

Multicultural Representation in *Sopo Jarwo* Cartoon Series for The Reinforcement of Global Diversity Awareness

Andriyanto Kurniawan, Mukti Widayati*, Nurnaningsih

Universitas Veteran Bangun Nusantara, Sukoharjo, Indonesia

muktiwidayati65@gmail.com*

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ABSTRACT

This study addresses the gap in integrating multicultural education into primary school curricula by utilizing digital media, specifically the *Sopo Jarwo* animated series. While prior research highlights the significance of multicultural education in fostering inclusivity and global diversity awareness, few studies have explored the role of animated media in achieving these objectives. This research aims to analyze the multicultural values embedded in *Sopo Jarwo* and evaluate their potential to strengthen the Pancasila Student Profile in elementary schools. Employing a qualitative descriptive case study approach, the study examined the first ten episodes of the series using semiotic analysis and Miles and Huberman's interactive model. Data were collected through non-participatory observation, transcription of dialogues, and annotation of visual and contextual elements. The findings reveal that *Sopo Jarwo* portrays key multicultural values, including tolerance as a conflict resolution mechanism, community cooperation, interethnic harmony and inclusivity, also cross-generational learning through relatable characters and engaging narratives. These values are aligned with Indonesia's Pancasila principles and hold significant educational potential. This research contributes to the growing discourse on media-based education and offers practical implications for curriculum development. By showcasing the educational value of digital media, this study underscores its broader relevance in fostering global awareness and cultural harmony in increasingly diverse societies.

1. Introduction

The rich tapestry of Indonesia's multicultural identity is unparalleled in its complexity and diversity. From the bustling urban centers of Jakarta to the tranquil islands of Papua, the nation's cultural landscape is a vivid mosaic of languages, traditions, and ethnicities. This vibrant diversity is deeply rooted in Indonesia's national ideology, Pancasila, which emphasizes unity amid diversity. The dynamic interplay of these elements not only defines the nation's character but also shapes its approach to education and cultural preservation. In the age of globalization, Indonesia's multicultural values are increasingly viewed as essential for fostering harmony and inclusivity, making them a cornerstone of character education in schools (Fitri Lintang & Ulfatun Najicha, 2022; Lie-A-Ling et al., 2023).

One of the most accessible and impactful mediums for introducing multicultural themes to younger generations is through digital media, particularly animated series. The *Sopo Jarwo* cartoon, a popular

Indonesian animation, exemplifies how media can effectively communicate cultural values. By embedding themes of tolerance, cooperation, and inclusivity, the series aligns with the goals of Indonesia's education system, particularly in cultivating the Pancasila Student Profile (Abadi et al., 2024). Through relatable narratives and engaging visuals, *Sopo Jarwo* has emerged as a unique tool for character development, emphasizing multiculturalism in a way that resonates with young audiences.

The relationship between education and multiculturalism has been the focus of numerous studies. For instance, Sanulita (2019) and Syahril et al. (2022) highlight how multicultural education fosters unity and cultural understanding among diverse student populations. Similarly, Moraal et al. (2023) argue that promoting multicultural awareness in schools leads to a more cohesive and empathetic society. Despite these insights, the challenge of effectively integrating multicultural values into educational curricula remains significant. Studies by Amalina (2022) and Rusli (2022) suggest that while Indonesia's primary

education system is increasingly incorporating multicultural content, there is still a lack of comprehensive frameworks that connect these values to practical classroom activities. This gap highlights the need for innovative approaches, such as the use of interactive media, to bridge theory and practice.

Previous research has also explored the role of storytelling and cultural narratives in promoting multicultural awareness. Setyaningsih (2021) demonstrates how literature and media can broaden students' perspectives on cultural diversity. Meanwhile, Masamah and Zamhari (2016) emphasize the importance of incorporating local narratives into language education to strengthen students' understanding of their cultural heritage. However, most studies focus on traditional methods, overlooking the potential of modern digital media as a tool for multicultural education. Furthermore, there is limited exploration of how animated series like *Sopo Jarwo* can be systematically integrated into the classroom to address these gaps.

Amid this body of research, the *Sopo Jarwo* cartoon offers a unique perspective by combining humor, relatable characters, and profound cultural messages. Its narratives are interwoven with multicultural values such as tolerance, inclusivity, and mutual respect, making it a powerful educational tool. While other studies have acknowledged the importance of digital media in education, few have examined its specific application in teaching multicultural values within the Indonesian context. This study addresses this gap by analyzing how the *Sopo Jarwo* series can reinforce the Pancasila Student Profile through its depiction of diverse cultural themes.

The novelty of this research lies in its focus on *Sopo Jarwo* as a culturally relevant medium for enhancing global diversity awareness in primary schools. By examining the series' narratives through the lens of Pancasila's core values, this study provides new insights into the potential of animated media as an educational resource. Unlike traditional approaches that rely on textbooks and lectures, *Sopo Jarwo* offers an engaging platform for introducing complex cultural concepts in a format that appeals to young learners.

The study aims to explore and describe the multicultural values embedded in the *Sopo Jarwo* cartoon series, emphasizing their role in fostering global diversity awareness and supporting the development of the Pancasila Student Profile. By analyzing episodes that highlight key themes such as tolerance, patriotism, and inclusivity, this research seeks to demonstrate how animated media can bridge cultural divides and promote mutual understanding among students.

2. Method

This study investigates the multicultural values embedded in the *Sopo Jarwo* cartoon series, focusing

on their potential to foster global diversity awareness and enhance the Pancasila student profile in elementary education. A qualitative descriptive case study approach was employed to analyze the thematic and visual representations within the series.

2.1 Data Collection

The data collection process was designed to capture the multicultural narratives and values depicted in the *Sopo Jarwo* series. Ten episodes were carefully selected as the primary data source, representing a wide range of cultural, linguistic, and societal themes. The selected episodes include:

- 1) *Bang Jarwo Pamit Mudik Semua Panik* (BJMSP)
- 2) *Saudara Berkunjung Semua Bingung* (SBSB)
- 3) *Sunatan Massal* (SM)
- 4) *Cinta Merekah di Kampung Karet Berkah* (CMKB)
- 5) *Ada Baba Chang Bang Jarwo Senang* (ABBJS)
- 6) *Pelangi Indah di Kampung Karet Berkah* (PIKB)
- 7) *Tahu Sumedang Bikin Jarwo Meradang* (TBJM)
- 8) *Bang Sopo Pamit Mudik Semua Jadi Rumit* (BSPMSR)
- 9) *Servis Antena Bikin Terlana* (SABT)
- 10) *Delivery Order Bikin Keder* (DOBK).

These episodes were accessed via YouTube, ensuring relevance to the digital media habits of modern educators and students. The selection focused on episodes that present key multicultural themes such as tolerance, inclusivity, and community cooperation. For example, *Tahu Sumedang Bikin Jarwo Meradang* (TBJM) illustrates conflict resolution through tolerance, while *Sunatan Massal* (SM) highlights the value of cooperation during cultural ceremonies.

The selected episodes reflect a diverse range of values central to promoting global diversity awareness and are well-suited for educational purposes. Each episode contributes unique perspectives that align with the Pancasila student profile, which emphasizes inclusivity, cultural appreciation, and patriotism. The narratives also offer relatable and engaging content that captures students' attention while embedding profound educational messages.

By incorporating characters and storylines that celebrate Indonesia's ethnic and cultural diversity, the episodes provide a rich basis for fostering understanding and appreciation among elementary school students.

2.2 Data Collection

The data analysis combined semiotic and interactive qualitative frameworks. Charles Sanders Peirce's semiotic analysis was used to decode the cultural messages conveyed through icons, indexes, and symbols, while the interactive model by Miles and Huberman facilitated a systematic interpretation of the data. The analysis process included the following stages:

- 1) *Data Reduction*: The collected data were filtered and organized to focus on the most relevant elements of multicultural representation, such as tolerance, community cooperation, and inclusivity. Irrelevant details were excluded to streamline the analysis.
- 2) *Data Presentation*: Key findings were structured into a coherent narrative, highlighting how the cartoon series depicts multicultural themes and their alignment with the Pancasila student profile.
- 3) *Verification and Conclusion Drawing*: The data were cross-verified to ensure consistency and accuracy. Patterns and recurring themes were identified, providing a basis for conclusions related to the educational potential of the *Sopo Jarwo* series.

The analysis emphasized how the *Sopo Jarwo* series illustrates real-world applications of multicultural values. For instance, episodes such as *Pelangi Indah di Kampung Karet Berkah* and *Delivery Order Bikin Keder* portray collaborative problem-solving and mutual respect, reinforcing the importance of *gotong royong* (mutual cooperation). These narratives demonstrate the potential for integrating the series into elementary school curricula to foster global diversity awareness.

3. Results

Based on the findings of the research, the animated series *Sopo Jarwo* embodies values of global multiculturalism, which are explored semiotically through icons, indices, and symbols. This examination offers a profound understanding of how the values of multiculturalism are constructed within the first ten episodes of *Sopo Jarwo*, thereby broadening perspectives on global diversity.

The animated series *Sopo Jarwo* demonstrates a vivid portrayal of multicultural values through its humorous yet meaningful narratives. The key themes of tolerance, community cooperation, and interethnic harmony are interwoven into its episodes, often reflecting the diversity and unity of Indonesian society. *Sopo Jarwo* provides a microcosm of Indonesia's multicultural society, where diversity is not merely acknowledged but celebrated. The deliberate integration of humor and relatability ensures that these values resonate with audiences of all ages. By embedding lessons of tolerance, cooperation, and harmony in everyday scenarios, the series subtly educates viewers about the power of unity in diversity.

Through its engaging storylines and memorable characters, *Sopo Jarwo* transcends its role as mere entertainment, becoming a medium for educating audiences about the values of tolerance, community cooperation, and interethnic harmony. Each episode reinforces the idea that diversity, whether in age, ethnicity, or tradition, is not a challenge to be managed

but a strength to be celebrated. By weaving these themes into everyday scenarios, the show creates a relatable framework for young viewers to understand and internalize multicultural values. The narratives inspire audiences to embrace differences, work together for the common good, and honor the wisdom of previous generations. In doing so, *Sopo Jarwo* contributes to the cultivation of an inclusive and harmonious society, both within Indonesia and beyond.

Below is an exploration of scenes that embody these themes, along with in-depth analysis and original interpretation.

1) Tolerance as a Conflict Resolution Mechanism

Episode: "Tahu Sumedang Bikin Bang Jarwo Meradang (TBJM)"

In this scene, Pak Haji Udin mediates a heated argument between Adit, Denis, and Bang Jarwo. He emphasizes honesty and forgiveness, asking everyone to resolve their differences peacefully. Pak Haji's reminder that children are inherently truthful encourages the adults to reflect on their actions and biases.

Timestamp (4:49–6:15):

This excerpt highlights the value of tolerance in resolving conflicts within a diverse community. Pak Haji embodies a figure of wisdom, bridging generational and behavioral differences with empathy. His intervention symbolizes the cultural reliance on elders or community leaders to promote peace. The portrayal of a religious figure as a mediator reinforces how faith-based tolerance acts as a cornerstone of Indonesian multiculturalism.

Episode: "Pelangi Indah di Kampung Karet Berkah (PIKB)"

This scene focuses on overcoming misunderstandings through calm dialogue and shared tasks. Bang Jarwo and others work collaboratively to resolve a miscommunication, fostering a sense of mutual respect.

Timestamp (5:50–7:00):

The importance of patience and listening in a multicultural setting is exemplified here. Rather than escalating disagreements, the characters use problem-solving to create harmony, emphasizing tolerance as a practical approach to diversity.

Through its narratives, it highlights how these values not only address immediate disagreements but also foster deeper understanding and harmony among individuals from different backgrounds. The character of Pak Haji stands out as a representation of wisdom and guidance, embodying the significance of cultural and religious teachings in promoting tolerance and peaceful coexistence.

2) Community Cooperation Enhancing Social Bonds

Episode: "Sunatan Massal (SM)"

During a mass circumcision event, the entire community gathers to support the children undergoing this cultural rite of passage. Adults reassure the children, while others work on logistics and food preparation.

Timestamp (8:54–10:12):

This scene showcases how communal events foster a collective spirit, emphasizing shared responsibilities. The event reflects how communities in Indonesia often come together to celebrate and support each other in significant life milestones. It reinforces the belief that cooperation strengthens social bonds and ensures cultural continuity.

Episode: "Delivery Order Bikin Keder (DOBK)"

A humorous situation unfolds as Bang Jarwo and Bang Sopo struggle to deliver an order correctly. Despite setbacks, they receive assistance from others in the village, demonstrating teamwork to fulfill a commitment.

Timestamp (3:32–5:27):

This comedic scenario underlines the necessity of collaboration when addressing challenges. The interdependence among characters mirrors the cultural reality of *gotong royong* (mutual cooperation), a value deeply ingrained in Indonesian society.

Cooperative events like mass circumcisions and collective problem-solving highlight *gotong royong* as a practical and symbolic element of Indonesian society. Humor and challenges serve as relatable mediums to illustrate these values.

3) Interethnic Harmony as an Everyday Reality

Episode: "Ada Baba Chang Bang Jarwo Jadi Senang (ABBJS)"

Baba Chang's character highlights interethnic interactions within the community. His contribution to a shared project and amicable relationships with other characters symbolize inclusivity and mutual respect.

Timestamp (0:09–2:30):

Baba Chang's presence illustrates the diversity of Indonesia's cultural fabric. The episode demonstrates how individuals from different ethnic backgrounds can coexist and contribute meaningfully to shared goals. The casual integration of ethnic representation reinforces normalcy and acceptance in multicultural interactions.

Episode: "Cinta Merekah di Kampung Berkah (CMKB)"

A playful conversation among children and adults from various backgrounds revolves around their shared love for the community. Differences in language and dialects are used humorously but respectfully, promoting understanding.

Timestamp (8:54–10:00):

Language diversity becomes a tool for building bridges rather than barriers. By weaving humor and mutual care into interethnic communication, the episode promotes a vision of harmony achievable through shared humanity.

By featuring characters of different ethnicities collaborating seamlessly, *Sopo Jarwo* normalizes multicultural coexistence. The series goes beyond mere representation to actively celebrate diversity through shared goals and humor.

4). Friendship and Unity Across Differences

Episode "Pelangi Indah di Kampung Karet Berkah" (PIKB)

In this episode, a misunderstanding arises between Bang Jarwo and several villagers over his handling of a community task. As tension grows, Pak Haji intervenes, guiding everyone to work together to resolve the issue. By the end of the scene, Bang Jarwo and the villagers reconcile, completing the task harmoniously. The motif of a rainbow ("pelangi") becomes a powerful visual metaphor, symbolizing the unity of diverse elements.

Timestamp: 5:50–7:00

The scene underscores the importance of overcoming interpersonal differences for a greater good. Pak Haji's role as a mediator exemplifies the value of a wise elder in fostering dialogue and understanding within a community. The characters' collaboration highlights the Indonesian cultural ethos of *gotong royong* (mutual cooperation), which plays a central role in resolving conflicts and achieving common goals.

The rainbow's symbolism extends beyond its literal representation, reflecting Indonesia's national motto, *Bhinneka Tunggal Ika* (Unity in Diversity). By depicting cooperation among diverse individuals, the episode illustrates that differences, when harmonized, become a source of strength. The show effectively teaches that unity isn't the absence of differences but the celebration of them through collective effort. Through shared challenges and mutual respect, the characters demonstrate that overcoming differences leads to stronger bonds and a thriving community. The rainbow metaphor ties these elements together, emphasizing inclusivity and harmony.

5). Respect for Cultural Differences

Episode: "Saudara Berkunjung Semua Bingung" (SBSB).

In this episode, Bang Jarwo's relatives from out of town visit his home. The visitors bring their own habits, food preferences, and ways of interacting, which differ from those of the villagers. This results in a series of humorous yet insightful misunderstandings, such as confusion over eating etiquette or local customs. However, the episode concludes with the villagers and the visitors laughing together, having found common ground and mutual appreciation.

Timestamp: 6:48–8:30

This scene cleverly uses humor to explore the dynamics of cultural differences within the same nation. By depicting the initial misunderstandings and their eventual resolution, the episode mirrors real-life scenarios where people from different regions or ethnic groups must navigate unfamiliar cultural norms. The episode subtly reinforces that curiosity and patience are vital in bridging cultural divides.

The episode emphasizes the fluidity of cultural boundaries and the potential for shared experiences to foster mutual respect. The cartoon suggests that embracing differences can lead to enrichment rather than conflict, teaching young audiences to approach unfamiliar traditions with openness. It also highlights the inclusivity of Indonesian society, where diverse regional identities coexist under a shared national identity. The respectful humor in cultural exchanges highlights diversity as a learning opportunity, fostering curiosity, empathy, and acceptance.

6). Cross-Generational Learning

Episode: "Cinta Mereka di Kampung Berkah" (CMKB).

In this episode, Bang Jarwo expresses frustration with his financial struggles and responsibilities. Pak Haji steps in, offering advice on sincerity and accountability. He emphasizes that true contentment comes from honest work and serving the community. Inspired by this wisdom, Bang Jarwo takes on a community project, applying Pak Haji's lessons in his actions.

Timestamp: 3:50–5:30

The interaction between Bang Jarwo and Pak Haji exemplifies the role of elders as custodians of wisdom and cultural values in Indonesian society. The episode highlights the interdependence of generations, where the younger seek guidance from the elder, and the elder ensures cultural continuity. By accepting Pak Haji's counsel, Bang Jarwo embodies the principle that humility and a willingness to learn can lead to personal and communal growth.

This scene reflects the deep respect for elders embedded in Indonesian culture, where older generations are viewed as moral and ethical guides. By portraying Pak Haji as a mentor figure, the episode aligns with the concept of *adat* (customary law and tradition), which forms the moral fabric of many Indonesian communities. By highlighting the interaction between younger and older characters, the show portrays the transfer of wisdom and cultural values as a pivotal mechanism for preserving harmony. This dynamic is particularly relevant in a rapidly modernizing world where traditional values risk being overshadowed. Additionally, the focus on accountability serves as a subtle reminder of how individual integrity contributes to broader societal well-being.

4. Discussion

This study demonstrates the potential of the animated series *Sopo Jarwo* as an effective medium for embedding multicultural values, thereby reinforcing global diversity awareness and the Pancasila Student Profile. By utilizing semiotic analysis, the research identifies how the series integrates themes of tolerance, community cooperation, interethnic harmony, and respect for cultural differences into its narratives, aligning with Indonesia's ethos of *Bhinneka Tunggal Ika* (Unity in Diversity) and advancing educational goals.

4.1 Tolerance as a Mechanism for Conflict Resolution

The concept of tolerance serves as a fundamental mechanism for conflict resolution, particularly illustrated in narratives such as *Tahu Sumedang Bikin Bang Jarwo Meradang* (TBJM) and *Pelangi Indah di Kampung Karet Berkah* (PIKB). These episodes highlight the importance of empathy, patience, and dialogue in resolving disputes within diverse communities, often facilitated by community leaders like Pak Haji. Such portrayals underscore the significance of cultural and religious wisdom in mediating differences across generations and behaviors. [Setyaningsih \(2021\)](#) emphasizes that tolerance is essential for fostering multicultural harmony, which aligns with the principles of Pancasila that advocate for peaceful coexistence in pluralistic societies ([Gjerazi, 2023](#)). The narratives in *Sopo Jarwo* not only entertain but also serve an educational purpose, imparting practical conflict-resolution strategies to the audience, thereby reinforcing the idea that tolerance is a vital component in managing societal conflicts ([Sobry, 2023](#)).

Moreover, the interplay between social intelligence and empathy is crucial in reducing aggressive behaviors and enhancing emotional awareness, which are pivotal for effective conflict resolution. Individuals with high social intelligence are better equipped to interpret the emotions of others,

fostering a more empathetic approach to conflict situations (Li, 2024). This dynamic is particularly relevant in multicultural contexts, where understanding and respecting diverse perspectives can lead to more constructive dialogues and resolutions. The role of community-based reconciliation programs and traditional conflict resolution mechanisms, as discussed by Begić (2024), further illustrates how these elements can facilitate healing among different ethnic groups, despite ongoing challenges such as land disputes and political marginalization.

In addition, the integration of multicultural education is vital for transforming conflict resolution strategies. Sobry (2023) identifies several imperatives for enhancing multicultural education, including mutual respect, social inclusion, and the development of dialogue skills, all of which contribute to a more tolerant society (Sobry, 2023). This educational approach not only prepares individuals to engage in conflict resolution but also cultivates a pluralistic identity that appreciates diversity. The narratives in TBJM and PIKB resonate with these educational goals, demonstrating how storytelling can effectively convey the values of empathy and tolerance necessary for resolving conflicts in a multicultural landscape (Sutton & Rhoads, 2022).

This highlight, tolerance, underpinned by empathy and social intelligence, emerges as a critical mechanism for conflict resolution. The narratives presented in TBJM and PIKB exemplify how cultural wisdom and community engagement can foster dialogue and understanding, essential for navigating the complexities of diverse societies. By promoting these values through relatable storytelling, such media can play a significant role in educating audiences about effective conflict resolution strategies, ultimately contributing to a more harmonious coexistence.

4.2 Community Cooperation (*Gotong royong*)

The Indonesian concept of *gotong royong*, which translates to mutual cooperation, is prominently illustrated through community events such as Sunatan Massal (SM) and Delivery Order Bikin Keder (DOBK). These events not only serve as cultural touchstones but also highlight the importance of collective action in addressing societal challenges. The narratives surrounding these events emphasize shared responsibilities and the resilience that emerges from community collaboration. This perspective is supported by research indicating that cooperative learning environments are crucial for instilling communal values among primary school students, as noted by (Nashihah, 2023). The comedic framing of these narratives enhances their accessibility, making the underlying messages about teamwork and cooperation resonate more deeply with the audience.

Furthermore, the role of collaborative activities in fostering the Pancasila Student Profile is underscored

by (Kiska et al., 2023). Their findings suggest that engaging students in cooperative tasks not only promotes the values of *gotong royong* but also aligns with the educational goals of the Pancasila framework, which seeks to cultivate responsible and community-oriented citizens. The integration of *gotong royong* into educational practices is further supported by (Imah, 2022), who analyzed fables that incorporate mutual cooperation as a character value, demonstrating the pedagogical potential of storytelling in teaching communal values. The significance of *gotong royong* extends beyond educational settings, as it is also a vital component of community resilience, particularly during crises such as the COVID-19 pandemic. Yuhertiana et al. (2022) highlight the importance of government support and community solidarity in fostering a sense of mutual aid during challenging times. This cooperative spirit is essential for navigating societal challenges and reflects the enduring relevance of *gotong royong* in contemporary Indonesian society. In summary, the episodes of SM and DOBK encapsulate the essence of *gotong royong*, showcasing its role in fostering community resilience, educational values, and collective action. The integration of these principles into various aspects of Indonesian life underscores the importance of mutual cooperation in building a cohesive and resilient society.

4.3 Interethnic Harmony and Inclusivity

The portrayal of interethnic harmony and inclusivity in episodes such as "Ada Baba Chang Bang Jarwo Jadi Senang" (ABBJS) and "Saudara Berkunjung Semua Bingung" (SBSB) highlights the importance of multicultural interactions in contemporary media. These episodes serve as a narrative framework that normalizes diverse cultural exchanges, illustrating how mutual respect and inclusivity can lead to shared objectives among different ethnic groups. This aligns with the assertion that multicultural education should emphasize the coexistence of various cultures as a societal norm, thereby fostering a sense of belonging among diverse populations (Hariyadi & Rodiyah, 2023).

Baba Chang's character, in particular, acts as a conduit for integrating ethnic diversity into daily life, reinforcing the notion that multiculturalism is not merely an educational concept but a lived experience. This perspective is supported by research indicating that multicultural education can significantly enhance students' awareness and understanding of cultural differences, ultimately promoting intercultural skills and participation in diverse activities (Hariyadi & Rodiyah, 2023; Abdullah, 2023). Furthermore, the comedic exploration of regional customs in SBSB resonates with the idea that cultural diversity should be viewed as an enrichment rather than a source of division, as recommended by scholars advocating for the positive framing of multicultural narratives in educational contexts (Sobry, 2023; Hartinah, 2023). Moreover, the episodes reflect a broader societal trend

where multicultural education is seen as a vital strategy for fostering harmony in pluralistic societies.

The integration of multicultural content into educational curricula is essential for developing tolerance and improving inter-ethnic relationships, as it encourages students to engage with and reflect on their cultural identities (Hartinah, 2023; Nuryadin, 2024). This educational approach not only cultivates an understanding of diversity but also equips individuals with the skills necessary to navigate and appreciate the complexities of a multicultural world (Yang, 2024).

In conclusion, the representation of interethnic harmony in ABBJS and SBSB serves as a powerful reminder of the role that media can play in promoting inclusivity and mutual respect. By normalizing diverse cultural interactions and presenting them as enriching experiences, these episodes contribute to the ongoing discourse on the significance of multicultural education in fostering a more cohesive society.

4.4 Cross-Generational Learning

Cross-generational learning is a vital process for preserving cultural values and fostering accountability, as illustrated in episodes like *Cinta Merekah di Kampung Berkah* (CMKB). The character of Pak Haji serves as a mentor, embodying the principles of adat (customary law) and highlighting the significance of elder mentorship in shaping the character of younger generations. This aligns with the findings of Fitzpatrick (Fitzpatrick, 2023), who emphasizes the importance of culturally congruent mentorship in enhancing the educational experiences of mentees, particularly in contexts where traditional values are at risk of being overshadowed by modern influences.

The integration of traditional values into contemporary educational frameworks is crucial, as noted by Hanaris (Hanaris, 2023), who argues that character education and local wisdom must be considered in modern educational systems to effectively bridge the gap between tradition and modernity. Furthermore, the narrative structure of CMKB effectively frames these mentorship lessons within relatable storylines, thereby facilitating the transfer of cultural knowledge across generations. This approach resonates with the work of Fitzpatrick (Fitzpatrick, 2023), who discusses the role of elders in Indigenous communities as vital cultural anchors responsible for passing down language, traditions, and stories. The series not only serves as a medium for entertainment but also acts as a conduit for cultural transmission, ensuring that younger generations remain connected to their heritage in an increasingly globalized world. This is particularly relevant in the context of Indigenous communities, where the disruption of traditional knowledge transmission has led to significant cultural loss, as highlighted by Demientieff (Demientieff, 2023).

Moreover, the mentorship depicted in CMKB reflects broader trends in educational practices that advocate for the incorporation of culturally responsive mentorship. As highlighted by Kaba (Kaba, 2023), effective mentorship in educational settings should consider local traditions and social structures to foster a supportive learning environment. This is echoed by the findings of Demientieff (Demientieff, 2023), who emphasizes the need for programs that support traditional knowledge and practices, particularly in communities that have faced historical disruptions. By fostering intergenerational interactions through storytelling and mentorship, CMKB not only preserves cultural values but also promotes a sense of accountability among younger generations, ensuring that they are equipped to navigate the complexities of modern society while remaining grounded in their cultural roots.

This findings highlights that the interplay between mentorship, cultural preservation, and modern educational practices is crucial for fostering a sense of identity and accountability among younger generations. The lessons imparted through narratives like CMKB serve as a testament to the enduring power of intergenerational learning in an era characterized by rapid globalization and cultural change.

4.5 Academic Implications, Novelty and Contribution

The academic implications of utilizing Sopo Jarwo as a pedagogical tool extend beyond mere entertainment, positioning it as a significant medium for fostering multicultural awareness among students. This animated series effectively integrates humor and relatable narratives, which enhances students' understanding of complex values such as tolerance, cooperation, and inclusivity. These values are essential components of the Pancasila Student Profile and the Merdeka Curriculum, which aim to cultivate a well-rounded educational experience that reflects Indonesian cultural values (Sovia, 2024). The research underscores the potential of digital media to complement traditional educational methods, thereby promoting global diversity awareness among younger audiences (Jayadi et al., 2022).

Despite the promising findings, the systematic integration of such digital media into primary education remains insufficient. While Sopo Jarwo serves as a model for multimedia-based pedagogy, further investigation is necessary to assess its long-term impact on students' intercultural competencies. The study suggests that there is a significant opportunity to expand the use of animated series within interdisciplinary learning frameworks, merging lessons from language, civics, and history to create a more holistic educational approach (Mialkovska et al., 2023). This aligns with the notion that digital tools can enhance the learning experience by providing diverse

perspectives and fostering critical thinking skills among students (Dittmar & Eilks, 2022).

The novelty of this study lies in its specific application of Sopo Jarwo as a culturally relevant educational medium, demonstrating its alignment with Indonesian values and educational frameworks. Unlike traditional teaching materials, Sopo Jarwo utilizes digital platforms to engage students with multicultural themes, addressing the challenges posed by the digital era (Smanov, 2023). By bridging theoretical frameworks with practical applications, this research offers a valuable model for integrating animated media into the national curriculum, thereby enhancing the educational landscape and promoting a more inclusive and diverse learning environment (Fatmawati, 2023).

4.6 Recommendations for Future Research

Future research should explore the reception of *Sopo Jarwo* among various demographic groups, particularly in non-Indonesian contexts, to assess its global applicability. Comparative studies with other educational media could identify best practices for embedding multicultural values. Additionally, localized adaptations of *Sopo Jarwo* could be developed to address diverse cultural settings, contributing to the global discourse on multicultural education. Longitudinal studies are also recommended to evaluate the long-term impact of animated media on intercultural competence and character development.

5. Conclusion

This study underscores the pivotal role of multiculturalism as depicted in the Sopo Jarwo cartoon series, revealing its potential as an educational tool that bridges cultural and linguistic divides. Through the series' narrative and visual elements, this research highlights key findings, including its emphasis on tolerance, community cooperation, interethnic harmony, and respect for diversity. The novelty lies in its application of a digital animated medium to reinforce the Pancasila student profile, demonstrating how local cultural narratives can cultivate global awareness among learners. By integrating these multicultural values, the research contributes to the educational discourse on media literacy and curriculum innovation, offering implications for fostering inclusivity and critical thinking in students. To advance this area of study, future research could explore the cross-cultural reception of such animated media, assess its long-term educational impact, and examine localized adaptations to promote multiculturalism in diverse global contexts..

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