

Implementation of Multicultural Education at SMP Labschool Jakarta

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Abstract

SMP Labschool Jakarta in the 2023-2024 school year has a total of 684 students from various races, ethnicities, cultures, and religions. Life at SMP Labschool Jakarta is colored by the diversity of students who come from various ethnic, cultural, and regional backgrounds such as Javanese, Sundanese, Betawi, and Batak. In addition, there are various religious backgrounds embraced by students, including Hinduism, Christianity, Catholicism, and the majority of Muslims. This diversity requires serious efforts for educators to maintain harmony in differences and show the spirit of *Bhinneka Tunggal Ika*. Multicultural education is essential to reduce conflicts arising from these differences and form a character that is open to differences. This study uses a qualitative descriptive method to explore the application of multicultural education in SMP Labschool Jakarta. Data was collected through in-depth interviews, observations, and document analysis. The results of the study show that SMP Labschool Jakarta shows its commitment to multicultural education by designing an inclusive curriculum that is oriented towards national values and justice. This approach is expected to create an inclusive environment and respect diversity, so that multicultural education becomes an integral part of the teaching and learning process in school life.

Keywords: Cultural diversity, Multicultural education, SMP.

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INTRODUCTION

Indonesia is a country that has a wide diversity, with different tribes, cultures, languages, and religions (Hadijaya et al., 2024). This diversity is an inseparable part of the Indonesian nation. The tribes in Indonesia are scattered on various islands, including Dayak, Tidung, Jawa, Betawi, Baduy, Minangkabau, Bugis, Toraja, Malay, Banten, Banjar, Balinese, Sasak, Makassar, Cirebon, Arab, Chinese, and others (Salim & Aprison, 2024). In terms of language, Indonesia has many regional languages such as Sunda, Jawa, Madura, Bali, Melayu, Sentani, and many more (Rasyid et al., 2024). With a population of around 270 million people, Indonesians adhere to various religions, including Islam, Hinduism, Buddhism, Confucianism, Catholicism, and Christianity (Irawati & winario, 2020). In the midst of this diversity, serious efforts are needed to ensure that Indonesia remains a country that *Bhinneka Tunggal Ika*, virtuous, dignified, and caring for and displaying this diversity as the wealth of the nation (Ruslan et al., 2024).

As social creatures, humans constantly interact with others throughout their lives. In the process of this social interaction, they often face various differences,

such as differences in tribes, customs, and religion. This is a certainty in the life of a diverse society (Hasanuddin, 2024). Often, these differences are the cause of social conflicts, which can trigger tensions and disputes among religious believers (Nurfauziah et al., 2024). Disputes between cultures and religions can be a source of conflict if there is no mutual understanding and respect for each other. To reduce these conflicts, multicultural education efforts are needed. The aim is to empower diverse and heterogeneous societies to understand and respect each other, and to form a character that is open to differences (Azzahra et al., 2023).

Today's media still shows the phenomenon of serious problems such as crime, violence, and deviant behavior increasingly becoming a concern in today's media (Desimilia & Suryana, 2023). News of murder, bullying, violence against children, adolescents, and women continues to pour in, reminding us of the enormous challenges faced by modern society. Not only that, environmental conditions also show deviant behavior carried out by various groups, including children, adolescents, even members of the police and council (Nashihin et al., 2024). Behaviors such as fighting resulting in death, drug addiction, and misuse of the internet for negative activities are increasingly troubling. There needs to be a prompt, serious and effective response to these horrific events. This shows the importance of stronger prevention, education, and law enforcement efforts in maintaining public security and order (Ruslan et al., 2024).

The implementation of multicultural education is a manifestation of the understanding that cultural diversity is a valuable asset in society. This philosophy affirms the importance of respecting, understanding, and appreciating differences between individuals and groups as a step towards achieving social justice and common well-being (Harun & Lasriani, 2024). Multicultural education reflects values such as justice, respect, equality, and respect for human rights, with the belief that an inclusive educational environment can shape more tolerant and open-minded citizens (Rasyid et al., 2024).

In the context of modern society, multicultural education plays an important role (Rouf Mustofa & Rodiah, 2024). Through the implementation of multicultural education, a culture that values diversity can be built, tolerance strengthened, discrimination reduced, and the overall quality of education improved (Harun & Lasriani, 2024). The application of multicultural education is also expected to enrich the learning experience by presenting various views and cultural contexts in the curriculum system (Azzahra et al., 2023). Thus, more meaningful and effective learning experiences can be created.

The school is second only to the family (Nizary & Hamami, 2020). The school is considered an educated, disciplined, and rule-abiding community (Halimatusadiyah, 2024). Schools have great potential to foster and develop attitudes of tolerance, equality and understanding that this diversity is a gift that must be maintained, cared for and managed properly among the community (Nur & Pangestika, 2022). The school also serves as a forum and alternative to carry out the objectives of the country listed in the fourth paragraph of the Preamble UUD 1945, that is to educate the life of the nation (Rama et al., 2023).

Law Number 20 of 2003 concerning the National Education System affirms that education is a conscious and planned effort to create a learning environment that supports students in actively developing their potential. Education aims to form individuals who have mental strength, self-control, character, intelligence, noble

character, competence, and a sense of responsibility towards society, nation, and state (Rama et al., 2023). In addition, education is also considered an essential learning process in human life, which aims to achieve noble goals. The learning process in education shapes individuals so that they have meaning and relevance in their lives (Desimilia & Suryana, 2023). In line with this, the concept of multicultural education leads to a comprehensive understanding of diversity, mutual respect for differences, and upholding human values, mutual assistance, and building a united, sovereign, just, and prosperous national civilization (Azzahra et al., 2023).

Based on the results of the document study in the curriculum design, SMP Labschool Jakarta shows a strong commitment to the implementation of multicultural education in the school environment. This is reflected in the missions set out in the draft curriculum. *First*, the curriculum affirms learner-centered education, paying attention to their needs thoroughly, including aspects of knowledge, attitudes, and mentality. *Second*, the curriculum of SMP Labschool Jakarta is designed to support the improvement of faith, piety, and noble morals, while maintaining tolerance and harmony between religious communities. *Third*, the curriculum aims to encourage the development of national insight and attitudes as well as national unity, which aims to strengthen the integrity of the nation in the territory of the Republic of Indonesia. *Fifth*, this curriculum was developed by taking into account the socio-cultural characteristics of the people of DKI Jakarta, so as to support cultural preservation. *Finally*, the curriculum of SMP Labschool Jakarta is also directed to create equitable education and support gender equality efforts.

Through the curriculum design implemented, SMP Labschool Jakarta shows its commitment in realizing inclusive, multicultural, and justice-oriented education. This is in line with the purpose of multicultural education itself, which is to ensure that all students can enjoy an equal and creative education regardless of race, gender, culture, language, religion, or social class (Salim & Aprison, 2024). Thus, multicultural education at SMP Labschool Jakarta is not only a slogan, but also manifested in practice through curriculum design that focuses on inclusion, respect for diversity, and affirmation of the values of justice and national unity.

Based on the study of documents in the curriculum design, researchers felt interested in exploring how the strategy and implementation of multicultural education in SMP Labschool Jakarta. Thus, this research is expected to be an additional reference for the application of multiculturalism understanding among students. In addition, researchers also hope that the findings of this study can make a valuable contribution in enriching discussions and understanding of multicultural education in schools.

Given the importance of multicultural education in the midst of the facts of life of diverse nations, both in terms of different races, ethnicities, religions, and cultures, researchers hope that the results of this study can be a positive contribution in efforts to build a harmonious nation, in line with the spirit *Bhinneka Tunggal Ika*. With a deep understanding of the values of multiculturalism, it is hoped that the student generation can become agents of change who are able to strengthen diversity as a positive force in advancing the nation.

RESEARCH METHOD

The research method used in this study is a qualitative method with a phenomenological type of research. Phenomenological studies are studies that describe the general meaning of a number of individuals to life experiences related to a phenomenon. This research was conducted directly observing the condition of facts that occurred in the field of SMP Labschool Jakarta as the object of research. Using data collection techniques used in this study include interviews, observation, and documentation.

The people interviewed in this study are the principal of the school as the main key, as well as three teachers, consisting of one Muslim, one Hindu, and one Christian. Interviews were also conducted with the Deputy Head of Academic Affairs to obtain broader information related to the curriculum related to multicultural-based learning.

Based on the type of research and data collection method used, the data analysis technique applied is qualitative analysis according to Miles and Huberman, which includes three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). To obtain valid and reliable data in qualitative research, researchers use triangulation techniques. This technique is done by comparing the results of interviews that have been conducted by researchers with data from observation and documentation.

RESULTS AND DISCUSSION

Multicultural Education Strategy at SMP Labschool Jakarta

Multicultural education offers an alternative by applying educational strategies and concepts that utilize diversity in society, especially among students, such as ethnic, cultural, linguistic, religious, social status, gender, ability, and racial diversity (Putri & Maunah, 2023). For example, research at SMP Labschool Jakarta has adopted the concept of multicultural education. One of the important factors in the application of understanding multicultural education at SMP Labschool Jakarta is the diversity possessed by students. The results showed that diversity among students of SMP Labschool Jakarta includes diverse religions, races, ethnicities, cultures, and regions. Therefore, SMP Labschool Jakarta needs to design a multicultural education concept that is in accordance with this diversity in the school system.

As a necessity for the diversity of students at SMP Labschool Jakarta, the school feels the need to design a special strategy so that the diversity of students in the school can be managed properly. This educational strategy not only aims to make it easier for students to understand the lessons, but also to increase their awareness so that they are always humanist, pluralist, and democratic in their behavior (Ruslandi, 2024).

As the results of the study show there are various strategies that have been planned. The *first* strategy implemented by SMP Labschool Jakarta is to design the school curriculum according to school needs. The curriculum is designed by taking into account the diversity of students, where the curriculum compiled contains the importance of tolerance, mutual respect for differences between religions, and encourages students to carry out religious teachings in accordance with the religious teachings of each student. Thus, through this strategy, SMP Labschool Jakarta seeks

to make the curriculum a tool to manage diversity in schools effectively and sustainably.

Curriculum development is a key factor in ensuring the success of the learning process (Ranto Mulia et al., 2023). The identification results at SMP Labschool Jakarta show that this school always strives to integrate the National Education Standard curriculum with global developments, characteristics, and existing potentials. As an independent private educational institution, SMP Labschool Jakarta is committed to providing the best educational services to the community. One form of school commitment in providing these services is to develop an educational unit-level curriculum that is oriented to the needs of students. In response to this need, SMP Labschool Jakarta in the 2023/2024 academic year has developed a curriculum called “Kurikulum Operasional Sekolah Penggerak”. Thus, the school strives to make the curriculum an effective tool in meeting the needs and potential of students, as well as keeping abreast of global developments in education.

The study of official documents in the curriculum design at SMP Labschool Jakarta confirms that curriculum development aims to align the development of science with the characteristics and potentials of students. The main goal is to create students who are able to develop their competencies and become individuals who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In line with the results of the study (Hasanuddin, 2024), An important strategy in the implementation of multicultural education in schools is curriculum adjustment. This includes aligning subject matter to reflect cultural diversity, history, and contributions from different groups of people. Thus, curriculum renewal becomes a necessity to achieve the goals of multicultural education in the school environment.

The curriculum at SMP Labschool Jakarta is prepared by considering the level of development and ability of students. This approach aims to improve the dignity of learners in the future holistically, allowing students' self-potential to develop optimally (Anas, 2019). In the preparation of the curriculum, aspects such as potential, level of development, interests, intellectual, emotional, social, spiritual, and kinesthetic intelligence of students are carefully considered by SMP Labschool Jakarta. Thus, the curriculum at SMP Labschool Jakarta not only focuses on academic aspects, but also on building the character and welfare of students as a whole.

The *second* strategy, in implementing multicultural education in schools, needs to implement education services that are fair and principled on equality and pay attention to all the needs of students in schools without differentiating their groups based on gender, ethnicity, race, culture, social strata, and religion (Ruslandi, 2024). This is in line with research findings at SMP Labschool Jakarta that reflect equality as a result of curriculum development. One concrete form of equality at SMP Labschool Jakarta is the provision of equal facilities to every student in accordance with their religious beliefs. Non-Islamic learners, such as Hindus, Catholics, and Christians, are provided with the same facilities as Islamic learners, including religious teachers appropriate to their religion and adequate places of worship according to their respective beliefs.

The principle of equality of educational services at SMP Labschool that has been described above is also in line with the provisions in the teacher and lecturer law, which expressly states that teachers must act objectively and not discriminate against gender, religion, ethnicity, race, certain physical conditions, family background, and socioeconomic status of students in the learning process. In addition, the law emphasizes that teachers must respect laws and regulations, laws, teacher codes of conduct, as well as religious and ethical values, and have the responsibility to maintain and foster the unity and unity of the nation (Aisyah Amini et al., 2024).

Equality in education services described above is a must for every school to be fair to the diversity of existing schools. As the results identified in research at SMP Labschool Jakarta have succeeded in serving all the needs of students regardless of ethnicity, religion, regionality and culture of students. Basically, the concept of multicultural education is a response to the development of school population diversity, preservation of regional culture, and heterogeneity of language and cultural backgrounds of students, in accordance with the demands of equal rights for each group (Rasyid et al., 2024). At the core of multicultural policy principles is to provide basic guidance for creating an environment that supports diversity and high levels of tolerance. Some of these principles include recognition of diversity in terms of culture, religion, ethnicity, and background, as well as appreciation of the contributions brought by each group. These principles emphasize the need to grant equal rights to all individuals regardless of their background, as well as ensure that they are treated fairly in all aspects of education, including opportunity, treatment, and access. Overall, these principles aim to create an environment that is fair and equal for all individuals (Hasanuddin, 2024).

The *third* strategy in implementing multicultural education at SMP Labschool Jakarta is integration through learning. In every subject taught at SMP Labschool Jakarta, the values of multicultural education have been integrated. The main principle of multicultural education is recognition and appreciation of differences (Itras et al., 2023). Multicultural education can be integrated in various fields, such as civic education, social sciences, religion, and cultural arts (Fakhri Maulana et al., 2024).

The results of research at SMP Labschool Jakarta show that the principle of learning is based on freedom of opinion, democracy, and responsibility. In learning, SMP Labschool Jakarta familiarizes the school's distinctive character values known as "*Active Listening Ten Labschool Character*". This concept includes mutual respect, respect for the person who is speaking, listen carefully, and do not interrupt other people's speech. This practice is applied in every learning process, supporting an environment that is inclusive and respects diversity.

In addition to habituation in learning, based on the results of this research identification, every subject teacher at SMP Labschool Jakarta is required to act as an educator who is not discriminatory and does not lean towards certain ethnicities, religions, races, or ethnicities. Teachers at SMP Labschool Jakarta are required to implement character-oriented learning. This is in line with the objectives of SMP Labschool Jakarta which include providing educational programs that develop students' curiosity and creativity; develop responsible and engaged learners; fostering tolerance, respect, and acceptance of others; and build the resilience and self-esteem of each learner. With this approach, SMP Labschool Jakarta ensures

that multicultural education is applied holistically and comprehensively, covering aspects of inclusive learning, character, and social interaction.

The *fourth* strategy in implementing multicultural education at SMP Labschool Jakarta is to promote the values of diversity through various activities, such as Cultural Missions. The Cultural Mission is an annual agenda that takes students abroad, such as Thailand, Korea, and Singapore, to recognize and appreciate the diversity of the world's cultures. This not only broadens students' views on diversity, but also strengthens their love for Indonesian culture at the international level, as well as strengthening multicultural education on a global scale. In line with the study (Salim & Aprison, 2024) Multicultural education aims to help students gain a deep understanding of cultural differences, without arbitrarily judging these values. To achieve this goal, children can experience learning that involves multiple opportunities to practice in different aspects of culture and interact with diverse people, experiences, and situations. This suggests that multicultural education seeks to provide students with hands-on experience to understand and appreciate cultural diversity holistically, without subjectively valuing.

Furthermore, at SMP Labschool Jakarta, the "Teman Asuh" activity is one example of the real implementation of multicultural education that prioritizes the spirit of mutual cooperation and concern for others. The program, initiated by the student council, involves collecting donations from school residents every Friday to be distributed to friends in need, as previously outlined. Through this activity, it is hoped that harmony between students will be created and the growth and development of caring attitudes between others. The implementation of multicultural education through the "Foster Friends" program reflects the essence of multiculturalism itself. The fundamental essence of multicultural behavior is respect for humanity, mutual understanding, and mutual understanding among human beings (Fadilah Intitsal et al., 2024). Multicultural education is interpreted as a process that gives birth to individuals who are ready to get along, interact, cooperate, share, and respect and respect each other (Luh Ika Windayani et al., 2024).

Overall, the implementation strategy of multicultural education at SMP Labschool Jakarta has been running effectively, in line with James Banks' view of the interrelated dimensions of multicultural education. *First*, in the *Content Integration* dimension, schools integrate different cultures and groups to illustrate fundamental concepts in subjects. *Second*, in the dimension of *The Knowledge Construction Process*, students are guided to understand the cultural implications in each subject. *Third*, the *Equity Pedagogy* approach is tailored to students' learning styles to facilitate diversity in academic achievement. *Fourth*, in *Prejudice Reduction*, identification of student characteristics is used to determine teaching methods that suit student needs (Nurkholifah et al., 2024).

With a commitment to creating an inclusive academic culture, SMP Labschool Jakarta champions the goal of multicultural education that transforms perspectives from prejudiced and discriminatory monoculturalism to multicultural perspectives that value diversity, tolerance, and openness. This school also pays attention to the socio-cultural characteristics of the local community and upholds the preservation of cultural diversity and national character. In the context of student development, SMP Labschool Jakarta provides space for the development of a diversity of potentials, interests, intellectual intelligence, emotional, spiritual, and

characteristics of students according to their level of development, while increasing religious tolerance and harmony and paying attention to religious norms in the school environment. Not only that, schools also encourage the growth and development of gender equality through equitable learning, incarnate as an inclusive educational environment, glorify diversity, and fight for equality for all students.

Implementation of Multicultural Values at SMP Labschool Jakarta

SMP Labschool Jakarta has a motto "Creative, Character, Achievement" which reflects ideals and motivation in school life. The motto is translated into school objectives, including increasing faith and piety (Imtak) through religious education lessons and other subjects, as well as the cultivation and application of ethical values and noble values of the nation, both at school, at home, and in the community. As one of the goals of multicultural education is not only to introduce diversity, but also aims to instill character values in each learner, which is then reflected in daily behavior (Ansari & Arifin, 2020). The values of multicultural education, as expressed oleh (Aeni & Astuti, 2020), includes several indicators: a) learning to live in differences and building mutual *trust*; b) maintain mutual *understanding*; c) uphold *mutual respect* and openness in thinking; d) appreciate and build interdependencies, as well as conflict resolution; and e) reconciliation against violence.

As the results of identification in the behavior of the community, SMP Labschool Jakarta has shown behavior that reflects multicultural character values. Among the results of research observations related to the practice of multicultural values can be described as follows:

First, students at SMP Labschool Jakarta have applied learning to live in differences and build mutual trust. Students and staff demonstrate harmonious cooperation regardless of differences in ethnic, religious, or cultural backgrounds. Inclusive school programs, such as Foster Friends activities and Cultural Missions, strengthen mutual trust and togetherness. Learning that integrates multicultural values helps students understand and appreciate cultural differences. Teachers at SMP Labschool Jakarta play an active role in facilitating intercultural dialogue through interactive and reflective teaching methods. *Third*, Uphold *Mutual Respect* and Openness in Thinking. In every interaction, both in class and outside the classroom, students are encouraged to listen and respect the views of others. These values are taught through the concept of *active listening ten labschool character* which includes mutual respect and respect for the person who is speaking. *Fourth*, Appreciating and Building Interdependencies, as well as Conflict Resolution: Programs such as *Class Meeting* and *Field Study* provide opportunities for students to work together and build interdependencies. These activities are also seen as effective ways to resolve and resolve conflicts constructively. Finally, Reconciliation against Violence Education at SMP Labschool Jakarta emphasizes the importance of non-violent conflict resolution. This approach is applied through learning that focuses on peaceful conflict resolution and through programs that support harmony among students.

Thus, the behavior of the SMP Labschool Jakarta community has reflected the expected multicultural character values, showing that the multicultural education

strategy implemented is effective and produces positive results in building an inclusive and harmonious school environment.

CONCLUSION

Indonesia is a country rich in diversity, with different tribes, cultures, languages, and religions. This diversity includes tribes such as Dayak, Javanese, Betawi, and more, as well as regional languages such as Sundanese, Javanese, and Madurese. With a population of around 270 million people, Indonesia also has a society that adheres to various religions such as Islam, Hinduism, Buddhism, Catholicism, and Christianity. In this diversity, serious efforts are needed to ensure that Indonesia remains a *Bhinneka Tunggal Ika* country. Multicultural education is important to reduce conflicts arising from ethnic, religious, and cultural differences, as well as to form a character that is open to differences. Multicultural education reflects values such as justice, respect, equality, and respect for human rights. In Indonesia, efforts to implement multicultural education are important to create a more tolerant and open-minded society. SMP Labschool Jakarta shows its commitment to multicultural education by designing a curriculum that is inclusive and oriented towards national values and justice. Strategies implemented include adjusting the curriculum to reflect cultural diversity, as well as promoting the values of diversity through various activities. With this approach, SMP Labschool Jakarta strives to make multicultural education an integral part of the teaching and learning process, creating an environment that is inclusive and respects diversity.

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