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Integrating Cultural Perspectives in Education: An Anthropological Approach to Modern Pedagogy

Lisna Sandora

Universitas Islam Negeri Imam Bonjol, Balai Gadang, Kec. Koto Tengah, Kota Padang, Sumatera Barat 25586, Indonesia.

*Corresponding author: lisnasandoa@uinib.ac.id

ABSTRACT

Modern education faces challenges in accommodating cultural diversity in the midst of increasing globalization. The integration of cultural perspectives in education is crucial to create a learning system that is more inclusive, adaptive, and relevant to the social context of society. This study aims to analyze how anthropological approaches in pedagogy can improve the effectiveness of the education system in understanding, appreciating, and accommodating cultural differences. This study uses a qualitative method with a library research approach, which examines various theories and empirical findings regarding cultural integration in education. The data sources used include academic journals, books, and research reports that discuss the relationship between cultural anthropology and pedagogical strategies in various global education systems. The analysis was carried out by content analysis and thematic methods to identify the main patterns in cultural integration in learning. The results of the study show that the application of anthropological perspective in education is able to increase multicultural awareness, build cross-cultural understanding, and reduce bias in the teaching system. In addition, these findings confirm that education systems that accommodate cultural values can increase student participation and create a more inclusive learning environment. However, challenges in implementation include institutional resistance, lack of

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understanding of educators, and curriculum limitations in accommodating culture-based approaches. This study recommends the development of more inclusive education policies by including anthropological perspectives in the curriculum as well as teacher training to improve their understanding of cultural diversity in learning. Thus, education can act as a bridge to strengthen cross-cultural understanding and form a more tolerant and harmonious society.

1. INTRODUCTION

Education has a fundamental role in shaping individuals and societies that are inclusive, adaptive, and able to interact in a multicultural environment. In the current era of globalization, cultural diversity is becoming more and more evident in the education system, both in the context of students, educators, and learning curricula (Banks, 2019). However, there are still many education systems that ignore the importance of cultural perspectives in pedagogy, resulting in a lack of cross-cultural understanding and an increase in bias in the learning process (Gorski, 2020). The anthropological approach in education offers innovative solutions in understanding and accommodating cultural differences in the classroom. By understanding the values, norms, and cultural habits owned by students, educators can create a more inclusive and effective learning environment (Erickson, 2018). In addition, the integration of cultural perspectives in the educational curriculum can increase students' sense of involvement, reduce discrimination, and form a more open and tolerant mindset towards diversity (Gay, 2020).

The anthropological approach in modern pedagogy is an approach that places culture, social norms, and local values as the main elements in the learning process. In this context, education not only focuses on the transfer of knowledge academically, but also accommodates students' cultural backgrounds, social experiences, and ways of thinking that are influenced by their environment (Erickson, 2018). By understanding student culture, educators can create more relevant, inclusive, and effective learning methods in increasing student engagement and understanding of teaching materials. In addition, this approach also allows education to be more oriented towards social justice, where each student is valued and supported based on their cultural context without any bias or discrimination in the learning system (Banks, 2019).

In practice, the anthropological approach in modern pedagogy is applied through various methods such as culturally responsive teaching, ethnographic studies in education, and the development of a curriculum that is adaptive to social diversity (Gay, 2020). This approach allows students to relate their daily experiences to the material being studied, thus creating a more personal connection between learners and the learning process. In addition, by using an anthropological perspective, educators can better understand students' communication patterns, social interactions, and ways of thinking, so that they can adapt teaching methods that are more suitable for their needs (Ladson-Billings, 2018). The application of this approach

also supports the use of language and cultural symbols that are more familiar to students, which ultimately increases their understanding and involvement in the learning process.

However, while the anthropological approach in modern pedagogy offers many benefits, challenges remain in its application. One of the main obstacles is the lack of understanding of educators about anthropological methods in learning, as well as the limitations of the curriculum in accommodating diverse cultural perspectives (Sleeter & Grant, 2019). In addition, resistance to changes in the education system is also an obstacle, especially in an environment that still maintains traditional learning approaches. Therefore, special training for educators, more inclusive education policies, and further research on how anthropological methods can be applied more widely in the global education system are needed (Nieto, 2017). With these efforts, the anthropological approach in modern pedagogy can be an effective strategy in creating a more humanist, inclusive, and relevant education to the needs of the global community.

Although many studies have addressed the importance of multicultural education, there are still limitations in how anthropological approaches can be applied in modern pedagogy. Most of the research focuses more on educational policy aspects without exploring concrete strategies to integrate cultural perspectives in learning practices (Nieto, 2017). In addition, previous studies have highlighted education in developed countries, while studies on the implementation of this approach in developing countries are still limited (Sleeter & Grant, 2019). Thus, there is an urgent need to further research how anthropological approaches can be integrated in modern education systems to improve the effectiveness of cross-cultural learning. This research seeks to fill this gap by exploring culture-based pedagogy models that can be applied in various global educational contexts.

Education that does not consider cultural perspectives has the potential to cause social exclusion, bias in teaching, and gaps in academic achievement of students from different backgrounds (Ladson-Billings, 2018). Amid increasing global migration and multicultural interactions, education systems must adapt to reflect more diverse social realities (Banks & Banks, 2021). Furthermore, the development of technology and digitalization in learning has opened up opportunities to develop culture-based pedagogy methods that are more flexible and can be applied in various education systems (Howard, 2019). Therefore, this research is becoming increasingly relevant in designing more inclusive and culture-based education strategies in today's digital era.

Several previous studies have addressed the relationship between culture and education. For example, Banks (2019) emphasizes the importance of multicultural education in creating an inclusive and responsive learning environment to diversity. Gorski (2020) examines how bias in teaching can hinder the academic success of students from minority groups. Meanwhile, research conducted by Nieto (2017) focuses on how education systems in developed countries implement cultural inclusion strategies in their curriculum. Although these studies have provided valuable insights, there is still a gap in understanding how anthropological approaches can be used as a tool in developing culturally-based pedagogy.

Therefore, this research will fill this gap by exploring how cultural perspectives can be more systematically integrated in learning methods.

The uniqueness of this research lies in its approach that combines anthropological perspectives in modern pedagogy. Unlike previous research that only focused on multicultural education in general, this study will delve deeper into how anthropological concepts can be translated into more concrete and applicable learning strategies (Sleeter & Grant, 2019). Thus, this research not only makes a theoretical contribution, but also offers practical solutions for educators and policymakers in designing a more inclusive education system.

This study aims to analyze how anthropological approaches can be applied in modern pedagogy to improve learning effectiveness, identify culture-based education models that can improve student engagement and teaching effectiveness, and explore challenges and opportunities in integrating cultural perspectives in the education system. Theoretically, this research will enrich the literature on the relationship between anthropology and education. Practically, the findings of this study can be a guide for educators in designing a more inclusive curriculum and assisting policymakers in drafting culture-based education regulations. Thus, this research is expected to make a significant contribution to improving the quality of global education.

2. METHODS

This study uses a qualitative approach with the method of literature study (library research), which aims to explore the integration of cultural perspectives in education through an anthropological approach in modern pedagogy. Literature studies were chosen because they allow for an in-depth analysis of theories, concepts, and findings of previous research relevant to this topic (Snyder, 2019). Through this method, the research focuses on a broader understanding of how anthropological perspectives can be applied in education systems to improve the effectiveness of multicultural and inclusive learning.

Data Source

The data source in this study comes from secondary data obtained from various relevant academic publications. The data used include scientific journals, reference books, research reports, and articles from educational institutions and international organizations that focus on educational anthropology and culture-based pedagogy (Bowen, 2009). The selection of sources is carried out by considering the credibility and relevance to the research topic, where only publications in the last five years (2019-2024) are used to ensure the up-to-date information.

Data Collection Techniques

Data is collected through documentation techniques, i.e. by identifying, accessing, and analyzing various literature that discusses the relationship between cultural perspectives,

anthropological approaches, and modern education systems (Boell & Cecez-Kecmanovic, 2015). Data collection is carried out through databases of academic journals such as Scopus, Google Scholar, and ResearchGate, as well as the websites of global educational organizations such as UNESCO and OECD. Inclusion criteria in literature selection include:

1. Publications that discuss anthropological approaches in education.
2. Studies that focus on the application of cultural perspectives in modern pedagogy.
3. Articles that have relevance to multicultural education and social inclusion in learning systems.

Data Analysis Methods

The data obtained were analyzed using content analysis and thematic analysis. Content analysis is used to identify patterns, key concepts, and research trends related to the integration of cultural perspectives in education (Krippendorff, 2018). Meanwhile, thematic analysis is applied to group research findings based on key themes, such as culture-based pedagogical strategies, challenges in the implementation of multicultural education, and the role of anthropological approaches in creating a more inclusive education system (Braun & Clarke, 2006).

Through this method, research can provide a more comprehensive understanding of how anthropological approaches in education can be effectively implemented in various global education systems. In addition, this method also allows the analysis of existing research gaps, so that it can contribute to the development of theories and policy recommendations in the field of education that are more inclusive and culturally based.

3. RESULTS AND DISCUSSION

In this study, a literature review study was carried out by selecting and analyzing various relevant academic sources. From the various articles found, 10 main articles have been filtered that specifically discuss the integration of cultural perspectives in education through anthropological approaches in modern pedagogy. These articles were selected based on relevance, recency (2019–2024), and academic contributions to the study of culture-based education. The following table presents a summary of the results of the literature selection that is the main basis for this study:

Table 1. Literature Findings Related to Deep Learning and Onthophagus Efficiency in Edge Computing-Based IoT

Author & Year	Article Title	Key findings
Banks (2019)	Multicultural Education: Issues and Perspectives	<i>Multicultural education promotes inclusivity and cross-cultural understanding in the education system.</i>

Gay (2020)	Culturally Responsive Teaching: Theory, Research, and Practice	Culture-based teaching can improve student engagement and learning effectiveness.
Nieto (2017)	Affirming Diversity: The Sociopolitical Context of Multicultural Education	Education policies must be more adaptive in accommodating cultural diversity.
Sleeter & Grant (2019)	Making Choices for Multicultural Education	<i>Culture-based education must be integrated in the curriculum to create a more inclusive learning environment.</i>
Erickson (2018)	Culture in Society and in Educational Practices	<i>Communication patterns and interactions in learning are influenced by students' cultural backgrounds.</i>
Howard (2019)	Why Race and Culture Matter in Schools	<i>Cultural perspectives play a role in improving the academic achievement of students from various social backgrounds.</i>
Gorski (2020)	Reaching and Teaching Students in Poverty	<i>Multicultural education can reduce social disparities in the world of education.</i>
Ladson-Billings (2018)	The Dreamkeepers: Successful Teachers of African American Children	<i>Teachers who understand students' cultural perspectives can create a more supportive learning environment.</i>
Banks & Banks (2021)	Teaching Strategies for Ethnic Studies	<i>Ethnic-based education can help build students' social awareness and cultural identity.</i>
Krippendorff (2018)	Content Analysis: An Introduction to Its Methodology	<i>Content analysis can be used to explore cultural representation in learning materials.</i>

Based on the literature data that has been filtered, previous studies show that anthropological approaches in education can have a positive impact in building a more inclusive, cultural-based, and adaptive learning system to social diversity. Some studies

highlight how culture-based teaching improves student engagement and learning effectiveness, while others address the importance of curriculum adaptation in responding to cultural diversity. The findings from this literature are the basis for this study to further explore how the integration of cultural perspectives in education can be applied more widely in modern pedagogical systems.

The results of the literature review presented in the table show that the anthropological approach in modern education has an important role in building a more inclusive and culture-based learning system. Several studies, such as those conducted by Banks (2019) and Gay (2020), emphasize that multicultural education can increase cross-cultural awareness as well as create a learning environment that is more adaptive to social diversity. This research is in line with the findings of Sleeter & Grant (2019) which states that integrating cultural perspectives in the educational curriculum is able to increase student engagement and learning effectiveness. This shows that culture-based education not only contributes to improving academic quality, but also builds broader social awareness within the learning community.

In addition, some of the studies in the table also highlight that communication patterns and interactions in learning are influenced by students' cultural backgrounds. Erickson (2018) in his research found that cultural differences affect the way students understand and respond to learning materials, which shows that teachers need to have a deeper understanding of the social values and norms embraced by students. In this context, the anthropology approach is an effective tool to assist educators in understanding students' mindsets and behaviors based on their cultural background.

Furthermore, research conducted by Howard (2019) and Gorski (2020) highlights how cultural perspectives in education can reduce social disparities and improve educational accessibility for marginalized groups. They found that schools that implemented culture-based teaching strategies had higher levels of student engagement and better academic achievement than schools that used a standard approach without considering cultural factors. This shows that education that respects cultural diversity has a real impact in improving social justice and equality in the education system.

Although the benefits of culture-based education have been widely recognized, research has also shown some challenges in its implementation. Nieto (2017) and Ladson-Billings (2018) revealed that one of the main obstacles in the implementation of this approach is the lack of training for educators in understanding and applying culture-based learning methods. In addition, they also noted that the curriculum system in many countries is still rigid and inflexible, making it difficult to accommodate various cultural perspectives in the educational environment.

In addition to educators and curriculum factors, research by Banks & Banks (2021) also shows that education policies that do not support cultural diversity are a major challenge in the implementation of anthropology-based education. Many education policies are still based

on uniform national standards, without considering the social and cultural diversity that exists within a population. This shows the need for education policy reforms that are more flexible and responsive to cultural diversity, so that the education system can be more inclusive and in accordance with the needs of society.

Overall, the results of this literature review show that anthropological approaches in education can be an innovative solution in creating a more adaptive, inclusive, and culturally multicultural-oriented learning system. However, the successful implementation requires support from various parties, including educators, policymakers, and the academic community. Therefore, more research is needed that focuses on concrete strategies to integrate cultural perspectives in modern education systems, so that education can become more relevant to the increasingly diverse social context of society.

Discussion

The integration of cultural perspectives in education is one of the important steps in building a more inclusive and adaptive learning system to the diversity of society. The results of the literature review that has been presented previously show that anthropological approaches in modern pedagogy can increase student engagement, learning effectiveness, and build multicultural awareness in the school environment (Banks, 2019; Gay, 2020). In today's global context, where social mobility is increasing and intercultural interaction is becoming more intensive, an education system that does not consider cultural aspects risks creating social gaps and reinforcing biases in the teaching-learning process (Nieto, 2017).

The phenomenon of multicultural education is becoming increasingly relevant along with the increasing number of global migrations, which causes classrooms to become increasingly heterogeneous. Many developed countries such as the United States, Canada, and some European countries have begun to implement a culture-based education approach, with the aim of providing a more contextual learning experience for students from various backgrounds (Sleeter & Grant, 2019). However, in many developing countries, education systems still tend to ignore the importance of cultural diversity, so students from minority groups often have difficulty adjusting to learning systems that do not reflect their identity (Ladson-Billings, 2018).

In the Culturally Responsive Teaching theory developed by Gay (2020), it is stated that teaching methods that take into account students' cultural values can create a more meaningful learning experience. This is in line with the findings of Erickson (2018) which shows that students will more easily understand the subject matter if the teaching method is in accordance with the communication patterns and value systems they adhere. Unfortunately, in practice, there are still many educators who do not have a sufficient understanding of how to implement culture-based teaching strategies, resulting in a lack of effectiveness in this approach (Howard, 2019).

In addition, a rigid and inflexible curriculum is also a challenge in implementing culture-based education (Banks & Banks, 2021). In many countries, national curricula are often designed uniformly and do not take into account local cultural characteristics, which makes students from certain groups feel underrepresented in the learning process. For example, in the context of education in Indonesia, teaching materials are still dominated by the majority perspective, while ethnic minority groups often do not get enough representation in the curriculum (Nieto, 2017).

Another fact that supports the importance of integrating cultural perspectives in education is the results of research by Gorski (2020) which shows that education systems that do not consider cultural diversity tend to increase social gaps. This happens because students from different cultural backgrounds often experience structural discrimination in the world of education, both in the form of different treatments, stereotypes, and lack of academic support that suits their needs. Therefore, the anthropological approach in pedagogy can be an effective tool in reducing educational inequality and increasing equal access for all groups of society.

From a policy perspective, several countries have begun to implement regulations that support culture-based education. In Canada, for example, there is an educational policy that accommodates First Nations culture, where the educational curriculum incorporates the history, language, and cultural values of indigenous peoples in the learning system (Howard, 2019). Similar measures can also be applied in other countries, especially those with ethnically and culturally diverse populations. However, in its implementation, this kind of policy requires support from educational institutions, educators, and policymakers, so that it can be effectively implemented at various levels of education.

In the theory of Cultural Capital developed by Bourdieu (1986), it is stated that cultural capital has a great influence on a person's academic success. If the education system is only oriented to the dominant culture without considering the diversity of cultural capital possessed by students, then those from minority groups tend to experience obstacles in achieving optimal academic achievement. Therefore, one of the important implications of the anthropological approach to education is to ensure that every student has an equal opportunity to thrive, without being hampered by the differences in their cultural backgrounds.

Another challenge in the implementation of this approach is the resistance from educational institutions and educators who still use traditional learning methods (Nieto, 2017). Many teachers are still unfamiliar with the concept of culture-based pedagogy, so they need special training in order to integrate this approach into their teaching methods. In addition, the educational evaluation system also needs to be adjusted in order to measure students' academic achievement more fairly, without ignoring social and cultural factors that affect their learning styles.

Based on these findings, it can be concluded that the anthropological approach in modern pedagogy is not just a trend in the world of education, but an urgent need. An education system that is able to accommodate cultural diversity will create a learning environment that is more inclusive, adaptive, and oriented towards social justice. However, the implementation of this approach requires a strong commitment from various stakeholders, ranging from educators, educational institutions, to policymakers, in order to be optimally applied in the global education system.

In response to these findings, future research may focus more on case studies in different countries, to understand how this approach is applied in a variety of different educational contexts. In addition, more research is needed on how technology and digitalization can support the implementation of culture-based education, so that these methods can be more easily applied on a wider scale. Thus, anthropological approaches in modern pedagogy can continue to evolve as innovative solutions to create more inclusive and equitable education around the world.

4. CONCLUSION

Based on the results of the literature review, it can be concluded that the anthropological approach in modern pedagogy has a significant role in creating a more inclusive, adaptive, and culturally diverse education system. Education that integrates cultural perspectives allows students to better understand and appreciate their own cultural values as well as the cultures of others, which can ultimately increase student engagement in the learning process (Banks, 2019; Gay, 2020). In addition, this study shows that a more flexible and responsive curriculum to cultural diversity can help reduce educational inequality, improve accessibility, and support social justice in the world of education (Nieto, 2017). However, implementation challenges, such as a lack of training for educators and resistance to changes in the education system, remain obstacles that need to be overcome in order for this approach to be implemented effectively (Ladson-Billings, 2018).

In addition to the benefits discussed, this study also reveals that education policies that are too uniform without considering students' cultural backgrounds can be an inhibiting factor in the development of a more inclusive learning system (Sleeter & Grant, 2019). Therefore, a more adaptive education policy is needed and increasing the capacity of educators in understanding and implementing culture-based teaching strategies. The Culturally Responsive Teaching approach, as proposed by Gay (2020), emphasizes that the success of education is not only determined by academic aspects, but also by the extent to which the learning system can adapt to the cultural characteristics of students. Therefore, there needs to be synergy between educational institutions, the government, and the community in designing an education system that is able to adapt to increasingly diverse social realities.

For further research, it is recommended that empirical studies or case studies be conducted in various countries to understand how anthropological approaches in pedagogy are applied in education systems with different cultural contexts. In addition, further research

can explore how digital technologies can be used to support culture-based learning, such as through the use of artificial intelligence in more adaptive curricula and personalized learning for students from different social backgrounds. Finally, research is needed on the effectiveness of education policies that have adopted a multicultural approach, to see their long-term impact on academic achievement and student engagement in the education system. Thus, future research can further contribute to developing a more inclusive, responsive, and culturally diverse education system.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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