



The Langsa Allegorical Parade as a Learning Space: Representing Culture and Character Values to Foster Students' Multicultural Awareness

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ABSTRACT

This study aims to analyze the Langsa Allegorical Parade as a contextual learning space, focusing on cultural representation, the enactment of character values, and students' experiences in making sense of cultural diversity as part of multicultural awareness. The study employed a qualitative approach with a descriptive-interpretive design. Data were collected through observation, interviews, and documentation involving purposively selected informants. The data were analyzed interactively through data condensation, data display, and conclusion drawing and verification, while data trustworthiness was established through source and technique triangulation. The findings indicate that the Langsa Allegorical Parade provides an authentic learning experience through cultural representations manifested in traditional clothing, performing arts, music, ornaments, symbols, and various other cultural expressions, enabling students to recognize and understand cultural diversity through direct experience. The event also demonstrates the enactment of character values, including mutual cooperation, collaboration, responsibility, creativity, discipline, tolerance, and appreciation of diversity, throughout the preparation and implementation processes. Students' experiences reveal a progression from recognition and understanding to appreciation and reflection on cultural differences. These findings suggest that the Langsa Allegorical Parade has pedagogical potential as a contextual learning space that integrates local culture, character education, and multicultural experiences, without assuming that participation in the event automatically leads to the development of multicultural awareness.

Key words: *Langsa Allegorical Parade; contextual learning; local culture; character education; multicultural awareness*

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INTRODUCTION

Cultural, ethnic, linguistic, religious, traditional, and social identity diversity constitutes an inherent characteristic of Indonesian society (Herlambang & Dwiningrum, 2020; Mariyono, 2024). This diversity represents a social and cultural asset that shapes community identity while simultaneously creating a need to develop the capacity to respect and accept differences. In education, diversity should not be understood merely as a social fact but should be incorporated into learning experiences that enable students to recognize cultural identities, understand the perspectives of other groups, and develop the capacity to live together amid differences (Nawawi et al., 2025; Lee, 2024). Education therefore holds a strategic position in fostering students' multicultural awareness through learning processes that extend beyond knowledge acquisition to encompass the development of attitudes, values, and character in responding to diversity (Afifuddin et al., 2025; Habibah et al., 2025).

Multicultural awareness is associated with an individual's ability to recognize diversity, understand differences in perspectives, appreciate cultural identities, and develop social relationships grounded in respect and acceptance of other groups (Can, 2026; R. J. Kamal et al., 2025). In educational settings, developing such awareness requires learning experiences that enable students to engage with the social and cultural realities of their surroundings. Learning

experiences that bring students into direct contact with their social and cultural environment can provide opportunities to observe and reflect on diversity in a more contextualized manner. Within contextual learning, the social and cultural environment can serve as a learning resource that connects instructional content with students' real-life experiences (Firmando et al., 2024; Güth & Van Vorst, 2024). Culture encompasses not only artifacts, performing arts, traditions, and symbols transmitted across generations, but also knowledge, values, identities, and social practices that can be explored through direct experience. Using culture as a learning resource enables students to recognize that knowledge is not detached from community life but develops and acquires meaning within particular sociocultural contexts (Yatim et al., 2025).

One form of cultural practice that has the potential to serve as a contextual learning space is a cultural parade. A cultural parade constitutes a public space in which diverse identities, symbols, clothing, performing arts, traditions, and cultural narratives are presented to the wider community. Rather than being viewed solely as a ceremonial or entertainment activity, a parade can be utilized as a space for experiential learning beyond the classroom (Kartika et al., 2026; Sumaryanto et al., 2025). Through observation and participation in parades, students can directly encounter diverse forms of cultural expression and gain social experiences that cannot always be fully represented through instructional materials. Parades also provide opportunities for character education to be enacted through practice. These values are not merely present as normative concepts but can be observed through the actions and social relationships that unfold throughout the activity. For students, observing or participating in such activities can provide opportunities to recognize how character values are enacted in social practice (Kumari, 2024).

This context is particularly relevant to the social and cultural life of Langsa, which is characterized by diverse communities and cultural expressions. The Langsa Allegorical Parade presents an important phenomenon to examine because it brings various forms of cultural representation into a public space. These representations not only demonstrate the presence of local cultures but also reveal how cultural identities are selected, displayed, and communicated to the wider community. For students, the Langsa Allegorical Parade provides a learning environment in which they can engage directly and contextually with cultural expressions. In this regard, the Langsa Allegorical Parade can be understood as a learning space that connects local cultural experiences with the processes of knowledge formation, character development, and awareness of diversity.

Nevertheless, the presence of cultural diversity in a parade does not automatically constitute a meaningful learning experience. Cultural representation needs to be examined in terms of how culture is presented, what values accompany such representations, how students observe and interpret these experiences, and how these experiences relate to their understanding of cultural differences (Deroo et al., 2025; Yonata et al., 2024). Similarly, character values manifested throughout the parade should be understood not merely as attributes of the event but as social practices that can provide educational experiences for students. This issue indicates that utilizing the Langsa Allegorical Parade as a learning space requires an understanding of the relationship among cultural representation, students' experiences, character values, and multicultural awareness.

Several studies on culture-based learning and cultural activities have demonstrated that sociocultural environments can serve as sources of learning experiences (Kartika et al., 2026; Cahyono et al., 2026), while research on multicultural education has largely positioned learning as a space for developing students' tolerance, appreciation of differences, and social character (Arfaton et al., 2025; Djumat et al., 2026); Kennedy & Aman, 2024). Research on cultural festivals and parades has also primarily focused on cultural preservation, regional identity, tourism, community participation, and the strengthening of social cohesion. However, there remains a research gap concerning how a cultural parade in a public space can be positioned pedagogically as a contextual learning space for students, particularly when it incorporates representations of local culture and the enactment of character values that can be interpreted in relation to the development of multicultural awareness.

This research gap highlights the importance of shifting the perception of the Langsa Allegorical Parade from merely a cultural activity to a contextual learning space. From this perspective, students are positioned not simply as spectators but as active learners who observe, experience, interpret, and reflect on the cultural representations and values embedded in the parade. The parade thus becomes a learning space that brings local cultural realities into dialogue with students' experiences, enabling diversity to be understood not merely as a concept but as something encountered through actual social practices (Kusmayadi et al., 2025; Binbin et al., 2024). This perspective also provides an opportunity to examine how local cultural experiences may contribute to the development of students' character values and multicultural awareness.

Accordingly, this study aims to examine the Langsa Allegorical Parade as a contextual learning space, focusing on the representation of local culture, character values, and students' experiences in making sense of cultural diversity. The study is expected to contribute to scholarship in education and multicultural education by highlighting the potential of local cultural practices as sources of learning experiences beyond the classroom and as part of students' pedagogical experiences in recognizing cultural identities, developing character values, and fostering multicultural awareness.

METHOD

This study employed a qualitative approach with a descriptive-interpretive design. This approach was adopted to develop an in-depth understanding of the Langsa Allegorical Parade as a contextual learning space, particularly in terms of its representation of local culture, enactment of character values, and provision of learning experiences through which students engage with cultural diversity. The study sought to explore students' experiences and interactions with the cultural phenomena they encountered during the parade. Participants were selected purposively based on their direct involvement in the Langsa Allegorical Parade. The primary informants were students who participated in or observed the parade, while accompanying teachers and other individuals involved in the event served as supporting informants.

Informants were selected based on their direct experience and possession of information relevant to the focus of the study. Data were collected through observation, interviews, and documentation (Sahrir et al., 2024). Observations were conducted to identify forms of local cultural representation, participants' activities, social interactions, students' involvement, and the enactment of character values throughout the event. In-depth interviews were conducted to explore students' experiences and interpretations of the cultural representations presented, the values they observed, and their understanding of cultural diversity after participating in or observing the event. Documentation, including photographs, videos, event publications, and other supporting documents, was used to corroborate and enrich the findings from the observations and interviews.

The observation and interview protocols were developed around three main areas of focus: (1) the representation of local culture in the Langsa Allegorical Parade; (2) character values manifested throughout the preparation and implementation of the event; and (3) students' experiences and interpretations of cultural diversity as part of their multicultural awareness. Data were analyzed interactively through data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Data obtained from observations, interviews, and documentation were first transcribed, selected, and coded according to the research foci. The data were then organized into themes related to local cultural representation, character values, contextual learning experiences, and students' multicultural awareness. Subsequently, relationships among the themes were analyzed to develop an understanding of how students' experiences during the Langsa Allegorical Parade relate to the processes of recognizing, understanding, and making sense of cultural diversity.

Data trustworthiness was established through source and methodological triangulation. Source triangulation was conducted by comparing information obtained from different informants, while methodological triangulation involved comparing evidence from

observations, interviews, and documentation. These procedures were undertaken to ensure the consistency of the information and enhance the credibility of the research findings. The final interpretation was developed by considering the relationships among the empirical data, the sociocultural context of the Langsa Allegorical Parade, and the concepts of contextual learning, character education, and multicultural awareness.

RESULT AND DISCUSSION

3.1 The Langsa Allegorical Parade as Cultural Representation in Students' Learning Experiences

The Langsa Allegorical Parade is a recurring cultural event held in celebration of the Independence Day of the Republic of Indonesia. The event involves students from various levels of education, ranging from early childhood education and kindergarten to elementary, junior secondary, and senior secondary schools and their equivalents. During the event, the Langsa Allegorical Parade features diverse forms of cultural representation through traditional clothing, performing arts, music, ornaments, cultural symbols, and various forms of participants' creativity. The presence of these diverse elements makes the parade more than a public celebration; it also creates a space in which students can directly encounter and engage with cultural expressions that are embedded in the local community (Sendra, 2025; Kartika et al., 2026).



Figure 1. Parade Participants Wearing Traditional Attire from Different Cultural Regions

During the 81st anniversary commemoration of the Independence of the Republic of Indonesia in Langsa, the Langsa Allegorical Parade was held on August 19, 2026, and involved 10,003 participants. The event was held in conjunction with the Decorated Bicycle and Decorated Pedicab Parade. According to Circular Letter No. 421/1904/2026 issued by the Langsa City Government through the Department of Education and Culture concerning the Allegorical Parade, Decorated Bicycle Parade, and Decorated Pedicab Parade, the Allegorical Parade was scheduled from 7:00 a.m. to 1:00 p.m. Western Indonesia Time (WIB), followed by the Decorated Pedicab and Bicycle Parade from 2:00 p.m. until completion. The large number of participants indicates that the event served as a significant space for public participation, bringing together students, educational institutions, the local government, and the wider community in a shared collective experience.



Figure 2. Route of the 2026 Langsa Allegorical Parade

The event, which was centered at the Langsa Mayor's official residence and formally inaugurated by the Mayor of Langsa together with local government leaders and members of the Regional Leadership Coordination Forum (Forum Koordinasi Pimpinan Daerah, Forkopimda), further underscores the position of the Langsa Allegorical Parade as part of the city's cultural agenda and public celebrations. For students, participation in the event provided an opportunity to engage directly with their social and cultural environment. From a history education perspective, such experiences are important because they enable students to connect knowledge acquired at school with the cultural realities they encounter in everyday life.

Based on the observations, cultural representation in the Langsa Allegorical Parade was evident in the use of traditional attire, ornaments, performing arts, music, and various cultural symbols displayed by the participants. This diversity provided students with visual and social experiences that differed from the presentation of culture through textbooks or conventional instructional media (Souropetsis & Kyza, 2025 ; Martuty et al., 2025). Students were able to directly observe cultural forms, the people who wore or performed them, and the social contexts in which these cultural expressions were presented in a public space. This experience was also reflected in students' responses as they observed the various cultural forms displayed throughout the parade. One student (Initial: C) explained:

"I was able to see traditional clothing from different regions of Indonesia firsthand. Before this, I had only seen them in photographs, on social media, or in videos, but now I could see them in person. Some of the traditional clothing was even worn by my friends in the parade, so I could see its form and details more clearly."

The statement indicates that the Langsa Allegorical Parade provided students with a direct and concrete cultural experience. Knowledge of traditional clothing that students had previously encountered through photographs, social media, or videos acquired new meaning when they encountered cultural objects firsthand as worn by their peers. In this context, culture was no longer presented merely as an image or source of information but as a social practice that could be observed within the students' own living environment (Jariyah et al., 2025; Smit & Plets, 2025). The findings suggest that students' learning experiences involved processes of observing, recognizing, comparing, and making sense of the various cultural representations presented in the parade. Students not only identified forms of traditional clothing and cultural attributes but also had opportunities to observe how cultural identities were displayed and received in a public space. Thus, the presence of cultural representations in the Langsa Allegorical Parade enabled students to develop an understanding that cultural diversity is a tangible part of community life rather than merely abstract content learned in the classroom.

This experience also reflects the characteristics of contextual learning, as students' knowledge is developed through connections between learning content and their real-life environment (Siregar et al., 2024 ; Nachtigall & Wirth, 2024). The Langsa Allegorical Parade provides authentic objects and situations that enable students to connect their knowledge of

cultural diversity with cultural practices they directly observe. Accordingly, the Langsa Allegorical Parade can be understood as an experiential learning space that presents culture in concrete and contextual forms. Representations of traditional clothing, performing arts, ornaments, and cultural symbols not only enrich students' knowledge of cultural diversity but also provide firsthand experiences of how cultural expressions are manifested in community life. These findings provide a basis for examining the next dimension, namely how students' involvement in the Langsa Allegorical Parade relates to the enactment of character values through collective activities.

3.2 The Enactment of Character Values in the Langsa Allegorical Parade

The Langsa Allegorical Parade not only provides a space for the display of cultural diversity but also facilitates the enactment of various character values through the processes of preparation, participation, and interaction throughout the event. Character values are not manifested solely through the messages or symbols displayed but are enacted through the concrete actions of participants as they prepare for and carry out the event. These practices demonstrate that cultural activities in public spaces can provide social experiences through which students encounter character values in real-life contexts (Pratomo et al., 2025; Fronda, 2025).

Table 1. Enactment of Character Values in the Langsa Allegorical Parade

Character Value	Forms of Enactment in the Langsa Allegorical Parade	Observation Indicators/Findings	Implications for Students' Learning Experiences
Mutual cooperation	Jointly preparing costumes, ornaments, attributes, and other equipment	Participants assisted one another and shared tasks during the preparation and implementation of the event	Students observed that cultural activities require individual contributions and interdependence among participants
Collaboration	Coordinating among group members during preparation and performances	Participants divided roles, communicated, and coordinated their actions to achieve a cohesive performance	Students understood the importance of working together to achieve collective goals
Responsibility	Fulfilling assigned tasks and roles	Participants prepared equipment, took care of their attributes, and carried out their respective roles	Students understood the relationship between individual responsibility and the success of collective activities
Creativity	Developing costumes, ornaments, attributes, choreography, and forms of presentation	Variations were observed in visual forms and ways of presenting cultural expressions	Students understood that culture can be represented and developed through creativity
Discipline	Following the schedule, route, position, sequence, and regulations of the parade	Participants followed the rules and sequence of activities in an orderly manner	Students observed that individual discipline is necessary to maintain the smooth functioning of

			collective activities
Tolerance	Interacting with participants representing different cultural backgrounds and expressions	Various cultural expressions were presented and displayed alongside one another	Students experienced how cultural differences can be accepted within a shared social space
Appreciation of diversity	Observing and providing space for diverse cultural expressions	Participants and students encountered a range of traditional clothing, performing arts, symbols, and cultural attributes	Students developed an understanding that diversity is an integral part of social life

The enactment of mutual cooperation and collaboration was evident from the preparation stage through the implementation of the parade. Preparing costumes, ornaments, attributes, and performances involved task distribution and coordination among participants. These activities indicate that the success of a performance depends not solely on individual abilities but also on the contributions of group members. At the same time, responsibility was reflected in the completion of assigned tasks according to participants' respective roles, including preparing and maintaining equipment and following the sequence of activities. Together, these practices illustrate the relationship between individual contributions and the achievement of collective goals.

Creativity was evident in the variation of costumes, ornaments, attributes, choreography, and forms of cultural presentation. Cultural representations were not presented in a uniform manner but were developed through diverse visual choices and forms of expression. These findings indicate that participation in cultural activities provides students with opportunities to view culture as something that can be creatively represented while remaining connected to the identities being presented (Astuti et al., 2025). Discipline was reflected in participants' adherence to the schedule, route, assigned positions, sequence, and regulations governing the parade. Such orderliness was an important element in ensuring the smooth implementation of an event involving a large number of participants. Meanwhile, tolerance was evident in the presence of diverse cultural expressions displayed alongside one another within a shared public space. Students encountered various cultural forms and had opportunities to observe these differences in an authentic social context.

These findings indicate that character values in the Langsa Allegorical Parade are manifested as observable social practices rather than merely as normative concepts. Students had opportunities to observe how collaboration, responsibility, creativity, discipline, and tolerance were enacted through concrete actions (Hidayah et al., 2026). Thus, character learning experiences emerged through students' participation in and observation of social practices within an authentic cultural environment. Within contextual learning, the Langsa Allegorical Parade provides a learning environment that enables students to connect character values with real-life situations. This process extends character learning beyond the recognition of concepts to the observation of how such values are enacted in social activities. The findings also indicate that character practices do not occur in isolation but unfold alongside interactions among participants and encounters with diverse cultural expressions (Endang et al., 2026). This dimension provides a basis for examining how experiences in the Langsa Allegorical Parade relate to the development of students' multicultural awareness.

3.3 The Langsa Allegorical Parade as a Learning Space for Developing Students' Multicultural Awareness

The Langsa Allegorical Parade provides a contextual learning space that enables students to engage directly with cultural diversity within their social environment. The learning experience

unfolds through processes of observing, recognizing, comparing, and reflecting on the various forms of cultural expression presented in the parade. Thus, cultural diversity is not only learned as conceptual knowledge but also experienced by students within a real social context. The initial stage of this experience is reflected in students' recognition of cultural diversity. Students directly encountered a range of traditional clothing, performing arts, ornaments, symbols, and other forms of cultural expression displayed by the parade participants. This experience broadened the sources of students' knowledge, as cultural objects previously encountered through books, photographs, social media, or videos could be observed firsthand within their social context.



Figure 3. Parade Activities Featuring Traditional Attire and a Marching Band Performance

The diversity observed during the parade provided a learning experience that differed from learning based solely on visual representations. Students did not merely observe cultural forms but also witnessed how cultural expressions were worn, presented, and encountered alongside other cultural expressions in a public space. One student (Initials: FRK) stated:

"I came to understand that traditional clothing and forms of artistic expression vary across regions. After seeing them firsthand during the parade, I better understood that each region has its own distinctive cultural characteristics and identity. I felt proud that Indonesia has so many different cultures and that they can all be presented together in a single event."

This statement indicates that direct experience of the Langsa Allegorical Parade not only broadened students' knowledge of cultural differences but also fostered a sense of pride in Indonesia's cultural diversity. The student began to connect differences in clothing and artistic expressions with the cultural identities of individual regions. Thus, the process of recognizing diversity developed into an understanding and appreciation of Indonesia's cultural richness.



Figure 4. Students' Preparation for Participating in the Parade

The process of recognizing diversity developed into an understanding of differences as students began to connect the cultural forms they observed with the identities of the communities they represented. Differences in clothing, performing arts, symbols, and ways of presenting culture became objects of observation through which students could compare their

prior cultural experiences with those encountered during the parade. Students' involvement in the preparation process also indicates that multicultural experiences occur not only through observation but also through engagement within a social environment (Yatim et al., 2025). Preparing costumes, attributes, and performances brought students together with their peers in shared activities. This situation provided opportunities for students to experience differences while simultaneously developing interactions in pursuit of collective goals (Sari & Durrotunnisa, 2025). Students therefore did not merely recognize the existence of cultural differences but also had opportunities to observe how diverse cultural identities can coexist within a shared event.

This experience was further associated with appreciation of diversity and tolerance. The simultaneous presentation of diverse cultural expressions provided students with an experience of the coexistence of different identities within a public space. Students were able to observe cultures different from their own backgrounds and respond to their presence through interest, acceptance, and recognition. In this context, cultural differences did not function as social boundaries but rather as part of the experience of living together (Tsang et al., 2026). The next dimension involved reflection on and meaning-making from these cultural experiences. Learning experiences became more meaningful when students were able to connect what they observed during the parade with their prior knowledge and experiences. Reflection was evident in students' ability to describe the cultural expressions they had observed, identify new knowledge they had acquired, and articulate views on the importance of appreciating differences. The findings reveal a pattern of learning experiences that progresses from recognition and understanding to appreciation and reflection on cultural diversity. This pattern suggests that the Langsa Allegorical Parade provides a learning environment in which students can connect cultural experiences with the knowledge, social interactions, and values they encounter in everyday life.

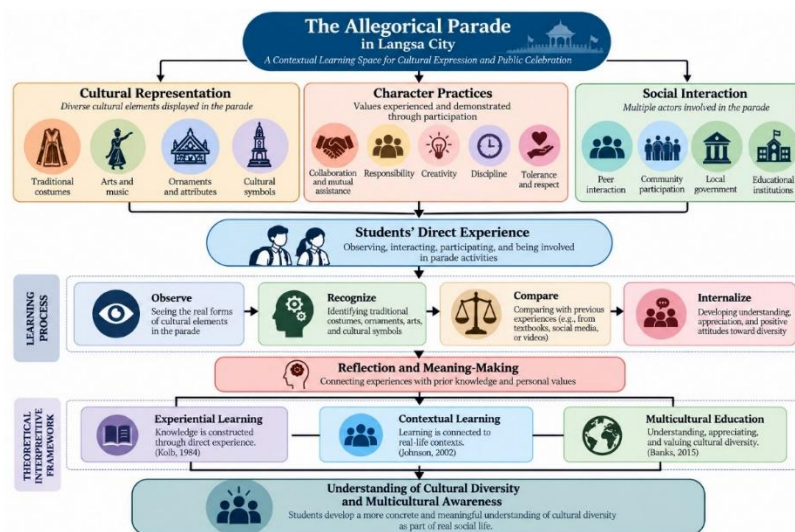


Figure 5. The Allegorical Parade as a Contextual Learning Space for Developing Students' Multicultural Awareness

Figure 5 illustrates the relationships among cultural representation, social interaction, students' direct experiences, processes of observation and recognition, and reflection on cultural experiences. Within the interpretive framework of this study, these experiences can be understood through the perspectives of experiential learning, contextual learning, and multicultural education. Together, these perspectives help explain how cultural experiences in public spaces can become sources of learning when students are provided with opportunities to experience, connect, and make sense of diversity.

Cultural representation provides students with opportunities to recognize diversity; practices of mutual cooperation, collaboration, responsibility, creativity, discipline, and tolerance demonstrate how social values are enacted through collective activities; while experiences of observation, interaction, and reflection provide opportunities for students to understand and appreciate cultural differences. These three dimensions constitute a learning experience that connects cultural knowledge, social action, and meaning-making in relation to diversity. Multicultural awareness is understood as a process reflected in students' ability to recognize diversity, understand differences, appreciate cultural expressions, and reflect on experiences of living together amid diversity. Therefore, the Langsa Allegorical Parade is not positioned as an activity that automatically produces multicultural awareness but as an experiential context that provides opportunities for such a process to develop. Its pedagogical value lies in students' encounters with cultural diversity in real-life situations and in their opportunities to connect these experiences with their knowledge and social lives.

Accordingly, the Langsa Allegorical Parade can be positioned as a contextual learning space that brings together cultural representation, the enactment of character values, and students' multicultural experiences. Learning does not end with the recognition of various cultural forms but develops through interaction, understanding, appreciation, and reflection on differences. These findings indicate that cultural spaces beyond the classroom can serve as relevant sources of learning experiences for history education, particularly in developing students' understanding of diversity as an integral part of community life.

DISCUSSION

The findings indicate that the Langsa Allegorical Parade serves a pedagogical function beyond its role as a cultural activity and public celebration. The parade provides a learning environment in which students encounter cultural representations, the enactment of character values, and social diversity through direct experience (M. Kamal et al., 2025). Traditional clothing, performing arts, music, ornaments, symbols, and various forms of creativity displayed during the event provide students with opportunities to observe culture within its social context rather than encountering it solely through texts, images, or digital media. Students' experiences of seeing traditional clothing firsthand, after previously encountering it only through photographs, social media, or videos, suggest that direct encounters with cultural objects in real-life settings can provide a more concrete and contextualized learning experience.

This suggests that local culture can function as a learning resource when students are given opportunities to observe, recognize, compare, and make sense of cultural expressions present in their surroundings (Agustina, 2025);(Marduaty et al., 2024). The parade does not merely provide information about diversity but presents culture as a social practice that can be directly observed. When students encounter different forms of clothing, performing arts, and cultural symbols within a shared public space, they gain opportunities to understand that each region has distinctive cultural characteristics and identities. The student's expression of pride in Indonesia's cultural diversity further suggests that the process of recognizing differences can develop into understanding and appreciation of diversity. Accordingly, cultural experiences within the Langsa Allegorical Parade reflect characteristics of contextual learning, as knowledge extends beyond the recognition of cultural objects to become connected with students' social experiences and everyday lives.

The pedagogical dimension of the Langsa Allegorical Parade is also evident in the enactment of character values throughout its preparation and implementation. Mutual cooperation, collaboration, responsibility, creativity, discipline, tolerance, and appreciation of diversity are manifested through task distribution, coordination, the preparation of costumes and attributes, the performance of assigned roles, adherence to regulations, and interactions among participants. These values therefore emerge as social practices rather than merely as normative concepts conveyed through formal instruction (Adnyana, 2025). Students can observe the relationship between individual contributions and the achievement of collective goals while also recognizing how order, responsibility, and collaboration are necessary for activities involving large numbers of participants.

These practices are directly connected to students' multicultural experiences. The parade brings diverse cultural expressions together within a shared social space, allowing differences in cultural identity to be observed in a context of collective participation (Supsiloi et al., 2024). Tolerance and appreciation of diversity are not merely understood as values that students are expected to know but are experienced through the presence of different cultures displayed alongside one another. Students' involvement in the preparation process further extends these experiences, as interactions with peers take place through shared activities that require communication, coordination, and the pursuit of collective goals. Thus, multicultural experiences are shaped not only through observing differences but also through experiencing coexistence within a socially diverse environment.

The findings reveal that students' experiences progressed from recognizing diversity to developing understanding, appreciation, and reflection. Students not only recognized differences in clothing and performing arts across regions but also began to connect these differences with cultural identities and to view diversity as an integral aspect of the richness of social life. This process suggests that cultural experiences become more meaningful when students are able to connect what they observe with their prior knowledge and experiences (Taufikin, 2024). Within this framework, the Langsa Allegorical Parade can be understood as a space that provides conditions for the development of multicultural learning experiences through direct encounters, social interaction, and reflection.

Conceptually, these findings reveal connections among experiential learning, contextual learning, and multicultural education. Cultural representation provides objects of knowledge, social practices provide opportunities for action and engagement, while observation and reflection create space for students to understand and appreciate differences. Together, these elements constitute a learning experience that connects cultural knowledge, character values, and social life. However, the Langsa Allegorical Parade cannot be positioned as an activity that automatically produces multicultural awareness. Its pedagogical value lies in the opportunities it provides for students to experience diversity directly and subsequently make sense of these experiences through observation, interaction, and reflection.

Accordingly, the Langsa Allegorical Parade can be positioned as a contextual learning space that integrates local culture, character education, and multicultural experiences within a shared social experience. Culture serves as a source of knowledge, participation in the event provides a space for the enactment of character values, and encounters with diverse cultural expressions create a context in which students can understand and appreciate differences. These findings underscore the pedagogical potential of cultural spaces beyond the classroom to enrich history education by enabling students to connect knowledge with the social realities they encounter firsthand.

CONCLUSION

The Langsa Allegorical Parade can be positioned as a contextual learning space that brings students into contact with cultural representations, the enactment of character values, and experiences of diversity within a real social context. Cultural representations through traditional clothing, performing arts, symbols, ornaments, and other forms of cultural expression provide direct experiences that help students recognize and understand the cultural diversity and identities present in their social environment. At the same time, the preparation and implementation of the parade reveal practices of mutual cooperation, collaboration, responsibility, creativity, discipline, tolerance, and appreciation of diversity, which students can observe through concrete actions and social interactions. These experiences reflect a learning process that progresses from recognizing diversity to developing understanding, appreciation, and reflection on cultural differences. Thus, the Langsa Allegorical Parade does not automatically produce multicultural awareness but provides an experiential context that enables students to engage with diversity, make sense of differences, and connect them with their social lives. These findings underscore that local culture serves not only a preservation function but also has pedagogical potential as a source of learning experiences that can enrich contextual learning, character education, and multicultural education.

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