

# "KNOW THE WORLD" CLASS: LEARNING THE WORLD THROUGH STORIES AND CULTURE

PRINCIPLES 7:  
A COMMITMENT TO PROMOTING  
INTERCULTURAL DIALOGUE AND  
UNDERSTANDING,  
AND THE "UNLEARNING" OF  
INTOLERANCE, THROUGH EDUCATION.

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## BACKGROUND OF THE ACTIVITY

The rapid development of digital technology has created a visually oriented generation (Gen Alpha) that learns more effectively through interactive and visual methods rather than traditional text-based approaches. However, limited access to such learning models in community learning centers such as TBM Bintang Raharja has resulted in gaps in children's exposure to global knowledge and cultural diversity. Many children grow up with limited awareness of other nations, cultures, and global citizenship values.



The "Know the World" Class was designed to address this challenge by using storytelling and cultural visualization as tools to build early intercultural awareness. The program also aimed to counter intolerance from an early age by fostering appreciation for diversity, mutual respect, and open-mindedness. This background aligns directly with the UNAI principle of promoting intercultural dialogue and unlearning intolerance through education.



## BACKGROUND OF THE ACTIVITY

### a. Planning and Preparation Stage

- Needs assessment and coordination with TBM Bintang Raharja
- Development of culturally inclusive learning materials
- Preparation of visual slides via Canva
- Design of matching-card games and storytelling scripts
- Division of tasks among facilitators and student volunteers

### b. Implementation Stage

The one-day activity included:

- Introduction to global themes and selected countries
- Interactive visual presentation of flags, climate, landmarks, and traditions
- Focus Group Discussion (FGD) with small mentoring groups
- Matching card games linking countries with cultural elements
- Storytelling sessions to stimulate imagination and empathy
- Reflection and knowledge-sharing session among participants

The children actively engaged in discussions, games, and storytelling, demonstrating high enthusiasm and curiosity toward global cultures

### c. Evaluation and Reporting Stage

- Observation of students' active participation
- Informal assessment through matching games and sharing sessions
- Internal team reflection and reporting
- Documentation through photos and activity records

## OUTPUT OF THE ACTIVITY

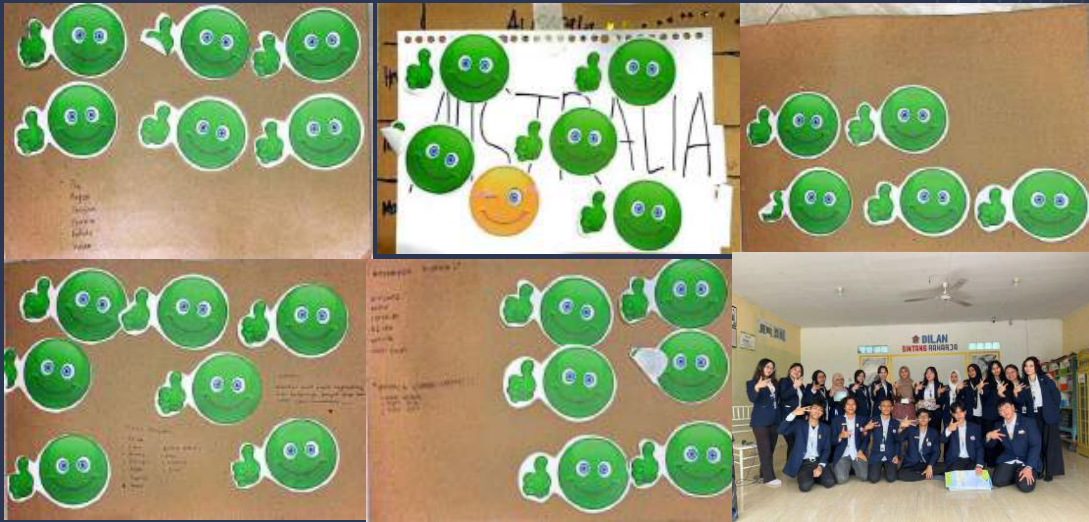
The tangible and intangible outputs of the program include:

- Increased global awareness and intercultural understanding among children
- Children successfully identified multiple countries and cultural elements
- Improved confidence in expressing opinions and sharing ideas
- Strengthened values of tolerance, respect, empathy, and diversity awareness
- Introduction of Global Citizenship Education (GCE) in a non-formal learning environment
- Strengthened collaboration between university students and community learning centers

These outputs demonstrate that the program effectively supported the unlearning of intolerance by replacing ignorance with cultural understanding and dialogue



## FUTURE ACTIVITIES



To ensure sustainability and broader impact, the following future actions are recommended:

- Expansion of the "Know the World" Class to other TBMs and elementary schools
- Development of multi-session intercultural learning modules
- Inclusion of local culture exchange sessions alongside global cultures
- Training community volunteers as intercultural education facilitators
- Integration with digital storytelling platforms for wider outreach

These future plans will strengthen the ecosystem of intercultural learning and tolerance education beyond a single activity.

