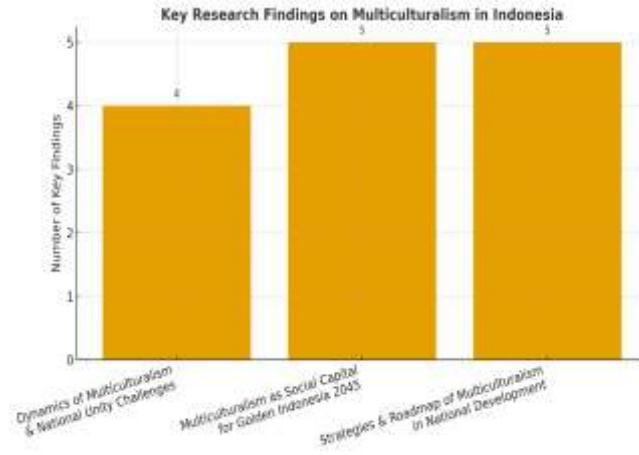


Figure 3 / Key Research Findings on multiculturalism in Indonesia



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Table 1/ The Dynamics of Multiculturalism and the Challenges of National Unity in Indonesia

Aspect	Key Findings	Source
<p style="text-align: center;">The Dynamics of Multiculturalism and the Challenges of National Unity</p>	<ul style="list-style-type: none"> Multiculturalism must be integrated into national education to maintain unity amid diversity. 	Akun (2023); Hoon (2013); Sarjito (2024); Iswardhana et
	<ul style="list-style-type: none"> Key challenges: political polarization, hoaxes, identity conflicts, and primordialism. 	al. (2024); Juniardi (2020); Hakim &
	<ul style="list-style-type: none"> Strengthening Pancasila values and local wisdom is effective in building national awareness. 	Darajat (2023); Wiratmaja (2021); Payong
	<ul style="list-style-type: none"> Intergroup dialogue and digital literacy are important for overcoming social conflicts. 	(2023); Sapphira & Pitriani (2025)

Table 2/ The Role of Multiculturalism as Social Capital for Realizing Indonesia Emas 2045

Aspect	Key Findings	Source
Peran Multikulturalisme sebagai Modal Sosial menuju Indonesia Emas 2045	<ul style="list-style-type: none"> • Multikulturalisme merupakan fondasi penting untuk kesetaraan, toleransi, dan harmonisasi. • Peran keluarga dan orang tua krusial dalam menanamkan sikap multikultural sejak dini. • Pendidikan multikultural perlu diintegrasikan dalam kurikulum semua jenjang. • Pemanfaatan media sosial dan teknologi bisa memperkuat dialog antar budaya. • Multikulturalisme menjadi modal sosial untuk masyarakat inklusif, damai, dan demokratis. 	<p>Putra et al. (2021); Wiyono (2020); Irwan (2022); Sudrajat (2014); Tanujaya & Yudiarso (2023); Lestari et al. (2024); Najmina (2018); Ruslan et al. (2024); Fazira et al. (2024); Manalu (2022); Allathief et al. (2024); Ramadhan (2024)</p>

Table 3/ Multiculturalism Strategies and Roadmaps in National Development

Aspect	Key Findings	Source
<p style="text-align: center;">Strategies and Roadmaps for Multiculturalism in National Development</p>	<ul style="list-style-type: none"> • Multicultural education can foster awareness, cooperation, and trust between ethnic groups. • Parents, teachers, and communities need to be involved in formal and non-formal education. • Public policies must be inclusive, context-based, and reduce social tensions. • Multicultural narratives are effective in countering radicalism. • Collaboration between the government, civil society, and the private sector is necessary for inclusive and sustainable development. 	<p>Setyowati et al. (2022); Sudrajat (2014); Mardhiah (2024); Putra et al. (2021); Ahn et al. (2023); Fitria (2023); Lumowa (2022); Fridayanti et al. (2024); Amri et al. (2017); Mubarak & Bakri (2021); Maku (2025); Mustapa et al. (2025); Helliwell (2016); Kusumawardhana (2023); Addae & Kuhner (2022)</p>