Multicultural Education for Early Childhood in the Connected World: Raudhatul Athfal Curriculum Innovation Strategy Facing the Era of Society 5.0

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Abstract

This article focuses on the development of a multicultural curriculum for early childhood education at Raudhatul *Athfal in addressing the challenges of the Society 5.0 era. The primary distinction of this article lies in its innovative approach that integrates multicultural values with adaptability to technological advancements, aiming to create a young generation that is not only technologically adept but also possesses strong global awareness amid the currents of globalization. The method used in this study is a literature review with a qualitative approach, intended to explore theoretical concepts and curriculum implementation strategies that can meet the needs of early childhood in an increasingly connected world. The findings of this study indicate that a curriculum responsive to Society 5.0 should be designed with a focus on humanistic values and multiculturalism, in addition to technological skills. The use of "Atomic Habits" principles in the learning process helps young children effectively internalize these values through consistent small habits. Furthermore, collaboration between educators, parents, and the broader community is a key factor in creating an inclusive and adaptive learning environment. With this holistic approach, the article emphasizes that the Raudhatul Athfal curriculum not only prepares children to face future challenges in the digital era but also equips them with essential social skills and multicultural awareness for living harmoniously in a globalized world.*

Keywords: *Multicultural Education, Early Childhood Curriculum, Society 5.0*

Abstrak

Artikel ini berfokus pada pengembangan kurikulum multikultural untuk anak usia dini di Raudhatul Athfal dalam menghadapi tantangan era Society 5.0. Distingsi utama artikel ini terletak pada pendekatan inovatif yang mengintegrasikan nilai-nilai multikultural dengan kemampuan adaptasi terhadap perkembangan teknologi, serta upaya menciptakan generasi muda yang tidak hanya tanggap teknologi, tetapi juga memiliki kesadaran global yang kuat di tengah arus globalisasi. Metode yang digunakan dalam penelitian ini adalah kajian literatur dengan pendekatan kualitatif, yang bertujuan untuk mengeksplorasi konsep-konsep teoretis dan strategi implementasi kurikulum yang mampu merespons kebutuhan anak usia dini dalam konteks dunia yang semakin terkoneksi. Hasil dari penelitian ini menunjukkan bahwa kurikulum yang responsif terhadap Society 5.0 harus dirancang dengan memperhatikan nilai-nilai kemanusiaan dan multikulturalisme, di samping kemampuan teknologi. Penggunaan prinsip "Atomic Habits" dalam proses pembelajaran membantu anak-anak usia dini menginternalisasi nilai-nilai tersebut secara efektif melalui kebiasaan-kebiasaan kecil yang konsisten. Selain itu, kolaborasi antara pendidik, orang tua, dan masyarakat luas menjadi faktor kunci dalam menciptakan lingkungan belajar yang inklusif dan adaptif. Dengan pendekatan holistik ini, artikel ini menekankan bahwa kurikulum Raudhatul Athfal tidak hanya mempersiapkan anak-anak untuk menghadapi tantangan masa depan di era digital, tetapi juga membekali mereka dengan keterampilan sosial dan kesadaran multikultural yang esensial untuk hidup harmonis di tengah globalisasi.

Kata Kunci: Pendidikan Multikultural, Kurikulum Anak Usia Dini, Society 5.0

Introduction

In the era of massive globalization, education does not only function as a means of knowledge transmission but also as a vital instrument to build the character of students to be able to live in cultural diversity (Haryatmoko, 2020; Mahfudz, 2016; Tarmizi, 2020; H. A. R. Tilaar, 2004). Multicultural education is one of the crucial approaches to consider, especially at the early childhood level (Deiniatur, 2016; Kusuma, 2013). The main purpose of multicultural education is to ensure individual development by focusing on differences, attitudes, values, acquiring multicultural social skills, and providing equality in education (Özel, 2024).

However, in practice, teachers are often trapped in repetitive routines without questioning the relevance of the curriculum used to the changing times. The curriculum should not only be a means to channel static knowledge but must also be able to be a medium for character building, a dynamic mindset, and relevance to current challenges (Kurniawan, 2024). The Society 5.0 era demands that humans make reconcile with technology, making it an integral part of daily life. Technologies such as artificial intelligence (AI), the Internet of Things (IoT), and big data, which were previously better known in the context of Industry 4.0, are now increasingly focused on improving the overall quality of human life (Hardiman, 2021; Haryatmoko, 2020; Kurniawan, 2019, p. 21; Piliang, 2011). In this context, the early childhood education curriculum needs to be transformed, not only to adapt to technological developments but also to ensure that children can utilize this technology in a humanist and multicultural manner.

Jean Baudrillard called our world the era of hyperreality, where reality has become so overlapping with illusion that the boundary between the two is almost impossible to distinguish (Baudrillard, 1994). The world of children is now surrounded by new technologies and media that create complex virtual experiences (Colvert et al., 2024; Digennaro & Visocchi, 2024; Hardiman, 2021; Livingstone & Third, 2017). Therefore, multicultural education for early childhood in Raudhatul Athfal must consider ways to equip children to be able to understand and manage this reality wisely, using technology as a tool to connect them with other cultures without losing their identity (Kurniawan, 2024).

The social changes that are part of the long journey of human evolution, Yuval Noah Harari, in his book *Sapiens*, emphasized the importance of human ability to continue to adapt to technological and social changes (Harari, 2015). Society 5.0, as a continuation of the development of human civilization, reflects a condition in which human technology and culture are integrated in social life (Badriyah et al., 2023; Bandarsyah et al., 2021; Sari et al., 2023; Sasikirana, 2020). In this context, early childhood education must be able to integrate an understanding of cultural diversity with the ability to use technology wisely so that children not only become users of technology but also creators of solutions to global challenges.

The curriculum at Raudhatul Athfal must carry out three main roles holistically: conservative, critical-evaluative, and creative. The conservative role aims to transmit cultural and social values to the next generation, ensuring that even as technology continues to evolve, noble values are maintained and relevant in everyday life. However, the curriculum should also allow children to be critical of existing cultures, evaluate those values, and choose which ones need to be updated according to the changing dynamics of the times (Sari et al., 2023). Finally, the creative role of the curriculum is to open up space for children to innovate, develop new ideas, and solve problems with a creative approach, in line with the demands of Society 5.0 (Sasikirana, 2020).

In designing a multicultural educational curriculum for early childhood, the 6C skills (communication, collaboration, critical thinking, citizenship, creativity, and character) approach is a very important foundation. This is essential in the connected global era, where children must be prepared for various forms of cross-cultural interaction (Sasikirana, 2020).

However, Society 5.0 is not just about technology. The bigger challenge is how we build a multicultural global awareness amidst these technological advances. The phenomenon of the folded world, as described by Yasraf Amir Piliang, shows how quickly information and culture move across geographical boundaries, changing the way humans interact and perceive the world (Piliang, 2011). Early childhood needs to be equipped with the ability to understand and appreciate diversity, making it not a threat but a wealth that enriches their life experiences (Haryatmoko, 2020; H. A. R. Tilaar, 2004).

To answer this challenge, curriculum development at Raudhatul Athfal must prioritize the principles of Total Quality Management (TQM), which focus on continuous quality improvement, collaboration, and satisfaction of all stakeholders, including students, parents, and the community (Karageorgos et al., 2021). This approach ensures that every aspect of early childhood education is considered holistically, creating a learning environment that supports the development of children's multicultural character.

In addition, curriculum development must depart from a clear philosophical base (Ornstein, 2007; Ornstein & Hunskins, 2013). Designing a curriculum cannot be done by just one party. There must be collaboration between educators, parents, policymakers, and the wider

community to ensure that the resulting curriculum is truly relevant and responsive to the needs of the Society 5.0 era. This collaboration is important to create alignment between national education goals and local needs while strengthening children's ability to face increasingly complex global challenges (Sari et al., 2023).

School autonomy in developing the curriculum provides opportunities to adapt learning to local needs, but it must still be within the framework of national policies as regulated in the Independent Curriculum (Ministry of Education, Culture, Research, and Technology /*Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi*, 2022) This allows educational institutions, including Raudhatul Athfal, to innovate and adapt their teaching strategies without losing the key guidelines that have been set by the government (Guidelines for the Development of the Implementation of the Merdeka Curriculum in Raudlatul Athfal /*Panduan Pengembangan Implementasi Kurikulum Merdeka Di Raudlatul Athfal*, 2022).

Changes in the dynamic curriculum policy in Indonesia show that education must always be ready to develop and adapt to the needs of the times (Angga et al., 2022) The curriculum in Raudhatul Athfal must not be a static entity; instead, it must be a flexible and adaptive instrument, always ready to be adapted and updated as technological and social developments occur (Bandarsyah et al., 2021). In this increasingly connected world, the multicultural education curriculum at Raudhatul Athfal serves as a means to prepare children to live in global diversity. Multicultural education must be able to provide early childhood with a deep understanding of multicultural values as well as the ability to adapt to the various technological changes that occur around their environment (Haryatmoko, 2020).

Therefore, the focus of this article is to examine how innovation strategies in the development of multicultural education curriculum in Raudhatul Athfal can be designed to answer the challenges of the Society 5.0 era. This article will discuss various relevant approaches to equipping early childhood with the skills and knowledge necessary to live in a globally connected and multicultural world, where technology is no longer an alienating thing but rather a tool to create more harmonious relationships among diverse cultures.

Method

This study uses a qualitative approach with a literature review method to develop a multicultural education curriculum innovation strategy in Raudhatul Athfal in the face of the Society 5.0 era. This approach was chosen because the main focus of the research is to explore theoretical concepts and conceptual analysis related to multicultural education and the use of technology in the context of early childhood. With a literature review, this research seeks to unite various scientific perspectives to develop a theoretical framework that is able to respond to the challenges of a connected world so that the curriculum can support the development of children's characters in an increasingly diverse and connected society.

The sources of data for this research include books, scientific journal articles, research reports, and educational policy documents that are relevant to the development of a multicultural curriculum in the Society 5.0 era. These data are systematically analyzed through an interactive approach (Miles & Huberman, 2020). Theories about multicultural education and Society 5.0 are analyzed by relating them to the specific needs of early childhood in Raudhatul Athfal. Through this analysis model, researchers aim to reflect on curriculum strategies that focus not only on introducing technology to children but also on how they can understand, appreciate, and live in harmony with the cultural diversity they encounter in increasingly intensive global interactions.

This qualitative approach allows for an in-depth analysis of the principles of multicultural education and how their application at the Raudhatul Athfal level can be strengthened through curriculum innovation in accordance with the Society 5.0 era. Using the principles of Total Quality Management (TQM) as a framework, this study evaluates how educational components such as communication, collaboration, and character can be integrated in the curriculum (Karageorgos et al., 2021). The goal is to support the development of children who are not only technologically competent but also sensitive to multicultural values that exist in this connected world.

Results and Discussion

1. The Challenge of the Society 5.0 Era: Presenting Multiculturalism in the Early Childhood Classroom

The Society 5.0 era brings humans to a critical point in the history of education, where the curriculum must not only accommodate technological developments but also instill multicultural values in students from an early age. In what Yasraf Amir Piliang calls a "folded world," technology connects people from all over the world in a seemingly limitless network (Piliang, 2011). The challenge for Raudhatul Athfal is how to prepare students not only to interact with technology but also to live in harmony in the midst of cultural diversity that is now present in every aspect of early childhood life.

To answer this challenge, the curriculum at Raudhatul Athfal must be designed to go beyond just understanding the definition of technology and multiculturalism. Students need to be guided to develop a critical and reflective way of thinking so that they can navigate the ever-changing world with confidence (Haryatmoko, 2020). Education in this era is no longer enough to transfer static knowledge but must be able to hone children's analytical and adaptive thinking skills in facing increasingly complex and dynamic realities. But this is commonplace, given the history of human adaptation from each era (Harari, 2015).

Multicultural education in this context should function as a bridge that connects technology with human values. Children are taught to appreciate diversity, accept differences, and develop an attitude of mutual trust in their social interactions. Early childhood must be taught to maintain mutual respect, inclusive thinking, and be able to resolve conflicts with a peaceful and nonviolent approach (H. Tilaar, 2010; H. A. R. Tilaar, 2004). In this connected world, sensitivity to multicultural values is an invaluable skill for future generations. To quote James Clear, "atomic habits" must be built from small habits (Clear, 2018).

The massive use of technology in the Society 5.0 era presents a dilemma similar to the story of King Midas in Greek mythology. When Midas was blessed with the ability to turn everything he touched into gold, he initially felt satisfied with the power. However, when he realizes that everything he loves, even his food and family, also turns into gold, that power turns into a curse that alienates him from true happiness. This story is an important reflection for early childhood education. We must ensure that technology does not alienate children from their humanity essence but rather enriches their experience of understanding and appreciating differences.

The curriculum at Raudhatul Athfal must be able to integrate technology as a means of strengthening multicultural values, not just as an object that attracts children. Technology should be used to facilitate social interaction and broaden children's horizons about crocodile culture and values. In this way, children will learn that technology is a means by which they can connect with the wider world while still maintaining their own identity (Piliang, 2011). The history of multicultural education shows that efforts to overcome discrimination and inequality have been going on for a long time, especially in Western countries. In the 1960s, the civil rights movement in the United States succeeded in pushing for major changes in the education system that emphasized inclusion and recognition of diversity (Banks & Banks, 1989). The multicultural challenge in the Society 5.0 era is more complex because students are now not only interacting with their local environment but also with the global community through digital media and other technology platforms. This approach requires an inclusive and dynamic curriculum (Ansyar, 2017).

Facing the era of Society 5.0, multicultural education in Raudhatul Athfal must be built on the basis of "atomic habits," as expressed by James Clear. Small habits that are consistent in the learning process will help children form habits that support an attitude of tolerance, curiosity, and appreciation for cultural diversity. Multicultural education is not something that can be achieved instantly, but it requires a continuous learning process, starting from small steps that can take root in their daily lives (Clear, 2018).

In this context, education at Raudhatul Athfal not only focuses on knowledge transfer but also on building character. Early childhood must be taught to be inclusive, empathetic, and capable of collaborating with others from different backgrounds. The curriculum implemented can create a generation that not only adapts to technology but also has a deep understanding of human values and cultural diversity. The integration of technology in the curriculum should be

directed towards efforts to strengthen social relations and respect cultural diversity. Technology should not be a means of reinforcing stereotypes or prejudices, but should be used to bridge the social and cultural gaps that exist between individuals from different parts of the world (Haryatmoko, 2020). Multicultural education in Raudhatul Athfal should serve as a platform to introduce children to the wider world, allowing them to understand and respect differences as part of the global reality (Deiniatur, 2016; Kusuma, 2013).

The importance of early childhood education to instill values such as mutual respect, tolerance, and cooperation from an early age. The curriculum designed with multicultural principles allows children to develop sensitivity to complex social and cultural issues (Branscombe et al., 2013). This is an important first step in preparing them to become global citizens who have a tolerant and empathetic attitude towards others. A curriculum that is responsive to society 5.0 not only aims to produce a generation that is technologically literate but also oriented towards the formation of strong multicultural characters (Banks, 2015). Education must be able to create a balance between technical ability and a deep understanding of social values that support harmony and peace in the midst of cultural diversity (Sasikirana, 2020).

In an effort to build multicultural awareness, the curriculum at Raudhatul Athfal must be equipped with methods that encourage children to think critically and reflectively about the role of technology in their lives. Early childhood needs to be invited to understand that technology is not the end goal but a tool to achieve better and more humane social interactions. In this connected world, early childhood education must take a pioneering role in instilling inclusive and tolerant global values. Children must be empowered to become agents of change capable of addressing the multicultural challenges of the future, using technology as a means to bring together different communities and cultures.

So, the curriculum innovation strategy at Raudhatul Athfal should be focused on developing a generation that is not only able to use technology but also has high social skills and a deep understanding of multiculturalism. With this integrated approach, early childhood is not only ready to face the Society 5.0 era but also able to create a more inclusive and harmonious social order in a global society that is constantly changing.

2. Technology and Multiculturalism for Early Childhood: As Capital in the World of Society 5.0

In the midst of an increasingly connected world, Society 5.0 faces us with great challenges in developing children's character from an early age, especially in the context of education at Raudhatul Athfal. The Indonesian nation is still facing a significant character crisis, which is reflected in the lack of mutual respect, tolerance, and respect for the rights of others in a pluralistic society (Iriany, 2014). In a world that is folded and globally connected, Indonesian human characters must be ready to deal with various characters from all corners of the world, transcending the boundaries of religion, ethnicity, race, and even cultural preferences.

Jean Baudrillard, in his concept of hyperreality, describes the world as a space in which reality becomes so overlapping with simulation that it is difficult to distinguish between what is real and what is illusory. (Baudrillard, 1994). In the context of early childhood education, hyperreality can be a challenge when children are exposed to technology that creates a picture of the world that is not always in line with reality. Digital technology can shape perceptions that distort social and cultural realities, so children must be taught to understand and navigate the world in critical and reflective methods (Kurniawan, 2019).

Character is an important foundation that must be built from an early age. Character not only includes an individual's disposition or traits but also refers to the belief system and habits that direct a person's actions in daily life. In Islam, character is called the term *akhlak* (moral), which emphasizes moral and ethical values as a guideline in acting (Anwar & Salim, 2019; Kurniawan, 2013). Education in Raudhatul Athfal must be able to integrate moral values with the ability to use technology wisely without being trapped in a superficial or manipulative reality (Kurniawan, 2024).

Character education in the Society 5.0 era is not only about teaching ethics in behavior but also about building multicultural awareness among students. The transformation of multicultural values needs to be developed in early childhood personality so that it becomes part of traits and behaviors. This means that children must be able to live a social life with an attitude full of

tolerance, respect for differences, and awareness of the importance of maintaining harmony in a globally diverse society (H. Tilaar, 2010; H. A. R. Tilaar, 2004).

In the framework of multiculturalism developed by Will Kymlicka, inclusive citizenship towards diversity must be a fundamental principle in early childhood education (Kymlicka, 2003). This is important to ensure that children are not only good citizens within their local scope but also as part of a global society that values human rights and cultural plurality (Banks, 2001; Banks & Banks, 1989). Benedict Anderson, in his concept of "imagined communities", highlights the importance of creating a shared identity in the midst of a diverse society (Anderson, 2016). In the context of multicultural education in Raudhatul Athfal, this concept is relevant to foster a sense of togetherness among children from different cultural backgrounds. Education must be able to invite them to see themselves as part of a global community, where each individual has an important role in maintaining diversity and social harmony (Deiniatur, 2016; Mahfudz, 2016).

Jean Baudrillard asserts that our world increasingly resembles an infinite simulation, where reality is often covered by layers of images and information generated by technology (Baudrillard, 1994). Early childhood education should be a pioneer that helps children to see behind the illusion and understand the basic values that bind us as human beings. They need to be taught not to get caught up in digital images that are often dazzling but empty of their true meaning (Piliang, 2011). Multicultural awareness must be at the core of early childhood education, given how important the ability to live in harmony is in an increasingly pluralistic society. The basic principles that must be upheld by students include appreciation for cultural plurality, recognition of human rights, development of responsibility as a global citizen, and commitment to the preservation of planet Earth. These principles will form the basis for children to understand and respect differences while building a more inclusive and sustainable future (H. Tilaar, 2010; H. A. R. Tilaar, 2004).

Education at Raudhatul Athfal that builds global-multicultural awareness is not only relevant for the future of the Indonesian nation but also crucial in providing capital to face a world full of differences and potential conflicts. A commitment to plurality and social harmony must be instilled from an early age so that children grow up to be individuals who are not only tolerant but also proactive in maintaining cultural diversity in the world. In a connected global context, adapting to cultural and technological differences is not an option but an urgent need. Jean Baudrillard described the era of hyperreality as a time in which imagery and reality overlapped, creating a more complex and often deceptive world (Baudrillard, 1994). Therefore, multicultural education must be able to provide guidance to early childhood to navigate this world full of illusions while still holding fast to human values. Multicultural education at Raudhatul Athfal is a long-term investment to form a generation capable of coexisting harmoniously with various ethnic, religious, and cultural groups around the world, making this folded world an inclusive and peaceful space.

3. Development of the Raudhatul Athfal Curriculum in the Society 5.0 Era

The development of the curriculum at Raudhatul Athfal in the era of Society 5.0 must be understood as an effort to respond to the needs of technology and human diversity in an increasingly connected world. The curriculum in this context is not just a collection of subject matter but an integrated planning system designed to equip early childhood with relevant skills (Ansyar, 2017). Hilda Taba's view of the curriculum as "a plan for learning" is very relevant to emphasize the importance of the curriculum as a strategically designed tool to meet the needs of students in the face of rapid changes in the times (Taba, 1962).

There are several important elements in curriculum development in the Society 5.0 era that must be considered. *First*, the characteristics of the curriculum must have a clear scope, including teaching materials, goals, benefits, and flexibility to adapt to technological developments. *Second*, the curriculum implementation strategy must involve professional discussion activities, conferences, workshops, and the provision of materials that enrich educators' understanding so that the curriculum can be implemented more evenly and comprehensively in various early childhood education institutions. *Third*, the use of the curriculum must pay attention to skills such as values, teacher attitudes, and understanding that are relevant to the increasingly dynamic learning context (Sari et al., 2023).

James Clear, in the concept of "atomic habits," suggests that effective change starts with small, consistent habits. This approach is particularly relevant in the development of the Raudhatul Athfal curriculum, where principles such as "Make it obvious, make it attractive, make it easy, and make it satisfying" can be applied in designing learning activities that are easy to understand and engaging for children (Clear, 2018). Through these principles, the curriculum designed becomes more practical and on target, making it easier for early childhood children to actively participate in the learning process.

Curriculum development must also be based on the guidelines that have been set by the government, as stated in the Guidelines for the Development of the Implementation of the Independent Curriculum in Raudlatul Athfal (Guidelines for the Development of the Implementation of the Merdeka Curriculum in Raudlatul Athfal/*Panduan Pengembangan Implementasi Kurikulum Merdeka Di Raudlatul Athfal*, 2022). This ensures that even though the curriculum is adaptive and flexible, there are still standards that are used as a reference to maintain a consistent quality of education across early childhood education institutions. This standard is important so that the curriculum is not only relevant locally but also able to compete at the national and even international levels (Brown et al., 2019, 2020).

In addition, another factor in the successful implementation of the curriculum at Raudhatul Athfal is the active involvement of various stakeholders, including educators and school principals, as well as support from the community and parents (Brown et al., 2019; Lau & Ng, 2019). Educators have a key role as the main implementer who determines how effectively the curriculum is implemented in the classroom. The commitment and professional ability of educators greatly determine the success of implementing a curriculum that is responsive to technological changes and social diversity (Sari et al., 2023).

Successful curriculum implementation is also influenced by the principle of fairness in providing equal learning opportunities for all students, regardless of economic, social, or cultural background. All children should be given equal opportunities to develop their skills and insights, taking into account the pace of learning and the unique needs of each individual. This is important to create an inclusive learning environment and support the optimal development of early childhood (Kusuma, 2013; Mahfudz, 2016; H. A. R. Tilaar, 2004).

The main focus of the curriculum at Raudhatul Athfal should be child-centered, encouraging them to learn independently and develop critical and collaborative thinking skills (Greaves & Bahous, 2021). The principle of continuous learning must be applied by paying attention to the stage of child development so that the teaching and learning process becomes more dynamic, creative, and effective. With this approach, children will more easily absorb the material taught and feel more involved in the learning process (Sari et al., 2023).

The importance of emphasizing partnerships in curriculum development, where teachers work closely with parents, communities, and industry to create relevant and rewarding learning experiences. This collaborative approach ensures that the curriculum is not only in accordance with the needs of early childhood education but also in line with the development of society and industry in the era of Society 5.0. Thus, children are taught to be adaptive individuals and ready to face real-world challenges. Integration in policies and diversity in implementation must also be considered in the development of the Raudhatul Athfal curriculum. The competency standards set must be able to be adjusted to the potential and local conditions of each region so that the curriculum remains relevant and competitive. This approach allows for flexibility in implementation without sacrificing the quality or consistency of educational standards (H. Tilaar & Nugroho, 2012).

The entire curriculum development process also requires continuous evaluation to ensure that the learning objectives are achieved and that the curriculum implemented is truly effective in meeting the needs of the Society 5.0 era. This evaluation also serves to identify areas that need to be improved or adjusted so that the curriculum remains relevant and responsive to changes that occur in the social and technological environment. The development of the curriculum at Raudhatul Athfal must always pay attention to the development and changes in the global context, especially in terms of the use of technology that has a direct impact on the way children learn and interact with the world around them. Technology is not only considered a means but also a medium that enables broader and deeper multicultural learning. The curriculum development strategy at Raudhatul Athfal must focus on improving the 6C skills (communication,

collaboration, critical thinking, creativity, citizenship, and character) (Wihlenda, 2024; Zainil et al., 2024). With this approach, children will be equipped with skills that will not only support them in using technology but also prepare them to become active and responsible citizens of the world (Purnamasari et al., 2020);.

4. Opportunities and Challenges of Raudhatul Athfal Curriculum in the Era of Society 5.0

The Society 5.0 era brings great opportunities for curriculum development in Raudhatul Athfal, especially in creating a more adaptive and dynamic educational structure. It is important for schools to build character that is in line with the needs of the times through the creation of a positive learning environment and supporting aspects of early childhood development. The educational environment must consistently strengthen character values that are in accordance with the demands of the increasingly complex digital era. Education must be able to prepare children not only to adapt to technology but also to the social diversity that exists in the global community (H. A. R. Tilaar, 2004).

One of the main opportunities in developing the Raudhatul Athfal curriculum in the Society 5.0 era is the integration of technology as part of the teaching-learning process. Technology can play a key role as a facilitator in introducing children to the concepts of globalization and cultural diversity, as well as teaching them to live in harmony in connected world. Therefore, the curriculum must be responsive to technological advances and be able to use digital devices to strengthen children's social interaction and critical thinking skills (M. Prensky, 2001; M. R. Prensky, 2012).

The challenge is in terms of applying James Clear's "Atomic Habits" principle, which emphasizes change through small, consistent steps. The Raudhatul Athfal curriculum should be designed with a focus on simple but effective habits, such as "make it obvious, make it attractive, make it easy, and make it satisfying," so that early childhood can internalize multicultural values. In the learning process, it must be designed to make it easier for early childhood to understand complex concepts based on the stages of early childhood development (Clear, 2018).

The challenges of teachers at Raudhatul Athfal in facing challenges in the Society 5.0 era are related to digital and creative skills. Teachers must be able to use technology imaginatively and creatively to create dynamic learning experiences for early childhood. However, it is not uncommon for teachers to have difficulty adapting to technological changes, which often leaves teachers trapped in old habits that are less relevant to the demands of the digital era (Sheninger, 2019). It is important for teachers to constantly update their skills to remain relevant and able to provide inspiring teaching (Ratnanenci & Hudaidah, 2020).

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Digital literacy skills are also a big challenge in the Society 5.0 era, where children must be able to analyze, read, and utilize digital information. This literacy is not only limited to technical abilities but also includes aspects such as data analysis, programming, and critical thinking skills (Fatimah, 2020). The curriculum at Raudhatul Athfal should be designed to introduce children to various digital concepts in an engaging and fun way so that they can utilize technology for learning and self-development purposes. This must be relevant to their tastes and ways of learning as digital natives (M. Prensky, 2001).

The importance of developing the 6Cs (communication, collaboration, critical thinking, citizenship, creativity, and character) in the Raudhatul Athfal curriculum (Purnamasari et al., 2020). This skill is the foundation for children to succeed in the Society 5.0 era, where the ability to communicate effectively, work in a team, think critically, and appreciate civic values is very important. Teachers must be able to direct and inspire children so that they are not only passive users of technology but also active creators of innovation and contribute to the global community (M. Prensky, 2001).

In addition, the challenge in developing the Raudhatul Athfal curriculum in the Society 5.0 era is to ensure that all components of education, from the curriculum to the teaching methods, are able to adapt quickly to the changes that occur. This adaptation process cannot be instantaneous; it requires commitment and cooperation from all relevant parties, including educators, school principals, parents, and the community. Integration in education policy and implementation is essential to achieve high standards in early childhood education. The development of a curriculum that is responsive to the Society 5.0 era also requires consistency in the educational standards applied. Competency standards must be adjusted to local needs but still have quality that is able to compete at the national and international levels. This ensures that the curriculum implemented is relevant to the conditions of each region but still keeps up with global developments in terms of technology and multiculturalism (Sari et al., 2023).

In an era that is increasingly connected, it is important to make education at Raudhatul Athfal a platform to instill inclusive global values. This not only aims to prepare children for the changing times but also to create a generation that is able to think critically, has a high sense of empathy, and is ready to contribute positively to society. Collaboration between educational institutions, parents, and the community will be the main foundation in achieving the goal of multicultural education in the Society 5.0 era. Thus, the Raudhatul Athfal curriculum that is responsive to the Society 5.0 era must be able to take advantage of the opportunities that exist and proactively face the challenges that arise. A flexible and adaptive approach, based on multicultural values and digital technology, will help shape a young generation that is not only ready to face the challenges of the future but also able to create innovative solutions for a changing and evolving world.

Conclusion

This article analyzes the importance of developing a Raudhatul Athfal curriculum that is responsive to the challenges and opportunities presented by the Society 5.0 era. In the midst of rapid technological developments and increasing global connectivity, early childhood education needs to be focused on building inclusive, tolerant, and adaptive characters. The multicultural curriculum is an essential approach to supporting children to appreciate cultural diversity and utilize technology as a tool to enrich their learning experience. With the wise integration of technology in the educational process, children are expected not only to become intelligent users of technology but also to be able to think critically and understand the complex social dynamics in a connected world.

The development of a curriculum that is in accordance with the Society 5.0 era requires a holistic approach that not only focuses on technological aspects but also on human values and multiculturalism. Approaches such as "Atomic Habits" that emphasize consistent small habits are very relevant in the early childhood learning process. This suggests that an effective curriculum should be designed to make learning engaging, easy to understand, and enjoyable so that children can internalize multicultural values and technology more naturally and effectively. Strengthening collaboration between educational institutions, educators, parents, and the community is the key to creating a learning environment that supports the development of children's character and social skills.

A philosophical reflection from Jean Baudrillard's perspective on hyperreality reminds us that technology and the resulting images must not replace the essence of human values and deep social interactions. The curriculum designed must be able to direct early childhood not to get caught up in digital illusions but to utilize technology to build authentic and respectful relationships in a diverse world. Multicultural education at Raudhatul Athfal is not only about adapting to technology but also about forming a generation that has a global awareness and a strong commitment to diversity and inclusivity. Thus, Raudhatul Athfal innovative curriculum in the Society 5.0 era not only prepares children for a challenging future but also makes them agents of change who are able to create a more harmonious and just world.

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