



RESEARCH ARTICLE

Machine Learning in Multicultural Education

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ARTICLE INFO	ABSTRACT
Received: May 21, 2024 Accepted: Jun 23, 2024	This study explores machine learning's role in multicultural education, identifying benefits and challenges, and offering practical recommendations for effective implementation. It aims to cultivate inclusivity, empathy, and mutual understanding in a diverse society. The research uses a library research methodology to analyze existing literature from academic journals, books, and reports, providing case studies and practical examples to demonstrate the application of machine learning in multicultural education. Machine learning can improve multicultural education by personalizing learning experiences and adapting content to diverse backgrounds, but challenges like algorithmic bias, inadequate educator training, and resource limitations need to be addressed. This research explores the integration of machine learning (ML) in multicultural education, offering practical insights and recommendations for promoting inclusivity and equity in diverse educational settings.
Keywords	
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Cultural diversity	
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BACKGROUND

Multicultural Education Context

Multicultural education is crucial in today's globalized world, exemplified by Indonesia's pesantren, which promotes societal diversity and religiosity within educational institutions (Bustomi et al., 2021), and Australian reforms that encourage engagement with multicultural music to foster understanding (Joseph & Southcott, 2009). Similarly, the growing cultural diversity in South Indian schools necessitates inclusive practices.

Experts such as Banks, 2017 as mentioned in De Korne (2020) and Sleeter (2018) The challenges of managing cultural diversity and social justice in educational settings are emphasized by recent developments like nationalist movements, increased racial crimes, and polarized public discourse (Novotney, 2023; Verkuyten et al., 2019). The increasing tensions surrounding race, ethnicity, religion, and nationality necessitate a proactive approach by educators in their teaching practices (Gorski & Swalwell, 2015).

However, contradictions and challenges persist. For instance, despite Australia's multicultural self-image, its leadership lacks cultural diversity (Soutphommasane, 2017), and in Brazil, multiculturalism coexists with social inequalities and ethnic tensions (Santos, 2024). The complexities of remote teaching during a pandemic and addressing racism have also highlighted difficulties in managing multiculturalism in online classrooms (Seliskar et al., 2021). Schools can promote multicultural understanding and inclusivity by reflecting societal cultural diversity, but also face challenges like inequality and representation in remote education (Bustomi et al., 2021; Joseph & Southcott, 2009; Santos, 2024; Seliskar et al., 2021).

Multicultural education promotes cultural awareness, empathy, respect, critical thinking, and intercultural communication skills, addressing stereotypes, discrimination, and social injustice in a diverse society (Naz et al., 2023; Nurgalynova, 2024).

Challenges include inadequate teacher preparation and resources (Naz et al., 2023). Despite these barriers, there is a global commitment to creating inclusive environments for international students (BAKAY, 2023). Continuous professional training for educators is essential to increase cultural diversity understanding and reduce unconscious bias (Chima Abimbola Eden et al., 2024). Assessment tools are needed to evaluate teachers' readiness for diversity in the classroom (Tudayan et al., 2024). Multicultural education promotes equality and inclusivity in education, requiring culturally responsive teaching strategies, teacher training, and community engagement to support inclusivity (Chima Abimbola Eden et al., 2024; Haniko et al., 2024). In conclusion, multicultural education prepares students for participation in a connected and diverse global society (BAKAY, 2023; Beard, 2016; Haniko et al., 2024; Markey et al., 2021; Nurgalynova, 2024; Tudayan et al., 2024).

Challenges in Multicultural Education

In Islamabad, transgender individuals face socio-cultural barriers influenced by societal norms, cultural attitudes, and religious beliefs, affecting their educational experiences (Akram et al., 2023). In Malaysia, preschool teachers implementing multicultural education encounter challenges such as a lack of resources and stakeholder support, often resorting to superficial approaches to cultural diversity (Phoon et al., 2013). Malaysian counselors also report barriers in practicing multicultural counseling, reflecting broader issues in multicultural education (Aga Mohd Jaladin, 2013).

During the COVID-19 pandemic, sexuality educators faced unique challenges in adapting curricula to remote learning environments (Cahalan & Carpenter, 2023). Pertiwi University's translation students encountered challenges in understanding cultural nuances during the English-Indonesian translation process, emphasizing the significance of cultural competence in educational settings (Juherni et al., 2024). In the United States, multicultural education faces issues related to critical theory, transformative approaches, and anti-bias curricula, emphasizing the need for early childhood education to address racial tensions and cultural conflicts (Abdullah, 2009; Wilhelm, 1998).

Multicultural education faces challenges like resource limitations, superficial treatment of cultural diversity, and need for comprehensive training. Addressing these requires critical understanding and tools to foster respect and acceptance of differences (Abdullah, 2009; Aga Mohd Jaladin, 2013; Cahalan & Carpenter, 2023; Phoon et al., 2013). Educators require training to effectively manage cultural diversity, a critical skill in contemporary education, promoting inclusive learning environments and equitable opportunities for all students (Chima Abimbola Eden et al., 2024). Intercultural communication competence, which includes cultural awareness, sensitivity, knowledge, and skills, is crucial for effectively interacting with diverse student populations (Albuhmedee, 2024).

However, educators may inadvertently normalize multicultural settings without critically examining their own biases or the complexities of cultural diversity, as seen in Finland (Kimanen, 2018). The

study from Qatar University College of Pharmacy highlights barriers to achieving holistic cultural competence, suggesting curricular changes to better integrate cultural competence into education (Mukhalalati et al., 2020). Educational institutions must commit to training educators to effectively handle cultural diversity, promoting diversity, equity, and inclusion within the learning environment through awareness, curricular integration, and critical self-reflection (Albuhmedee, 2024; Chima Abimbola Eden et al., 2024).

The Role of Technology in Education

Technology has significantly transformed education, introducing tools like learning management systems, online learning, and artificial intelligence, transforming pedagogy, student experience, and educator roles (Qolamani & Mohammed, 2023). Additionally, technology-enabled teacher education programs have been developed to equip educators for 21st-century classrooms, though concerns about overreliance on technology and the digital divide persist (AR Saravanakumar et al., 2023).

Digital education, a recent development, has significantly transformed academic communication and collaboration by integrating ICT tools into classrooms through internet technology (Alenezi et al., 2023). Globalization has made digital transformation essential in education, with tertiary institutions adopting innovative methods supported by AI, IoT, and blockchain (Truong & Diep, 2023). In Russia, digital education has emphasized lifelong learning practices and the importance of monitoring tools for education management (Adolf et al., 2022). Digital tools have also empowered students in higher education, enhancing engagement, participation, and interaction (D. J. S. Kumar & Shobana, 2024).

Digital education has redefined traditional classrooms, making learning more efficient and accessible (M. Alshehri, 2024). However, the convergence of digital tools, platforms, and methodologies presents challenges such as privacy concerns, the digital divide, and potential biases in educational algorithms (Gowher Hassan, 2023). The social impact of technology in education, assessed through social impact assessments (SIA), highlights both benefits and challenges (- et al., 2024). In military engineering education, digital tools have created technology-enhanced learning environments, improving the educational process (Chmyr et al., 2024).

Technology transforms education, enhancing learning experiences and pedagogical methods, but challenges like balancing use, addressing digital divide, and ethical use remain (Adolf et al., 2022; Alenezi et al., 2023; AR Saravanakumar et al., 2023; Chmyr et al., 2024; Gowher Hassan, 2023; D. J. S. Kumar & Shobana, 2024; M. Alshehri, 2024; Qolamani & Mohammed, 2023; Truong & Diep, 2023).

Machine Learning: Definisi dan Potensi dalam pendidikan

Machine learning (ML), a subset of artificial intelligence (AI), enables computers to learn from data and make predictions or decisions without explicit programming (Alnuaimi & Albaldawi, 2024; Mukhalalati et al., 2020). ML algorithms process input data, use statistical analysis to predict outcomes, and update outputs as new data becomes available (KAUR, 2023). While ML is often linked to predictive capabilities, its applications extend to classification, regression, and personalized learning experiences in education (Alnuaimi & Albaldawi, 2024). ML's versatility spans various industries, including finance, healthcare, and disaster management, demonstrating its broad impact (Kashif et al., 2024).

AI and ML algorithms in education improve learning experiences by personalizing instruction, analyzing student performance, predicting dropouts, and detecting plagiarism, creating customized learning paths and providing feedback (August & Tsaima, 2021). Techniques like Support Vector Machines and Random Forest predict academic success and identify key performance factors (Ojajuni et al., 2021; Pallathadka et al., 2022). Dropout prediction enables timely interventions for at-risk students (Albreiki et al., 2021), and ML aids in maintaining academic integrity through

plagiarism detection (Kronivets et al., 2024). Despite the high accuracy of models like Extreme Gradient Boosting (Ojajuni et al., 2021), challenges such as imbalanced data and feature engineering persist (Abuzinadah et al., 2023). Moreover, ML in plagiarism detection must address legal and ethical considerations (Kronivets et al., 2024).

ML is a transformative technology in education, enhancing decision-making, personalizing learning, analyzing performance, predicting dropouts, and detecting plagiarism, despite ethical concerns (Abuzinadah et al., 2023; Albreiki et al., 2021; August & Tsaima, 2021; Kronivets et al., 2024; Verdugo-Cedeño et al., n.d.).

Potensi Machine Learning dalam Pendidikan Multikultural

Recent research shows that machine learning (ML) has great potential in multicultural education, as it can personalize learning experiences and adapt educational content to suit diverse student needs (Tiwari, 2023).. This personalization is especially important in multicultural settings like SMP Negeri 3 Sorong City, where educational strategies that embrace cultural diversity foster tolerance and respect among students (Hartinah et al., 2023). Generative AI, a subset of ML, can promote inclusive education by generating culturally sensitive materials and overcoming language barriers for cross-cultural knowledge exchange (Mahboob et al., 2024).

ML's application in multicultural education faces challenges, necessitating ethical considerations like cultural authenticity and bias mitigation to respect diverse learners' cultural contexts (Mahboob et al., 2024). While ML can enhance educational experiences, addressing ethical and societal implications, such as privacy and bias concerns, is essential to ensure equitable learning opportunities for all students (Tiwari, 2023). ML can enhance multicultural education by providing personalized, culturally sensitive learning experiences, fostering tolerance and respect for diversity. However, further research and ethical considerations are needed for effective integration (Hartinah et al., 2023; Mahboob et al., 2024; Tiwari, 2023).

ML is a promising tool for assessing cultural representation in textbooks, ensuring diverse perspectives are fairly represented, as demonstrated in frameworks like STAR-ED (Tadesse et al., 2023). ML technology could improve cultural representation in textbooks, but current studies show lack of diversity, with EFL textbooks in Indonesia criticized for bias towards Western and European cultures (Alawlaqi & Dihliza Basya, 2023; Parlindungan et al., 2018). Similarly, global scientific assessments like those by the IPBES rely disproportionately on English-language literature, underrepresenting non-Anglophone cultures (Lynch et al., 2021). Geography textbooks in Germany also fail to adequately represent diversity, often contradicting the diverse realities of students' lives (Dörfel et al., 2023).

ML can enhance cultural representation in textbooks, but there's a pressing need for balanced representation of diverse cultures in global education, ensuring equitable and inclusive perspectives (Tadesse et al., 2023), aligning with broader educational goals of fostering cultural competence and inclusivity (Chima Abimbola Eden et al., 2024). ML can significantly enhance inclusive curricula by personalizing learning content to suit students' cultural backgrounds, thereby enhancing the relevance and accessibility of educational materials (M. Caingcoy, 2023). By leveraging ML algorithms, educators can analyze student data to identify cultural nuances and adapt instructional materials accordingly, leading to increased engagement and academic success (Dreyfus, 2019; Kazanjian, 2019). ML's effectiveness in adapting learning content depends on the quality and diversity of trained data, as insufficient cultural diversity can reinforce biases (Li, 2021). Therefore, integrating ML into curriculum design requires careful consideration of ethical implications and potential impacts on the educational experience.

ML can be a valuable tool in creating more inclusive curricula by tailoring learning content to reflect students' cultural backgrounds, supporting culturally responsive teaching practices (M. E. Caingcoy, 2023; Dreyfus, 2019). Implementation of this technology necessitates a robust framework, ethical considerations, and further research for personalized, effective education for students from diverse cultural backgrounds.

Case Studies and Real Applications

Machine learning (ML) has significant applications in multicultural education, with limited case studies, but its potential is evident in other domains. For instance, Song (2024) discusses AI's impact on learning support systems, potentially applicable to multicultural settings. Gombolay et al. (2023) explore AI/ML in pediatric neurology, illustrating the broad applicability of these technologies. Mohanty et al. (2024) highlight AI/ML in structural engineering, further showcasing their versatility.

In education, ML has been used to analyze student feedback and adapt teaching methods. Kumarasiri et al. (2022b) employed ML and natural language processing (NLP) to analyze sentiment in student feedback, tailoring the learning environment to student needs. Zhai et al. (2022) applied ML to score student-developed scientific models, providing timely feedback for improved teaching practices. Colchester et al. (2017) demonstrated AI's role in adaptive educational systems, adjusting e-learning environments to diverse pedagogical needs.

However, challenges remain. Andersen and Andersen (2017) caution that ML-informed instructional strategies may inadvertently increase educational inequality. Oyelere et al. (2022) highlight the lack of African contexts in global AI education initiatives, emphasizing the need for cultural sensitivity and resource availability.

ML-based learning platforms, like Learning Partner Bot integrated with Moodle, offer personalized learning recommendations based on students' cultural preferences and learning styles (Kaiss et al., 2023). These platforms use clustering, classification, and recommendation systems to tailor online education, considering diverse student backgrounds (Rajagopal et al., 2023). Yet, variations in learning style preferences across cultures (Song Donggil & 오은영, 2011) and within individual cultures (Adeoye, 2011) complicate their effectiveness. Additionally, Peters et al. (2008) found that only individual learning style preferences were positively related to higher grades in sports-related undergraduate programs, indicating a complex relationship between learning styles and academic performance.

ML has transformative potential in education, but requires careful implementation to ensure inclusivity and effectiveness, addressing challenges like educational inequality and cultural sensitivity (Adeoye, 2011; Alnuaimi & Albaldawi, 2024; Andersen & Andersen, 2017; Colchester et al., 2017; Kaiss et al., 2023; KAUR, 2023; Mukhalalati et al., 2020; Peters et al., 2008; Rajagopal et al., 2023; Song Donggil & 오은영, 2011; Zhai et al., 2022).

The importance of this study

Although there is much potential, the application of ML in multicultural education is still relatively new and requires further research. It is important to explore how these technologies can be effectively integrated into curricula and educational practices. This research also needs to include an evaluation of the impact of ML on students from various cultural backgrounds, to ensure that this technology truly increases inclusivity and equity in education.

Against this background, this research aims to explore more deeply the application of machine learning in multicultural education, identify the benefits and challenges faced, and offer recommendations for more effective and inclusive implementation.

Research purposes

This research project aims to comprehensively examine the landscape of machine learning (ML) applications in multicultural education. It seeks to identify and categorize ML uses, from personalized learning and analysis of student performance based on cultural backgrounds to the creation of inclusive teaching materials. The study will evaluate the effectiveness of ML in enhancing learning outcomes for culturally diverse students by analyzing performance data and feedback, adapting ML-based teaching methods accordingly. Additionally, it will identify challenges in implementing ML, such as algorithmic bias and insufficient educator training. The research will also provide practical recommendations and policies to help educators, school administrators, and policymakers integrate ML effectively and inclusively into multicultural education. Ethical considerations and the social implications of ML use, particularly fairness and bias mitigation, will be emphasized. Lastly, the study aims to establish a foundation for future research, highlighting areas for further exploration and encouraging in-depth studies to advance ML-driven multicultural education.

Significance of Research Objectives

Achieving these goals has far-reaching significance. By understanding how machine learning can be applied in multicultural education, this research can help create teaching strategies that are more inclusive and responsive to the needs of diverse students. Additionally, this research can help overcome existing challenges, ensuring that all students benefit from technological innovations regardless of their cultural background.

This research can also make an important contribution to the broader discussion about the use of technology in education. By exploring ethical aspects and social implications, this research can help shape more responsible and equitable policies and practices in the use of technology in education. Overall, the aim of this research is to explore, evaluate, and innovate the use of machine learning in multicultural education, with the hope that the resulting findings can make a meaningful contribution to creating a more inclusive, equitable, and effective educational environment.

LITERATURE REVIEW

Machine Learning dalam Pendidikan

Definisi dan Evolusi Machine Learning

Machine learning (ML), a subset of artificial intelligence (AI), enables computers to learn from data and improve their performance without explicit programming (Reuter-Oppermann & Buxmann, 2022). ML algorithms use data to make predictions or decisions, learning from past experiences (Ramachandran & Kannan, 2021). While AI encompasses systems that mimic human cognitive functions like learning and problem-solving (N. B. Sultangazina et al., 2021), ML focuses specifically on developing algorithms for data-driven learning. Artificial neural networks (ANNs), inspired by the human brain, are foundational to both AI and ML, particularly in deep learning, which uses layered networks to process data and identify patterns (Gurjar & Patel, 2022; Kondody et al., 2022).

ML is adept at analyzing large datasets to identify patterns and make decisions with minimal human intervention (Kee Wong, 2021). These algorithms excel in handling big data, characterized by high volume, variety, and velocity, which traditional methods struggle to manage (Vanitha* et al., 2019). The effectiveness of ML algorithms depends on proper data preprocessing and the application of suitable techniques such as classification and clustering (Aziz et al., 2018). ML's versatility is demonstrated across various sectors, including healthcare and finance, where it enhances decision-making and predictive accuracy (Akundi et al., 2020; Soham Pathak et al., 2023).

The integration of ML and AI into education has transformed methodologies, enabling personalized learning and improving outcomes (Amalanathan, 2024; Naim et al., 2023). However, challenges such as data privacy, potential loss of soft skills, and implementation barriers persist (Segura-Monroy et al., 2022). Effective integration requires interdisciplinary collaboration and comprehensive training (Oladele Junior Adeyeye & Ibrahim Akanbi, 2024). ML is pivotal in AI, enabling data-driven decision-making across various sectors, yet challenges like data privacy, algorithmic bias, and ethical considerations must be addressed for its full potential (Amalanathan, 2024; Naim et al., 2023; Segura-Monroy et al., 2022; Yildirim & Celepcikay, 2021).

Application of Machine Learning in Education

ML algorithms in education enhance personalized learning experiences by adapting teaching materials and methods to meet individual student needs and preferences, as demonstrated by numerous studies (Amalanathan, 2024; August & Tsaima, 2021; Samigova, 2023). The analysis of student data allows for the creation of personalized learning paths and feedback, thereby enhancing student engagement and enhancing academic outcomes (Amalanathan, 2024; Gligorea et al., 2023).

While the benefits of ML in education are clear, there are challenges, including concerns about data privacy and the complexity of managing ML systems (Gligorea et al., 2023). Furthermore, the application of ML extends beyond curriculum personalization. It includes areas such as scheduling optimization (Nagtilak et al., 2023) and resource utilization (Miao et al., 2023), demonstrating a broad scope of influence for ML in educational settings.

ML's role in education is multifaceted, enhancing personalization and engaging learning experiences. However, successful implementation requires careful consideration of challenges and future research for effective integration (Amalanathan, 2024; August & Tsaima, 2021; Gligorea et al., 2023; Miao et al., 2023; Tian, 2020).

Research by Baker and Siemens (2014) demonstrates that ML can develop adaptive learning systems that dynamically adjust content based on student interactions with the system. Multiple studies utilize ML technologies for student performance analysis, analyzing data to identify patterns that can predict academic success and facilitate targeted interventions (Maulana et al., 2023; Ojajuni et al., 2021; Singh & Kumar, 2021). Studies compare SVM and Random Forest classification algorithms for student performance analysis, with hybrid approaches like SVM-NN Learning Algorithm proposed for hybrid approaches (Singh & Kumar, 2021). ML models, particularly the Random Forest algorithm, have been successfully used to predict high school students' performance during their university transition (Maulana et al., 2023).

However, there are contradictions in the effectiveness of different ML algorithms. While some studies report the superiority of Random Forest (Maulana et al., 2023), others highlight the exceptional accuracy of Extreme Gradient Boosting (XGBoost) in predicting student performance (Ojajuni et al., 2021). Moreover, ML technology helps identify key social and demographic factors influencing academic success (Jabardi, 2022; Ojajuni et al., 2021).

ML is a robust tool for predicting student performance, with various algorithms showing effectiveness. It extends beyond personalization, providing a nuanced understanding of factors influencing student success and enabling data-driven decision-making (Jabardi, 2022; Maulana et al., 2023; Ojajuni et al., 2021; Singh & Kumar, 2021).

Multicultural Education

Concept and Importance of Multicultural Education

Multicultural education promotes equal educational opportunities across racial, ethnic, and cultural lines, fostering respect and acceptance for diverse lifestyles and perspectives (Sherpa, 2019).

Multicultural education involves a diverse curriculum, educators trained to appreciate cultural differences, and varied teaching methods to accommodate diverse learning styles (Ghimire, 2020). Although the core principles of multicultural education are consistent, its implementation can vary significantly across different contexts.

For instance, at SMP Negeri 3 Sorong City, multicultural education promotes tolerance and respect among students of different ethnicities, cultures, and religions through various school activities (Hartinah et al., 2023). Similarly, the Sultan Iskandar Muda educational foundation school employs a holistic model of multicultural education, integrating it into the school's vision and policies to promote values of tolerance and anti-discrimination (Aricindy et al., 2023).

Multicultural education is a dynamic approach that actively incorporates cultural diversity into education, preparing individuals for harmonious living in diverse societies, promoting social justice, and ensuring human rights (Sherpa, 2019). Its effectiveness is evident in various educational settings, where it enhances social resilience and prepares students to engage constructively in a multicultural world (Robbyanandri Pratama et al., 2023).

Multicultural education aims to promote cultural awareness, understanding, and respect among students, fostering equality and inclusion within the classroom (Naz et al., 2023). It is also posited as a strategic tool to develop pride in one's ethnic group and facilitate understanding across multiple ethnicities, religions, and languages, which is crucial for building a just, equal, and democratic society (Efendi & Lien, 2021).

Despite the challenges, teachers often feel unprepared to teach in diverse classrooms and lack the necessary resources to effectively integrate multicultural education (Naz et al., 2023). Additionally, there is resistance to implementing intercultural education both within educational institutions and from external sources (Jalal, 2024). The literature suggests that multicultural education is crucial for preventing conflicts and promoting harmony and peace in societies with diverse differences, despite facing challenges (Birroh et al., 2023).

The literature emphasizes the significance of multicultural education in promoting cultural competence and inclusivity, but also highlights challenges and resistance in its implementation (Chima Abimbola Eden et al., 2024; Efendi & Lien, 2021; Naz et al., 2023). Multicultural education involves incorporating culturally relevant content, using inclusive teaching methods, and creating learning environments that respect and celebrate diversity (Chima Abimbola Eden et al., 2024; Haniko et al., 2024; Naz et al., 2023). This method fosters cultural awareness, empathy, and respect among students, thereby enhancing diversity and inclusion in classrooms (Naz et al., 2023). Multicultural education has been suggested to enhance critical thinking, brainstorming, and problem-solving skills (Naz et al., 2023).

Implementing multicultural education presents challenges, including teachers feeling unprepared for diverse classrooms and lacking resources to effectively integrate multicultural content (Naz et al., 2023). Students may find intercultural education overwhelming or uncomfortable when discussing sensitive topics like culture and identity (Naz et al., 2023). The literature underscores the significance of continuous professional development for educators and the necessity of institutional commitment to cultural competence despite the challenges they face (Chima Abimbola Eden et al., 2024).

Multicultural education promotes inclusivity and respect for diversity in educational settings, requiring careful implementation, training, and resources to ensure policies and curricula reflect diversity, equity, and inclusion. According to Banks (2015), multicultural education addresses the need to overcome injustice and discrimination in the education system. It focuses on cultivating values such as honesty (shiddiq), responsibility (amanah), communication skills (tabligh), and intelligence (fathonah), which foster attitudes of understanding (ta'aruf), balance (tawasut),

harmony (tawazun), tolerance (tasamuh), and sensitivity to others' needs (ta'awun) (Mariyono, 2024). Its goal is to reduce educational disparities among students from different cultural backgrounds and improve learning outcomes for all students.

Challenges in Implementing Multicultural Education

Multicultural education faces significant challenges, including curriculum bias and teaching materials that fail to adequately represent diverse cultures. According Naz et al. (2023), teachers often lack resources and training for effective multicultural education, leading to feelings of unpreparedness and a gap in inclusive materials. Sun (2024), the text highlights the negative impact of cultural bias in English education, urging for more equitable and culturally sensitive educational methods. Nurgalynova (2024), the text acknowledges the advantages of cultural diversity in language teaching methods, but also emphasizes the necessity for teacher training and local material adaptation Hartinah et al. (2023). The study highlights the importance of inclusive curricula and strategies in fostering tolerance and respect for diversity in well-managed multicultural education.

Research indicates a significant issue with educators' readiness for culturally diverse classrooms, with many lacking the necessary training and experience in culturally responsive education (Ibrahim & Johnson, 2021). A study conducted in Houston revealed that the main obstacles to effective schooling are often due to inadequate language proficiency and poorly trained teachers (Aydin, 2023; Kanval et al., 2024). Despite some educators showing positive attitudes and employing strategies like emotional empathy and culturally proportional curricula (Badrkhani, 2020; Waheed et al., 2010), these are not representative of the broader teaching community. The effectiveness of teachers in multicultural settings varies with their familiarity with cultural groups and education levels (Thomas & Kearney, 2008; Jam et al., 2011), suggesting a need for tailored training to enhance cultural understanding and confidence.

To address these challenges, comprehensive teacher training, inclusive curricula development, and accurate representation of various cultures in teaching materials are essential. Gay (2010), the text emphasizes the significance of multicultural education training for teachers, highlighting the need for improved training systems, integrating multicultural education into core curricula, and targeted professional development (Aydin, 2023; Ibrahim & Johnson, 2021; Jacob, 1995).

Machine Learning Applications in Multicultural Education

Personalizing Culture-Based Learning

Machine learning and AI can significantly improve multicultural education by providing personalized learning experiences, catering to the unique needs and perspectives of students from diverse backgrounds (August & Tsaima, 2021). This is crucial in language acquisition, where valuing cultural diversity is essential (Molema, 2024). AI-driven career guidance can also incorporate cultural sensitivity, helping students navigate vocational paths with an awareness of their cultural identities (Cheng & Liang, 2023). The effectiveness of AI and ML in education depends on the quality of software, student learning styles, and teachers' ability to integrate these tools into their practices (Lainjo & Tmouche, 2024). Ethical implications, such as data privacy and potential biases, must be carefully managed to ensure equitable benefits for all students.

ML algorithms can analyze vast datasets, identifying student preferences, academic performance, and feedback, thereby tailoring educational materials and methods to enhance learning experiences and improve academic outcomes (Gajwani & Chakraborty, 2021; Luo, 2023; Ojajuni et al., 2021; S. K. Sharma et al., 2024). The XGBoost model accurately predicts academic success, while ensemble ML algorithms are effective in predicting student performance (Gajwani & Chakraborty, 2021). AI-powered adaptive learning platforms also significantly improve student engagement and performance (Luo, 2023).

Research shows that culturally responsive educational methods improve student engagement and learning outcomes, with students with resilient bicultural identities showing higher engagement levels (Rabi et al., 2023). Factors such as technology, environment, support systems, and cultural background significantly influence language learning (Hamad et al., 2018). Moreover, life satisfaction, influenced by religion, family income, and parental education, is positively linked with school engagement (Yuen, 2016).

ML and AI in multicultural education can enhance cultural sensitivity, personalize learning, and improve academic outcomes, but ethical concerns must be addressed for successful implementation (August & Tsaima, 2021; Cheng & Liang, 2023; Lainjo & Tmouche, 2024; Molema, 2024).

Bias Detection in Teaching Materials

Machine learning (ML) is a crucial tool for identifying biases in educational materials, thereby promoting equitable education. Chung et al. (2022) highlight how ML can identify race and gender biases in Data Science course content through a novel approach combining gender identification and sentiment classification, promoting an equitable learning environment for all students, particularly those from underrepresented groups. While not specifically focused on multicultural education, studies by Dankwa-Mullan and Weeraratne (2022) and Pawar and Khose (2024) discuss the broader implications of bias in AI/ML, emphasizing the need for ethical AI deployment to enhance equity and inclusion across various domains, including education.

ML algorithms can analyze educational content for biases, processing vast datasets to identify patterns indicating unfair representation of certain cultures (Dhabliya et al., 2024). The effectiveness of such analysis relies on the design of fairness-aware algorithms to counteract existing biases (Dhabliya et al., 2024; I. Sharma & Rathodiya, 2019). Machine learning (ML) can detect biases but is also susceptible to reflecting them in training data, necessitating the use of debiasing techniques like reweighting and resampling (Khakurel et al., 2022). The absence of universally accepted definitions of algorithmic fairness complicates bias detection, necessitating careful consideration of variables in analyses (KIEMDE & KORA, 2020).

ML can effectively identify and rectify biases in educational materials, fostering a more inclusive, equitable multicultural education environment, but ethical development and fairness constraints are crucial (Dhabliya et al., 2024; I. Sharma & Rathodiya, 2019). Studies by Bolukbasi et al. (2016) demonstrate that ML can detect and reduce gender bias in texts, a principle that can be extended to address cultural biases. These efforts collectively support the importance of ML in enhancing multicultural education by identifying and mitigating biases (Chung et al., 2022; Dankwa-Mullan & Weeraratne, 2022; Pawar & Khose, 2024).

Sentiment Analysis and Student Feedback

Machine learning (ML) has shown promise in analyzing sentiment and feedback from students from diverse cultural backgrounds, as demonstrated by studies utilizing ML algorithms (Ananth kumar et al., 2024; Das et al., 2022; Khaizer et al., 2023). For example, sentiment analysis has been utilized to assess student satisfaction with library services, showcasing the potential of ML to enhance the analysis of teacher performance based on student feedback (Das et al., 2022; Khaizer et al., 2023).

Cultural nuances in language hinder accurate sentiment analysis, necessitating sophisticated algorithms and representative training data (Song Donggil & 오은영, 2011; Tan et al., 2023). The development of culturally sensitive algorithms and their integration with Natural Language Processing (NLP) techniques are crucial for accurately interpreting sentiments among diverse student populations (Ananth kumar et al., 2024; Khaizer et al., 2023; Song Donggil & 오은영, 2011; Tan et al., 2023).

Sentiment analysis algorithms help educators understand students' emotions and perceptions of teaching methods and materials, providing insights for improved teaching effectiveness and curriculum development (Bhowmik et al., 2023; FAN et al., 2023). Sentiment analysis, despite challenges like accuracy and bias, has demonstrated potential in improving student experiences and personalized learning, especially in online STEM education (Anwar et al., 2023; FAN et al., 2023).

ML-based sentiment analysis can indeed enhance students' learning experiences by providing actionable insights into feedback and emotions (Bhagat & Dhande-Dandge, 2023; Khan et al., 2024; Kumarasiri et al., 2022a; Tribhuvan & Bhaskar, 2021; Yanes et al., 2020). The study emphasizes the need to address underlying issues identified through sentiment analysis to improve learning experiences (Khan et al., 2024). ML-based sentiment analysis provides valuable insights, but it requires targeted interventions to address specific challenges and improve learning outcomes (Bhagat & Dhande-Dandge, 2023; Khan et al., 2024; Kumarasiri et al., 2022a; Tribhuvan & Bhaskar, 2021; Yanes et al., 2020).

METHOD

Research Approach

The research method described involves a library research approach, which is a common methodology in academic studies. This method entails systematic collection and analysis of existing literature from diverse sources, including academic journals, books, and research reports, to synthesize knowledge on a given topic (Asmanidar, 2023; Ebidor & Ikhide, 2024; R. Kumar & Khan, 2022; Onwuegbuzie & Frels, 2015; Yahya, 2023). Interestingly, while library research is foundational in many studies, the literature reveals variations in its application. For instance, some studies focus on the analysis of literature within a specific discipline, such as public (Yahya, 2023) or Library and Information Science (LIS) (R. Kumar & Khan, 2022; Turcios et al., 2014), while others apply it to explore broader concepts like religious moderation (Asmanidar, 2023) or to develop methodological frameworks like the Q Methodology Research Synthesis (Onwuegbuzie & Frels, 2015). Additionally, the method is used to assess the quality of literature itself, as seen in the examination of predatory publishing practices (Sarfraz et al., 2020) and in the classification of research within a field (Dunjó et al., 2010). In summary, the library research method is a versatile and widely used approach in academic research for gathering and analyzing literature. It serves as a critical tool for understanding the scope of knowledge on a subject, identifying gaps, and setting the stage for further research. The method's application across various studies underscores its value in contributing to the body of knowledge in different academic disciplines (Asmanidar, 2023; Dunjó et al., 2010; Ebidor & Ikhide, 2024; R. Kumar & Khan, 2022; Onwuegbuzie & Frels, 2015; Sarfraz et al., 2020; Turcios et al., 2014; Yahya, 2023).

Research procedure

Embarking on the fascinating journey of exploring machine learning applications in multicultural education involves a series of careful and deliberate steps.

Source Identification: The first step is to open the door to a vast realm of literature. Here, the research begins by identifying the most relevant sources on the topic at hand. Thick books, scholarly articles, and research reports become valuable treasures, each holding unique stories about how machine learning is applied in multicultural education.

Data Collection: Next, the journey continues with the collection of these essential documents. Like an archaeologist unearthing artifacts, the research gathers articles, books, and reports discussing machine learning applications in the context of multicultural education. Every page discovered adds a new hue to the canvas of knowledge, enriching the understanding of how this technology is used to bridge cultural gaps in the educational world.

Data Analysis: With a stack of literature in hand, the analysis phase begins. Each document is meticulously examined, searching for trends, findings, and gaps in existing research. This process is akin to cracking a code, deciphering hidden messages left by previous researchers. From emerging trends to surprising discoveries, everything is analyzed to build a clearer picture of the landscape of machine learning applications in multicultural education.

Synthesis of Findings: Width Finally, when all the puzzle pieces have been gathered, it's time to assemble the complete picture. Findings from various sources are synthesized, resulting in a more comprehensive understanding of how machine learning can be harnessed in multicultural education. This process is like creating a mosaic, where each piece of information forms part of a beautiful and meaningful larger image.

At the end of this journey, the result is a deeper enlightenment about the vast potential machine learning holds for advancing multicultural education. Every step taken in this process brings the researcher closer to the ultimate goal: a better understanding and innovative solutions to the challenges of education in an increasingly diverse world.

Results and Discussion

Results

Personalizing culture-based learning

Machine Learning (ML) in education offers personalized, culture-based learning experiences by analyzing vast datasets. AI-powered adaptive learning platforms adjust content based on real-time student interactions, providing a more effective educational experience (Gajwani & Chakraborty, 2021; Ojajuni et al., 2021). Studies have shown that these personalized approaches not only enhance student engagement but also lead to improved academic outcomes (Amalanathan, 2024; Samigova, 2023).

Bias detection in teaching materials

ML algorithms are also instrumental in detecting and addressing biases in teaching materials. For instance, the Skin Tone Analysis for Representation in Educational Materials (STAR-ED) framework employs ML to evaluate the representation of different skin tones in medical education resources (Tadesse et al., 2023). Such frameworks help ensure fair and inclusive representation of various cultural perspectives, which is critical for fostering an equitable learning environment. Despite these advancements, there are ongoing challenges in ensuring the cultural authenticity and inclusivity of educational content, as biases persist in many existing materials (Alawlaqi & Dihliza Basya, 2023; Parlindungan et al., 2018).

Sentiment analysis and student feedback

Sentiment analysis, powered by ML, has become a valuable tool for gauging student feedback and emotions across diverse cultural backgrounds. By analyzing student feedback, educational institutions can gain insights into students' perceptions of teaching methods, course materials, and the overall learning environment (Kumarasiri et al., 2022b). These insights are crucial for refining educational practices to better meet the needs of a culturally diverse student body. However, capturing the subtleties of sentiment from culturally diverse students requires sophisticated algorithms and representative training data to ensure accuracy (Song Donggil & 오은영, 2011; Tan et al., 2023).

DISCUSSION

Benefits of Personalizing Culture-Based Learning

Personalizing culture-based learning through ML has profound benefits. By tailoring educational experiences to individual students' cultural backgrounds and learning styles, educators can create more engaging and effective learning environments. Personalized learning paths help students feel more connected to the material, thereby enhancing their motivation and academic performance. Furthermore, this approach fosters a deeper understanding and appreciation of cultural diversity, preparing students to thrive in a globalized world (August & Tsaima, 2021; Molema, 2024).

Reducing Bias in Teaching Materials

Addressing bias in teaching materials is crucial for promoting equity in education. ML technologies play a significant role in identifying and mitigating these biases. By ensuring diverse cultural representation in educational resources, ML helps create a more inclusive curriculum that reflects the experiences and identities of all students. This is particularly important in combating the underrepresentation of non-Western cultures in global education materials (Lynch et al., 2021). Developing and deploying fairness-aware algorithms is essential to achieve unbiased and equitable educational outcomes (Dhabliya et al., 2024).

Sentiment Analysis and Feedback

The application of sentiment analysis in education provides valuable insights into student experiences and emotions, facilitating the continuous improvement of educational practices. By analyzing feedback from students of diverse cultural backgrounds, educators can identify areas for enhancement and adapt their teaching methods accordingly. This approach not only improves student satisfaction but also helps in creating a more inclusive and supportive learning environment (Ananth Kumar et al., 2024; Das et al., 2022). However, it is imperative to refine these technologies to accurately capture and interpret the nuanced sentiments of students from different cultures (Song Donggil & 오은영, 2011).

Recommendations and Implications

Recommendation

For effective and inclusive implementation of ML in multicultural education, several key recommendations and implications emerge:

- 1) **Develop Culturally Responsive Teaching Strategies:** Educators should incorporate ML technologies to develop teaching strategies that are responsive to the cultural backgrounds of their students. This includes using adaptive learning systems and personalized educational content to enhance engagement and learning outcomes.
- 2) **Continuous Professional Development:** Providing ongoing training for educators is essential to increase their cultural competence and reduce unconscious biases. Professional development programs should focus on equipping teachers with the skills needed to manage diverse classrooms and integrate multicultural content effectively.
- 3) **Create Inclusive Assessment Tools:** There is a need for assessment tools specifically designed to evaluate teachers' readiness and effectiveness in handling cultural diversity in the classroom. These tools can help identify areas for improvement and ensure that teachers are well-prepared to support all students.
- 4) **Ethical Considerations:** Ensuring the ethical use of ML in education is crucial. This includes maintaining cultural authenticity, mitigating biases, and addressing data privacy concerns. Developing fairness-aware algorithms and implementing robust data protection measures are essential steps in this direction.

Implications for the Future

The integration of ML in education holds significant potential for advancing multicultural education. Future research should focus on exploring the long-term impacts of personalized learning and the effectiveness of different ML algorithms in various educational contexts. Additionally, there is a need to develop ethical frameworks that guide the implementation of ML technologies in education, ensuring that they promote equity and inclusivity.

By addressing these challenges and leveraging the capabilities of ML, educational institutions can create more personalized, inclusive, and effective learning environments. This approach not only enhances educational outcomes but also prepares students to navigate and contribute to a diverse and interconnected world.

Benefits and Challenges

Profit

Relevance and Engagement: Personalization of ML-based learning increases the relevance of teaching materials for students from different cultures, which can increase their engagement and motivation.

Inclusivity: Detection and reduction of bias in teaching materials ensures that all students feel valued and recognized in the curriculum.

Deep Insights: Sentiment analysis provides deep insights into student perceptions, which can be used to improve teaching methods and learning content.

Challenge

Availability of Representative Data: ML algorithms require rich and diverse data to provide accurate recommendations. A lack of representative data can limit the effectiveness of personalized learning and bias detection. ML algorithms themselves can have biases if they are not trained with inclusive and representative data, which can affect results and recommendations. Educators need specialized training to understand and use ML technology effectively in multicultural educational contexts.

Practical Recommendations and Policy Implications

- 1) **Inclusive Algorithm Development:** It is important to develop and implement ML algorithms that are trained on diverse and inclusive data. Collaboration with educational and cultural experts can ensure the accuracy and fairness of results.
- 2) **Training and Support for Educators:** Educators should be provided with adequate training on the use of ML in multicultural education, including how algorithms work, interpretation of results, and practical applications in the classroom.
- 3) **Diverse Data Collection:** Educational institutions must collect data that reflects the cultural diversity of students to better train ML algorithms and ensure fair and inclusive outcomes.
- 4) **Supportive Policies:** Policymakers should develop regulations and guidelines that support the use of ML technologies in multicultural education, including protection of student data privacy and transparency in the use of algorithms.

Implications for the Future

Integrating machine learning into multicultural education holds great promise for creating more inclusive, equitable, and effective learning environments. However, successful implementation requires addressing challenges such as algorithmic biases and the need for representative data. With

a careful and inclusive approach, ML can effectively support culturally responsive education in our globalized world.

Further research is essential to fully explore ML's potential in this field, including evaluating long-term impacts and developing more sophisticated, inclusive models. Continued innovation and research will ensure ethical and effective use of this technology to enhance learning outcomes for all students, regardless of cultural background.

CONCLUSION

Summary of Findings

ML algorithms can customize teaching materials and methods to match students' cultural backgrounds, improving engagement and learning outcomes. This tailored approach makes education more relevant and engaging for diverse students. ML can identify biases in textbooks and course content, allowing for revisions to create more inclusive and equitable materials. This ensures fair and balanced educational experiences by addressing hidden inequities. ML can analyze feedback from students of various cultural backgrounds, providing insights into their perceptions of teaching methods and materials. This helps educators make informed adjustments to better meet students' diverse needs. These insights demonstrate ML's potential to personalize learning, ensure content fairness, and respond to student feedback, thereby enhancing multicultural education.

DECLARATION OF CONFLICTING INTERESTS

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Author Contributions:

AN: Literature search, analysis, data processing, synthesis, codification of findings, DM: Literature analysis, methods, data processing, summary of findings

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