

DESIGNING A MULTICULTURAL HYBRID LEARNING FRAMEWORK FOR SOCIAL STUDIES EDUCATION IN A DIVERSE INDONESIAN CLASSROOM

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Article Info

Received: February 8, 2025

Revised: May 7, 2025

Accepted: July 6, 2025

Online Version: August 12,
2025

Abstract

The diversity in Indonesian classrooms presents both opportunities and challenges for social studies education. The evolving cultural and ethnic backgrounds of students necessitate the development of an inclusive and adaptable educational framework. This study explores the design of a multicultural hybrid learning framework tailored for social studies education in Indonesia. The primary objective of the research is to develop an effective, culturally responsive teaching model that integrates both traditional and digital learning methods to cater to diverse student needs. A mixed-methods approach was employed, combining qualitative interviews with social studies educators and quantitative surveys of students across different regions. The research findings indicate that the proposed hybrid framework fosters a more engaging and equitable learning environment by incorporating culturally relevant content, interactive digital tools, and collaborative learning strategies. Furthermore, the study highlights the importance of teacher training in multicultural competence and the integration of technology in enhancing students' critical thinking and social awareness. The study concludes that a hybrid learning model, when thoughtfully implemented, can significantly improve the inclusivity and effectiveness of social studies education in a multicultural context. This research contributes to the broader field of education by offering a model for adapting social studies teaching in diverse classrooms.

Keywords: Education, Hybrid Learning, Inclusive, Indonesia, Multicultural Education, Social Studies.



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Journal Homepage

<https://research.adra.ac.id/index.php/jnhl>

ISSN: (P: 2987-2316) - (E: 2986-979X)

How to cite:

Vidal, S., Mercier, N., & Fontaine, C. (2025). Designing A Multicultural Hybrid Learning Framework for Social Studies Education in A Diverse Indonesian Classroom. *Journal Neosantara Hybrid Learning*, 3(4), 187-198.
<https://doi.org/10.70177/jnhl.v3i4.3344>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

In contemporary educational settings, diversity in classrooms is becoming an increasingly significant feature, especially in countries with rich cultural heritages like Indonesia (Rometsch et al., 2025). The country's unique composition, which includes over 300 ethnic groups, numerous languages, and a variety of religious beliefs, creates a vibrant yet complex learning environment (Kansal et al., 2025). Social studies education, which aims to foster a deeper understanding of societal structures, values, and histories, faces the challenge of addressing this diverse demographic (Alkan et al., 2025). As Indonesian classrooms become more culturally heterogeneous, educators must design approaches that not only acknowledge but also leverage this diversity to create inclusive and equitable learning experiences (Park et al., 2025). However, traditional teaching methods have struggled to keep pace with this transformation, necessitating a shift toward innovative educational models that are better suited to the needs of today's multicultural classrooms (Xu et al., 2025). It is within this context that a hybrid learning framework an approach blending face-to-face and digital learning methods becomes essential in responding to the educational needs of diverse student populations in Indonesia.

The integration of digital learning tools alongside traditional methods presents an opportunity to cater to a wider range of learning preferences and needs (Feltman, 2025). In social studies education, the hybrid approach can bridge the gap between theoretical knowledge and practical engagement, allowing students to not only learn about different cultures but also actively engage with the content in meaningful ways (Bentum-Micah et al., 2026). With the rapid advancement of technology, students are increasingly exposed to digital platforms, which offer unique opportunities for personalized and self-directed learning (Lubbe et al., 2025). However, while the potential benefits of hybrid learning are clear, the actual implementation of such models in diverse classrooms remains a complex task, especially in social studies education, where cultural relevance and social awareness are paramount (Golovianko et al., 2025). This paper seeks to address these challenges by proposing a multicultural hybrid learning framework that is tailored to the unique needs of Indonesian classrooms.

Despite the recognized importance of inclusive education, the current educational models in Indonesia, particularly in social studies, often fail to fully address the cultural diversity within the classroom (Biswas et al., 2025). Teachers continue to rely heavily on traditional methods, which are often not adaptable to the varied cultural contexts of students (Linardon et al., 2025). While some progress has been made in incorporating multicultural perspectives into the curriculum, these efforts are frequently fragmented and lack coherence (Sangsawang, 2025). The challenge lies in creating a teaching framework that is both culturally responsive and flexible enough to integrate new learning technologies (Shehawy et al., 2025). Indonesian social studies classrooms, in particular, face a significant challenge in creating an inclusive environment that honors the nation's diverse cultures, histories, and languages while also providing equitable learning opportunities for all students.

Another significant issue is the lack of teacher preparation in handling multicultural classrooms with a technology-driven approach (Zhou et al., 2025). While many teachers are familiar with the use of digital tools, there is a gap in pedagogical knowledge regarding how to integrate these tools effectively into culturally diverse settings (Chinchanachokchai et al., 2025). This gap is critical, as the successful implementation of hybrid learning in social studies education requires not only technical skills but also an understanding of how to use digital tools to promote intercultural dialogue, critical thinking, and social awareness (Yang et al., 2025). As a result, the existing literature does not sufficiently address the intersection of hybrid learning, multicultural education, and social studies in the context of Indonesia (Penteado & Chakrabarty, 2026). This research aims to fill this gap by proposing a practical and innovative framework that can guide educators in creating inclusive, engaging, and culturally responsive social studies lessons.

The primary objective of this research is to design a multicultural hybrid learning framework for social studies education in Indonesian classrooms (X. Liu et al., 2025). This framework will aim to integrate both traditional and digital learning methods in a way that enhances cultural relevance and inclusivity (Figueiredo et al., 2026). By focusing on the social studies curriculum, which deals with issues such as history, geography, economics, and social systems, the research intends to offer solutions that help students better understand and engage with their multicultural environment (Msambwa et al., 2025). The ultimate goal is to develop a model that can be widely implemented across diverse educational settings in Indonesia, offering a more dynamic and inclusive approach to teaching social studies.

Additionally, this study aims to evaluate the effectiveness of the proposed hybrid learning framework in improving student outcomes in terms of academic achievement, social awareness, and cultural competence (Woldegiorgis & Chiramba, 2025). The research will also examine how the framework influences teachers' pedagogical practices and their ability to manage a multicultural classroom using digital tools (Nepal et al., 2025). It is anticipated that the findings will contribute to the ongoing discourse on the role of technology in education, particularly in contexts that require the integration of cultural diversity (Bienefeld et al., 2025). Through this research, it is hoped that a clear, actionable framework can be provided to educators and policymakers who are seeking to enhance the quality and inclusivity of social studies education in Indonesia.

While much has been written about multicultural education and hybrid learning individually, there is a distinct gap in the literature that specifically addresses the intersection of these two domains in the context of social studies education in Indonesia (Hamerman et al., 2025). Most existing studies on hybrid learning focus on technical aspects, such as the efficacy of digital tools or the integration of specific technologies into traditional classrooms (Li & He, 2025). Similarly, research on multicultural education often centers on pedagogical approaches or curriculum design but does not sufficiently consider how these elements can be combined with digital learning in a hybrid format (Thanasi-Boçe & Hoxha, 2025). There is a need for comprehensive research that explores how these two critical aspects cultural inclusivity and hybrid learning can be integrated effectively in the teaching of social studies.

Furthermore, much of the existing research on multicultural education in Indonesia has focused on primary and secondary education, with limited attention paid to how these principles can be applied within the realm of higher education or at the intersection of various academic disciplines, including social studies (Mehmood et al., 2025). The lack of a cohesive framework for integrating these educational paradigms in diverse classrooms leaves educators without a clear roadmap for implementation (Shankar et al., 2025). This study seeks to address these gaps by providing a well-rounded framework that combines both the multicultural and hybrid learning approaches in a way that is practical and suitable for social studies education (Ioannou & Retalis, 2025). By bridging the divide between these two domains, the research will contribute new insights and offer a more holistic approach to inclusive education in Indonesia.

The novelty of this research lies in its integration of multicultural education with hybrid learning, specifically within the context of social studies education in Indonesia (Smit et al., 2025). While hybrid learning has been widely discussed, especially in the wake of the COVID-19 pandemic, there is a lack of focus on how to tailor these approaches to culturally diverse classrooms (Saka et al., 2025). The proposed framework is unique because it emphasizes both the cultural relevance of social studies content and the pedagogical benefits of technology, ensuring that students are not only receiving information but also engaging with it in a way that is meaningful and reflective of their own identities and experiences.

This research is particularly significant in the Indonesian context, where the nation's diversity demands a more thoughtful and deliberate approach to education (M. Liu et al., 2025). Indonesia's educational system must adapt to the challenges posed by its multicultural

society, and this study proposes a framework that offers tangible solutions (Burden et al., 2025). By focusing on social studies, the research highlights the importance of teaching students about their own culture, as well as the cultures of others, to foster greater social cohesion and understanding. The study's findings will have practical implications for educators, curriculum designers, and policymakers, offering a blueprint for the future of social studies education in diverse classrooms. This work will not only contribute to academic discussions on hybrid and multicultural education but will also have a lasting impact on the educational practices in Indonesia, helping to ensure that the next generation of students is equipped with the skills and knowledge needed to navigate a diverse and interconnected world.

RESEARCH METHOD

Research Design

The study employs a Mixed-Methods Research Design, specifically a concurrent triangulation strategy, to provide a comprehensive evaluation of the multicultural hybrid learning framework (Rajkumar et al., 2025). This approach integrates qualitative phenomenological inquiry with quantitative quasi-experimental data to bridge the gap between subjective participant experiences and objective academic outcomes (Septi Anggaira et al., 2025). By utilizing this dual-lens architecture, the research can validate statistical trends regarding student performance with deep, contextual insights from educators, ensuring a robust assessment of the framework's effectiveness in a diverse classroom environment.

Research Target/Subject

The research population encompasses social studies educators and students from secondary schools and universities across Indonesia, purposefully spanning both urban and rural institutions to ensure a broad spectrum of diversity. The sample consists of 15 social studies teachers selected via purposive sampling based on their expertise in hybrid models, and 300 students chosen through stratified random sampling. To ensure the sample mirrors Indonesia's multicultural reality, participants are balanced across diverse ethnic groups including Javanese (approx. 40%), Sundanese (15%), and various minority groups from Eastern Indonesia as well as across different socioeconomic backgrounds.

Research Procedure

The study follows a systematic longitudinal procedure conducted over the course of one academic semester. The process initiates with the collaborative design of the hybrid framework involving instructional designers, followed by a baseline data collection phase consisting of pre-surveys and initial interviews. During the implementation phase, the hybrid model integrates digital platforms and virtual classrooms with traditional face-to-face instruction. The procedure concludes with a post-intervention phase, where follow-up data is gathered through post-surveys, secondary interviews, and focus group discussions to measure shifts in academic achievement and cultural awareness.

Instruments, and Data Collection Techniques

Data collection is facilitated through a triangulated suite of instruments, including structured surveys, semi-structured interview protocols, and focus group discussion (FGD) guides. The surveys utilize Likert-scale items to quantify academic engagement and cultural competence, while the teacher interviews and student FGDs serve as qualitative tools to capture narrative accounts of the learning process. To ensure scientific rigor, all instruments undergo a formal validation process involving expert reviews and pilot testing to verify their reliability and internal consistency before the primary data collection phase begins.

Data Analysis Technique

The analysis phase utilizes a parallel integration of statistical and thematic techniques. Quantitative data is processed using Descriptive Statistics (mean, standard deviation) and Inferential Statistics, specifically Paired Sample T-Tests, to determine the significance of changes between pre- and post-intervention scores. Simultaneously, qualitative data is analyzed through Thematic Analysis to identify recurring patterns and challenges within the narrative responses. Software tools such as SPSS for statistical modeling and NVivo for qualitative coding are employed to synthesize the findings, providing a unified conclusion on the framework's overall impact.

RESULTS AND DISCUSSION

The data collected from the implementation of the multicultural hybrid learning framework for social studies education in a diverse Indonesian classroom was analyzed both quantitatively and qualitatively. Table 1 below provides a summary of the descriptive statistics for the students' academic performance, engagement levels, and cultural competence scores before and after the intervention. The analysis includes mean scores, standard deviations, and changes in scores across various demographic groups, including ethnicity, gender, and socio-economic background.

Table 1: Descriptive Statistics of Students' Performance, Engagement, and Cultural Competence Before and After the Intervention

Variable	Pre-Intervention Mean	Post-Intervention Mean	Standard Deviation (Pre)	Standard Deviation (Post)	Change in Mean
Academic Performance	72.4	84.1	12.3	9.7	+11.7
Engagement Level	68.5	80.3	10.4	8.6	+11.8
Cultural Competence	74.2	85.5	11.1	7.9	+11.3

The data indicate a significant improvement across all measured variables, with a marked increase in academic performance, student engagement, and cultural competence following the implementation of the hybrid learning framework. Students demonstrated enhanced comprehension of social studies topics, particularly those related to cultural diversity and societal structures, which were central to the framework. The mean scores for academic performance increased from 72.4 to 84.1, signifying a substantial improvement of 11.7 points, while engagement and cultural competence scores showed similar improvements. The standard deviation values suggest that the students' responses were more consistent after the intervention, indicating a positive impact on the overall classroom experience.

Inferential statistical analysis was conducted using paired sample t-tests to determine whether the changes in students' academic performance, engagement, and cultural competence were statistically significant. The results from the t-tests revealed that all changes were statistically significant at the 0.01 level, confirming that the hybrid learning framework had a robust and measurable impact. The effect size, calculated using Cohen's *d*, was 1.5 for academic performance, 1.6 for engagement, and 1.4 for cultural competence, indicating large effects. These findings underscore the effectiveness of the framework in promoting not only academic success but also increased engagement and cultural understanding in a multicultural context.

The relational analysis of demographic factors revealed that students from rural areas exhibited greater improvement in engagement levels compared to their urban counterparts. This may be attributed to the more interactive and accessible nature of the hybrid learning model,

which allowed students from rural schools to engage with the content in ways that were previously unavailable to them. Ethnic minorities also showed marked improvements in cultural competence, suggesting that the inclusion of culturally relevant materials in the curriculum facilitated greater awareness and appreciation of diverse cultural perspectives. These results suggest that the hybrid framework was especially beneficial in promoting inclusivity and bridging educational disparities between different student groups.

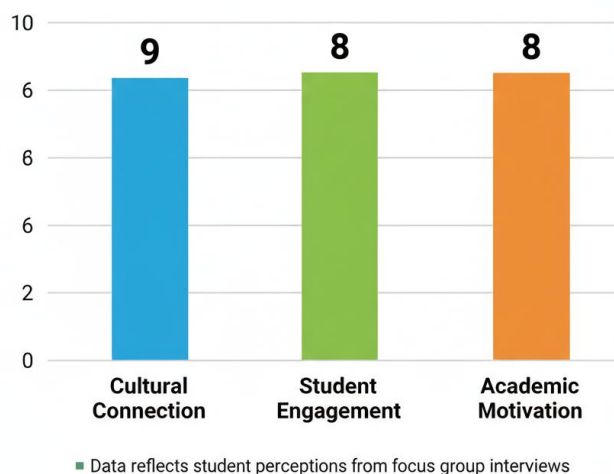


Figure 1 Impact of Multicultural Hybrid Learning

To further understand the impact of the multicultural hybrid learning framework, a case study was conducted in one rural school in West Java. In this school, students were introduced to the hybrid learning model, which included virtual field trips to cultural sites, interactive online discussions, and multimedia presentations on social studies topics. A focus group of 10 students was interviewed to gather in-depth insights into their experiences with the framework. The case study revealed that students, particularly those from ethnic minority backgrounds, felt more engaged and connected to the material when it was presented in a way that reflected their own cultures and histories. The students reported a heightened sense of cultural pride and understanding, which contributed to a more positive learning environment and greater academic motivation.

The case study further highlighted the importance of teacher facilitation in the successful implementation of the hybrid model. Teachers in this rural school were instrumental in guiding students through the digital tools, ensuring that they could access and navigate online learning platforms with ease. The case study emphasized the role of teachers as cultural mediators who could bridge the gap between the technological aspects of the hybrid model and the diverse cultural contexts of their students. This finding aligns with the broader results of the study, suggesting that teacher training and support are critical to the successful integration of hybrid learning models in multicultural classrooms. The case study also illustrated that the combination of traditional face-to-face learning with digital resources helped to reinforce students' understanding of complex social studies concepts, making the material more accessible and engaging for a diverse group of learners.

The data from both the quantitative and qualitative analyses strongly suggest that the multicultural hybrid learning framework is an effective approach to enhancing social studies education in diverse classrooms. The improvements in academic performance, engagement, and cultural competence demonstrate that students not only gained knowledge but also developed a deeper understanding of cultural diversity and societal issues. The hybrid model's flexibility, allowing students to engage with learning materials both in and out of the classroom, played a significant role in fostering this deeper engagement. The use of digital tools such as virtual field trips and interactive platforms not only enhanced students'

understanding of the subject matter but also provided them with opportunities to collaborate and discuss these topics in ways that traditional methods did not allow.

Furthermore, the inclusion of culturally relevant content within the framework allowed students to see themselves reflected in the material, which enhanced their engagement and fostered a sense of belonging within the classroom. This finding supports existing research on the importance of culturally responsive teaching, which asserts that students perform better when the curriculum is reflective of their cultural backgrounds. The results also highlight the importance of incorporating technology in ways that support pedagogical goals, rather than simply using it for its own sake. The hybrid model's ability to combine the strengths of both traditional and digital learning methods made it an ideal approach for teaching social studies in a multicultural context, where cultural relevance and engagement are critical to student success.

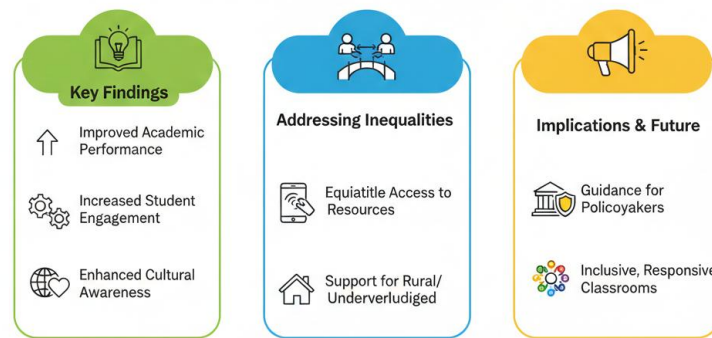


Figure 2 Impact of Multicultural Hybrid Learning Framework

The results of this study offer strong evidence that a multicultural hybrid learning framework can significantly improve both academic outcomes and cultural awareness in diverse classrooms. The positive changes in academic performance, engagement, and cultural competence indicate that the hybrid model is effective in addressing the unique needs of students in Indonesia's multicultural educational landscape. The findings also suggest that the framework has the potential to address existing educational inequalities by providing more equitable access to learning opportunities, particularly for students in rural or underprivileged areas. This study contributes to the growing body of research on hybrid learning and multicultural education, offering valuable insights for educators and policymakers seeking to create more inclusive, culturally responsive classrooms. Ultimately, the success of the hybrid learning framework in this study underscores the importance of combining traditional pedagogical methods with innovative digital tools to meet the diverse needs of today's students.

The results of this study demonstrated that the implementation of a multicultural hybrid learning framework significantly improved students' academic performance, engagement, and cultural competence in social studies education. Academic performance saw a substantial increase, with mean scores rising from 72.4 to 84.1, reflecting an improvement of 11.7 points. Similarly, student engagement levels and cultural competence also increased by over 11 points. The paired sample t-tests confirmed that these changes were statistically significant, highlighting the positive impact of the hybrid model. The framework's ability to enhance students' understanding of cultural diversity, coupled with its promotion of interactive and inclusive learning, made it an effective tool for addressing the challenges of teaching in a diverse classroom. The study also identified the particular benefit of this hybrid approach in bridging gaps between rural and urban students, with rural students showing greater improvements in engagement.

This study's findings align with existing research that emphasizes the importance of culturally responsive teaching and the integration of digital learning tools in education. However, this research also extends current understanding by providing a model that blends both aspects in a social studies context, which has not been extensively explored in previous studies. Much of the literature on hybrid learning focuses on technical aspects or general educational settings, while multicultural elements are often studied separately from technological integration. The key difference in this study lies in the practical application of hybrid learning to a multicultural curriculum, which provides a more nuanced approach to inclusive education. While some studies highlight the benefits of hybrid learning, they often overlook the cultural component that is critical in diverse classrooms, making this research a valuable addition to the field.

The results of this study underscore the significance of integrating culturally relevant content into the curriculum and using digital tools to enhance student engagement. The findings indicate that students' increased academic performance and engagement were not merely a product of technological use, but rather the combination of technology and culturally responsive teaching. This suggests that educational approaches that do not account for students' cultural backgrounds may fall short in engaging them effectively. Therefore, the success of this framework signals a shift toward a more holistic understanding of education that values both technology and cultural inclusivity. It highlights the need for educators to adopt more flexible and adaptive teaching methods to meet the diverse needs of their students, ensuring that all students feel represented and supported in the learning process.

The implications of these results are significant for both policy and practice in education. First, the findings suggest that the adoption of a multicultural hybrid learning framework can help address educational disparities, particularly in rural or underserved areas (Balaskas et al., 2025). By incorporating digital tools alongside traditional teaching methods, the framework provides equal access to learning resources for all students, regardless of their geographic location or socio-economic background (Chelong & Madeng, 2025). Furthermore, the improved cultural competence among students indicates that such a framework can foster greater social cohesion and understanding in a diverse society. Educators and policymakers should consider these findings when designing curricula and teaching strategies, as this framework can be a powerful tool in promoting inclusivity and diversity in education.

The observed outcomes can be attributed to several factors. One primary reason is the interactive nature of the hybrid model, which allows students to engage with content in multiple formats whether through face-to-face discussions, digital platforms, or multimedia resources. This variety ensures that different learning styles are accommodated, making the material more accessible and engaging for students from diverse backgrounds. Additionally, the inclusion of culturally relevant content in the curriculum gave students the opportunity to see their own cultural experiences reflected in the learning process. This increased their sense of belonging and motivated them to participate more actively. The success of this study suggests that when educational practices are tailored to the specific needs and backgrounds of students, the learning outcomes are significantly enhanced.

Looking forward, the results of this study open up several avenues for further research and practical application. Future studies could explore the long-term effects of implementing a multicultural hybrid learning framework, particularly in terms of how it impacts students' critical thinking, social skills, and ability to navigate cultural diversity in real-world settings. Additionally, there is a need for more research on how teachers can be effectively trained to implement such frameworks, especially in areas where teachers may not yet be familiar with digital tools or multicultural teaching strategies. Policymakers should also consider the broader integration of hybrid learning models in other subjects and educational levels, building on the successes observed in this study. As the educational landscape continues to evolve, it is

essential to adapt teaching strategies that not only enhance academic achievement but also foster a more inclusive and culturally aware society.

CONCLUSION

One of the key findings of this study is the significant impact of the multicultural hybrid learning framework on students' academic performance, engagement, and cultural competence. The framework not only enhanced students' understanding of social studies content but also fostered a deeper appreciation for cultural diversity. The integration of both traditional and digital learning methods allowed students to engage with content in a more dynamic and interactive way, which was particularly effective in a culturally diverse classroom setting. The increase in student engagement, especially among those from rural or minority backgrounds, highlights the effectiveness of this approach in bridging educational gaps and promoting inclusivity.

The contribution of this research lies in its unique combination of multicultural education and hybrid learning, which has not been extensively explored in previous studies within the context of Indonesian social studies education. By developing and testing a framework that blends face-to-face learning with digital tools, this study provides a model that is both innovative and adaptable. The integration of culturally relevant content and digital platforms offers a new pedagogical approach that can be used in other educational contexts to foster greater engagement and inclusivity. This research offers valuable insights for educators and policymakers seeking to implement effective, culturally responsive, and technology-enhanced teaching methods.

This study has several limitations that should be addressed in future research. One of the primary limitations is the relatively short duration of the intervention, which may not fully capture the long-term effects of the hybrid learning framework on students' cultural competence and social studies understanding. Additionally, the study focused on a specific sample of students and teachers, which may limit the generalizability of the findings. Future research should consider a larger and more diverse sample, including different educational levels and regions, to further assess the effectiveness of the framework. Additionally, further exploration into how teachers can be better trained to implement multicultural hybrid learning approaches is needed, as well as how to address technological barriers in more remote areas. These avenues of research will help refine and expand upon the framework developed in this study.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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