

Multicultural Education In The Application Of Learning History

Thalia Natasya Syarief¹, Wawan Darmawan²

^{1,2} University of Education, Indonesia

*Corresponding author, email: tnatasyasyarief@gmail.com

Article info:

Submitted: December 13, 2023. Revised: February 15, 2024. Accepted: March 15, 2024.

Publish: April 15, 2024.

Abstract

This research was carried out with the aim of finding out the application of multicultural education in history learning at school which is used as a basis for prioritizing attitudes of tolerance in the social life of students in their environment. This research applies the library study method in writing in which the author first collects relevant sources in the form of books, journals, ebooks and other reading sources that are appropriate to the topic being discussed. After the sources have been collected, the next stage is data analysis. In this research, the data analysis stage was carried out in several stages to produce valid data. The results of this research show that there is a close relationship between multicultural education and History learning in schools is used as an effort to instill multicultural awareness and also to unite various differences to establish safe, peaceful and happy coexistence. As a country with a lot of diversity in every part of its territory, Indonesia is called a multicultural country. This is also felt in the world of education, the cultural background of students is one of the factors that can trigger conflict in a multicultural society.

Keywords: Multicultural Education, History Learning

Recommended citation:

Syarief, T.N., & Darmawan, W. (2024). Multicultural Education In The Application Of Learning History. *Lembaran Ilmu Kependidikan*, 53(1). 66-74.
<https://doi.org/10.15294/lik.v53i1.3069>

INTRODUCTION

The country of Indonesia is a unitary country that consists of a lot of diversity consisting of a diversity of ethnicities, religions, customs and also culture. This diversity can be used as a great capital to realize a multicultural social life, especially the ability of the people to be able to live side by side, tolerate and respect each other. The existence of cultural values that the Indonesian state has should not only be used as discourse but must be used as a benchmark for assessment and ethical and moral guidelines in carrying out actions that are considered correct and appropriate for Indonesians (Akhiruddin, 2021). Multicultural culture has a big influence in Indonesia and is also applied in schools. Multicultural education is an effort made to realize a form of diversity from existing history. The application of multicultural education is very much needed by the Indonesian state because as a region that has potential in the form of many cultures, traditions, geographical environments, and also very broad demographic forms, so the application of multicultural education is very necessary.

It is believed that this multicultural education can be used as a reform in dealing with problems resulting from the impact of global flows as well as conflicts that will emerge from

socio-cultural conditions. Kariyawan Ys, (2020) said that if multicultural education cannot be controlled as well as possible, it will instead backfire and produce various kinds of problems and conflicts that can divide socio-cultural relations that were previously well established. This is further emphasized by the opinion that Indonesia has diversity, including ethnic, ethnic, linguistic, religious and cultural diversity, but the goal of this country is one, namely the creation of a strong nation that also has a strong identity, which is ideals originating from the founders of the Indonesian state who wanted to realize Indonesia as a just, advanced, prosperous and prosperous nation (Ningsih, 2022).

The diversity that exists in the school environment must be given multicultural treatment and policies which will later be implemented by every level in the school environment, from the principal to the students. The form of cooperation in society or mutual cooperation, helping each other and respecting each other is a form of philosophy or basis of the Indonesian state which is called *Bhinneka Tunggal Ika*. If you look further into this meaning, you will find that the chronological portrait of the Indonesian nation is full of the influx of various foreign ethnic groups who have acculturated with indigenous society. The form of acculturation that occurs between natives and foreign nations occurs in a peaceful manner without any coercion.

The concept of multicultural education itself emerged or was born from reflection within a group. From this concept, issues emerge which are then raised by multicultural education which includes things such as race, ethnicity, class, economy, gender, level, age and also includes the language used. (Anis, 2020) said that the emergence of these issues is a form of reflection of the condition of society which experiences a lot of inequality and injustice. Meanwhile, other opinions say that multicultural education is closely related to ideas, movements, and updates in the educational process that are in accordance with the main objective of creating a learning atmosphere which will later change the structure of education itself (Pabbajah, 2021). The implementation of multicultural education in Indonesia has again become a hot topic after the formation of a learning society which was implemented during the reign of the New Order.

During the New Order era, Indonesian students and youth at that time played an important role but also had to be controlled and united in a forum which the state felt capable of controlling and controlling. Risladiba. & Suciyadi, (2021) said that the existence of development carried out by the government is a form of meaning of the real practice of Pancasila. (Triana, 2023) agree with the opinion above and say that every individual should be able to appreciate this meaning so that it is understood correctly and fairly by every child of the nation. An example can be taken, for example, of a form of government that is democratic, honest, clean, transparent and also provides equal opportunities to all the nation's children, so it is believed that it can realize the situation of multicultural understanding that Indonesia has.

The concept of multicultural education increasingly gained momentum after the collapse of the New Order militaristic authoritarian regime due to the storm of reform. It turns out that the era of reform not only brought progressive and positive changes to the Indonesian nation but also provided opportunities for increasing tendencies towards primordialism. For this reason, it is felt necessary to apply a multicultural education paradigm to ward off the spirit of primordialism. The multicultural education paradigm in this context teaches us to have a respectful appreciation of other people's cultures and religions. On this basis, the implementation of multiculturalism requires awareness of each local culture to mutually recognize, and respect cultural diversity wrapped in a spirit of harmony and peace (Madakir, 2022).

A multicultural approach is based on an awareness of respect and respect for those who are able to negotiate regarding existing formulations of reality. In life related to history, multicultural education has a role as a form of teaching in teaching about Indonesian national history in a multi-ethnic form which can be successfully realized if it is strengthened by support

from various levels of society in the form of actions and attitudes that support, accept and also form provide consistent opportunities (Ningsih, 2022).

Anis (2020) also said that the position of the multicultural approach in the history curriculum is that it must be able to accommodate cultural differences that exist between students and also be able to use and utilize cultural values as a source in content and be able to develop culture, understanding of other people's cultures, tolerance, and awakening a strong national spirit. based on diversity, developing ethical behavior and being able to utilize the cultural values possessed by students as part of entry-behavior so as to produce achievements for each individual.

After several opinions above, it can be seen that multiculturalism is essentially an effort used to create a socio-political context which will enable individuals to develop a healthy identity in a reciprocal manner to be able to develop positive inter-group attitudes in order to uphold values. democracy, human rights, and social welfare. So multicultural education is very much needed in the Indonesian national education system so that students can have a sensitive attitude in facing and feeling the symptoms and social problems that arise due to differences and values that occur in the community environment. If the existing forms of conflict and social problems are not immediately resolved, various forms of physical violence will occur which can threaten unity and integrity and also threaten the integrity of the Indonesian nation. Thus, it is necessary to pay attention to a new paradigm which uses both a political system and an educational route that is able to protect and also be able to sensitize every level of society without any differences in their backgrounds.

Likewise with its application in history education in educational units. It can be seen from the efforts made by the government after independence by making efforts to integrate diversity through various aspects of life which include and are related to symbols, calls and also planned efforts in the field of education (Sari, K.I & Nurkholijah, 2021). There is another opinion which also says that, with education, the government should be able to design a comprehensive education curriculum, one of the objectives of which should be to emphasize efforts to maintain existing diversity with a learning system carried out in schools, with history lessons in schools being one of the subjects that acts as an effort to instill plurality values (Akhiruddin, 2021). History education is a process of internalizing the values of past events which take the form of origins, genealogy, collective experience and example of historical actors with output including the meaning of events and values of respect for diversity (Ariyani, 2023). So, it can be said that history education itself has an important role and occupies a strategic place in efforts to form citizens who understand values related to national nobility which also includes the value of respect for diversity.

In learning history education in schools, it is important to maintain the cultural diversity possessed by each individual student and is also expected to be able to utilize it to achieve student success. (Suciati, 2023) said that history education must provide an overview and also strengthen national identity which is based on existing cultural diversity. With an understanding of history education like this, it can be used as a way for individuals to strengthen their identity as individuals capable of nationality and history education must also be able to build an appreciation for existing differences and also strengthen existing cultures.

From the various explanations and explanations that have been conveyed previously, the author hereby sees the importance of understanding cultural diversity (multiculturalism) more deeply in a holistic context and in particular being able to understand cultural diversity based on the perspective of historical education. The author's aim in writing this article is to analyze multicultural education from a history learning perspective.

METHODS

In writing this research the author applied the literature study method to collect sources relevant to the discussion of this article. Data collection was carried out by first collecting relevant sources in the form of journals and ebooks, this is in accordance with the definition of library research presented by (Sugiarti, 2020) says that a study is carried out by first collecting related documents which are used as the main source in a research, whether in the form of manuscripts, books, newspapers, magazines, archives and other written sources. In writing a literature study, it can be in the form of a theoretical study that focuses the discussion on information surrounding the problems that will be discussed in research, (Fitrah, 2018).

After collecting sources that are relevant to the topic of discussion of this article, the author then enters the data analysis technique stage which is carried out to obtain discussion results that are appropriate to the objectives of this research topic. The data analysis technique is carried out by reading the sources found first, then writing down the important points obtained to be used as references in writing and finally writing as a result of this research, according to the opinion of (Adlini, 2022) that literature study is a series of activities. which is carried out in stages such as collecting sources, reading, taking notes and then producing reading results. So, in this research, the use of literature study as a research method can be used as a literature review which includes and provides several ideas that can be prepared as a framework in an effort to solve the problem in this research in the form of research results and conclusions from the research.

RESULTS AND DISCUSSION

This research discusses the formation of multiculturalism values in Indonesia due to the socio-cultural conditions of society and its geographical conditions which are very diverse and extensive. If we look at it from a geographical perspective, the country of Indonesia consists of many islands, each of which is inhabited by a group of people, from these communities the differences between communities in each region emerge.

In Indonesia, multiculturalism is used as the main basis for creating a multicultural society, because multiculturalism is a form of ideology that recognizes differences in equality both individually and culturally. Through education, it is one of the efforts made by the government to instill multicultural values in the nation's next generation.

Multicultural Education Concept

Multicultural is the cultural diversity that exists in a society, which includes diversity of languages, religions, customs and also patterns related to the behavior of members of society (Madakir, 2022). Multicultural society consists of several elements that continue to develop in the life of society itself without any renewal of each other in one political unity. (Whiting, E.F. & Cutri, 2019) said that multicultural education has several characteristics, namely as follows; the occurrence of segmentation into different forms of sub-cultural groups, having a social structure that is divided into institutions that are non-complementary in nature, lacking in developing consensus among its members who only have basic values, frequent conflicts between people groups, relatively speaking, social integration grows based on coercion due to binding and also interdependence in the economic field and the political domination of one group over another group.

Multicultural education is a progressive approach that is used to provide changes in the overall scope of education and eliminate shortcomings, failures and discriminatory practices in the world of education. (Cathrin, S. & Reno, 2023) also said that multicultural education can also be said to be a process of cultivating ways to respect and tolerate cultural diversity that exists in a plural society. With multicultural education, it is hoped that adjustments will be made to the nation's mentality in facing social conflicts in the future. So, from the statement above, multicultural education can be said to be a reform movement in the field of education with the

main aim of changing the structure of education so that every student has the same opportunities in education and also a set of beliefs and explanations which recognize and assess the importance of cultural diversity. in the form of lifestyle, social experiences, personal identity, educational opportunities for individuals, groups and countries.

Apart from focusing on students, multicultural education also has an impact on educators, in which case it is also necessary to increase historical awareness as a form of vigilance against thoughts that seem too simple, shallow analogies and also the acceptance of legal patterns that are too easy to direct. The course of history is in a deterministic scope which of course will be implemented in multicultural life, and if there is acceptance with various considerations then this will be progress for history education in the world of education. When following a learning process related to historical meaning, it is hoped that students will be able to adopt values that are relevant to the current context, an example of which can be taken is multiculturalism in Indonesia. The application of the concept of multiculturalism itself in Indonesia is not used as a discourse but has started to become a necessity in every aspect of the life of a pluralistic society.

An application that is implemented in implementing multiculturalism in Indonesia itself has the emancipation of existing small cultures to continue to develop and live in society so that their rights remain respected and protected. Says that the multicultural concept refers to the plurality of cultures, attitudes and also the understanding that is hard to respond to them. (Caratozzolo, 2023) said that almost all countries in the world were formed on the basis of cultural diversity, and multiculturalism is one of the unifiers of society and nation in the form of policies to manage the cultural differences of citizens, but not all multiculturalism can be accepted in all countries.

Resolving disputes and conflicts between tribes and groups can only be done through pluralism or it could also be said to be a sense of mutual respect and appreciation between communities and must continue to be improved. By growing mutual respect and tolerance in society, harmony will be created in everyday life in a society that has cultural diversity. (Hariyana, 2023) said that the form of harmony that exists in society is a form of the ability to accept diversity which also benefits the Indonesian nation. (Wahid, 2019) further confirms the previous opinion which states that the multicultural concept is understood as part of the ability of individuals and society to appreciate and respect equality without any differentiation, which can be implemented through education in history subjects. By implementing multicultural education in schools, it will also train and build character values in each individual student so that in the future they will produce a democratic, humanist and pluralist attitude in the surrounding environment.

Implementation of History Learning

Learning history is a way to study and discover the meaning behind events that have occurred. Studying history is an activity carried out which is also related to all aspects related to humans. By studying history, you will create an attitude of awareness related to the development of culture and human civilization. This learning result is then called historical awareness and is one of the goals of studying history. (Ariyani, 2023) said that history subjects have a big role in forming national characteristics and are also able to foster national attitudes and love for the country.

So, it can be said that the history learning process that occurs in schools must continue to be carried out in order to create a situation of historical awareness for each individual student as the nation's next generation. The process of learning history itself does not only involve the mind but also involves an emotional role, thus further strengthening historical awareness by connecting past history with events occurring in the present.

The process of learning history is always an interesting topic to study in more depth, this is because learning history will produce an understanding that can build the character of students. (Fitriani, 2022) said that in the history learning process in the classroom the teacher acts as a facilitator who provides motivation to provide and foster the human values contained in history learning. Setiyonugroho, (2022) also said that in the history learning process teachers must be creative and able to look for historical problems where the answers require new

answers and also new ideas from students.

Thus, history learning really requires the creativity of teachers and students in discussing every learning topic by always emphasizing problem-based learning. So, in this way it is felt that the history learning process will contain novelty and motivating values and also teach students accuracy and ideas that can be generally accepted.

Through studying history, students will later be able to learn the values that existed in people's lives in the past and are expected to link and select the complex values contained therein for learning in the present and future. A criterion for learning history can be said to be ideal learning if it is in a situation that facilitates students to achieve the goals of learning history optimally (Suparjan, 2019). Gasong, (2018) also said that situations that can optimally facilitate history learning consist of several aspects that are synergistic and also integrated so as to produce encouragement and motivation in students. Knowledge about the past must contain wisdom values that are useful for training intelligence, forming attitudes, character and personality of students.

In the process of history education there is also the meaning and application of multicultural values which can be done in several ways, such as the application of learning models that can motivate students to internalize with full awareness multicultural values such as attitudes of tolerance, altruistic motivation in life and also can interpret historical values, appreciate the differences or diversity that exist in a multicultural environment.

Multicultural Education in the Application of History Learning

Multicultural education in schools can be integrated in subjects as well as in several other activities in schools, such as in managing and organizing the educational process in order to achieve the success of school goals and also to develop a harmonious, peaceful and prosperous way of life for Indonesian society based on the multi-ethnic diversity of the Indonesian nation (Miskan, 2023). The multicultural education curriculum must include subjects such as tolerance, themes related to ethno-cultural and religious differences, the dangers of discrimination, conflict resolution, human rights, democracy and plurality, humanity, and all related aspects (Madakir, 2022).

Thus, it can be said that multicultural education is a form of curriculum development in educational activities to be able to enter various views, histories, achievements and also pay attention to other ethnic groups without distinguishing between groups such as ethnicity, race, culture, social strata, religion and gender, so as to be able to deliver students.

In making efforts to implement it, of course it will be related to the socialization abilities of students as individuals who receive history education. According to Wahid, (2019) Socialization is a social learning process whose continuity lasts throughout life (lifelong process) from birth to death. Yige, (2023) also said that the socialization process carried out by students is also part of the learning process in which individuals restrain, change the impulses in their personality and are then followed by efforts to inherit the way of life or culture in society. So, in the socialization process, an individual can learn habits, attitudes, ideas, values, behavior that exist in the society in which the individual lives, which are then structured and developed systematically in each individual's personality.

Multicultural education applied in history learning at school is basically based on diverse sociocultural backgrounds so that it will foster awareness that can bring a sense of unity to be able to build a paradigm of diversity based on history learning carried out at school (Wulandari, 2020). History lessons in schools are closely related to the formation of the character of students which is obtained from cultural transmission which is present to provide freedom for teachers to take more primary responsibility in developing cultural competence in students (Rusli, 2023). So, history lessons taught at school can be used as fundamental principles which come from understanding the meaning of each historical fact presented by the teacher.

The concept of multicultural education applied in schools is to implement equality between male and female students without distinction between genders and also regardless of race, ethnicity, language and culture in getting shared opportunities at school. (Rusli, 2023) said that instilling values can be carried out through an educational process that is oriented towards

instilling life values such as religious, cultural, ethical and aesthetic values, directing students to have religious spiritual intelligence, self-control and personality. There are other opinions that agree with Rusli who say that multicultural education can be interpreted as a perspective that recognizes the political, social and economic realities experienced by every individual in society within the scope of complex and culturally diverse human problems and the importance of reflecting on issues of culture, race and sexuality, gender, ethnicity, religion, social status, economics, and without exception in the multicultural education process (Wahid, 2019). So in other words, it is hoped that multicultural education can become an educational space as a medium for changing knowledge that is able to provide multicultural values by appreciating and respecting diverse or plural realities both in terms of background and socio-cultural basis.

Efforts to apply these values should be able to control the cultural differences that each individual student has and overcome them by using historical sources as a form of understanding the culture of other individuals, who must be able to respect, have an attitude of tolerance and also be able to behave ethically. The experience provided is comprehensive and provides real examples of historical behavior with output that includes understanding the nation's historical events, emulating wisdom, and wise attitudes in historical behavior in students' daily lives.

In accordance with what is applied in the world of education, the application of history learning in schools in practice in the field is not yet completely in line with what is stated in the principles of implementing national education, such as education must be carried out democratically and fairly and without discrimination by upholding human rights, religious, cultural, and pluralistic values. The practice of education itself should be carried out by prioritizing exemplary attitudes, building the will of students and also building creative ideas from students in the learning process carried out at school. All goals can be said to be achieved if students are able to relate the values of past lives to be used as a guide in living their lives in the present.

School is a second home for students to gain knowledge, so it is important to apply multicultural values in history education, especially at school. (Wibowo, 2021) said that from multicultural learning implemented in schools there are several values that are prioritized, such as, firstly, the value of independence which teachers demand from each individual student when giving assignments. Second, the value of universalism, namely the same behavior for everyone, regardless of differences in students' life backgrounds. Third, the specificity value referred to is that the school must be able to provide the answers that students expect by socializing the values that live in society so that they can be used as a transmission from family life to community life. (Setiyonugroho, 2022) said that the formation of students' characteristics cannot be separated from the existence of history subjects which have a positive value orientation in relation to past events.

So, if we look at it as a whole, the role of multicultural education in life is closely related to history, which can be taken as an example of multi-ethnic Indonesian national historical events which have managed to survive to this day, strengthened by various community support in the form of efforts in action. and an attitude that shows support, acceptance and consistently providing opportunities.

By instilling the values of multiculturalism which are applied in history education, it is one of the efforts made to form an understanding of diversity which is pursued through educational pathways. Multicultural education is an education that is mandatory and important to be given to students in school so that students understand and understand that around them, especially in their local environment, there is a lot of cultural diversity, with this diversity it will later influence attitudes, behavior and also thought patterns. (Setiyonugroho, 2022) said that multicultural education in schools will help students understand the importance of understanding cultural realities.

Solehuddin, M. & Budiman, (2019) also agrees with the previous opinion, he said that multicultural education will in the future help students to be able to understand pluralism and religious tolerance which is channeled through schools. In connection with these opinions, it is clear that it is important for the world of education which has a multicultural society to continue to carry out peace movements and conflict resolution such as the values contained in

multicultural education.

The history learning process that links objects from the historical past in the learning process will provide an interesting learning sensation for students and can also teach students to appreciate relics of the past and be able to broaden students' insight regarding the diversity of ancient societies and can also share cultural heritage. Only then are students expected to be able to show attitudes towards all diverse societies, such as differences between ethnicities, tribes, religions and also races.

With integration through multicultural education in history learning at school, students will know and appreciate the process carried out in the formation of the Unitary State of the Republic of Indonesia based on the struggles fought by people from various different groups. Apart from all that, the role of history teachers is very influential in teaching various ways of implementing an attitude of tolerance which is conveyed both through teaching equal rights and equal views to all students.

So, in the learning process, there needs to be an understanding that multiculturalism cannot be separated from the possibility of conflict that will occur which is part of a dissociative process that can break the unity of society. In this case, the conflict in question is not always related to negative things, but there are also times when it can strengthen existing bonds and integration, such as building a much tighter and closer interdependence between the parts of a living organism or between its members. exists in society so that it becomes a unification between relationships that are thought to be harmonious, disintegration or disorganization which is part of a situation where there is no similarity in the unity, reintegration or reorganization and is only carried out if new norms and values emerge within the community public.

CONCLUSION

The implementation of multicultural education in history learning in schools in Indonesia apart from being an example and motivation for students is also related to instilling attitudes of sympathy, respect, appreciation and empathy for adherents of different religions and cultures in society. The important thing that makes multicultural education must continue to be implemented is so that students can easily understand the lessons they are learning and also to increase students' awareness so that they always reflect a humanist, pluralist and democratic attitude. Therefore, history education plays a very important and strategic role in realizing the country's ideals of being able to understand values related to nobility and nationality, which in this case is also related to respect for the diversity of the Indonesian nation.

REFERENCES

- Adlini, M. N. & D. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Jurnal: Edumaspul*, 6(1). <https://doi.org/edumaspul.v6i1.3394>
- Akhiruddin, D. &. (2021). Inside-Outside Circle Instructional Model For Multicultural Education. *Jurnal: Jiemar*, 54(2). <https://doi.org/10.23887/jpp.v54i2>
- Anis, M. Z. A. & D. (2020). Historical Thinking Model in Achieving Cognitive Dimension of Indonesian History Learning. *Jurnal: PJAE*, 17(7). <https://doi.org/index.php/joese/article/view/185>
- Ariyani, Y. D. & A. W. (2023). The Integration Models of Character Education in Social Studies: A Literature Review. *Jurnal: Elementary School Education*, 1(4). <https://doi.org/index.php/joese/article/view/185>
- Caratozzolo, P. & D. (2023). Education and society: new approaches for new challenges. *Jurnal: Frontiers Media S.A.*, 8(8). <https://doi.org/10.3389/feduc.2023.1290101>
- Cathrin, S. & Reno, W. (2023). Establishing Multicultural Society: Problems And Issues Of Multicultural Education In Indonesia. *Jurnal: Civics*, 20(1). <https://doi.org/10.21831/jc.v20i1.59744>
- Fitrah, M. & L. (2018). *Metode Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. CV.

Jejak.

- Fitriani, Y. & F. (2022). Manfaat Kesadaran Sejarah Dalam Membangun Karakter Bangsa. *JPGI (Jurnal Penelitian Guru Indonesia)*, 7(2), 6. <https://doi.org/10.29210/022312jpgi0005>
- Gasong, D. (2018). *Belajar dan Pembelajaran*. deepublish publisher.
- Hariyana, A. (2023). The Development Of Multicultural Spirit Through The Study Of Tanpa Kata By Endry Boeriswati. *Jurnal: Diglosia*, 7(1). <https://doi.org/index.php/dl/article/view/4369>
- Kariyawan Ys, B. & Dk. (2020). Model Pembelajaran Empati Untuk Membangun Sekolah Berwawasan Multikultural. *Jurnal: Penelitian Pendidikan Indonesia*, 6(1). <https://doi.org/10.29210/02020505>
- Madakir, D. &. (2022). Multicultural Islamic Education of Nurcholis Madjid Perspective: A Literature Review. *Jurnal: Multicultural and Multireligious Understanding*, 9(5). <https://doi.org/10.18415/ijmmu.v9i5.3731>
- Miskan. (2023). Komunikasi Multikultural Di Era Globalisasi. *Jurnal: Ilmu Sosial Dan Pendidikan (JISIP)*, 7(2). 1640–1646. <https://doi.org/10.58258/jisip.v7i2.4986>
- Ningsih, I. W. & D. (2022). Konsep Pendidikan Multikultural Di Indonesia. *Jurnal: Dumaspu*, 6(1). <https://doi.org/10.33487/edumaspu.v6i1.3391>
- Pabbajah, M. (2021). Building Religious Dialogue for Peace in the Context of Plural Society in Indonesia. *Jurnal: IJM CER*, 3. <https://doi.org/2021/02/IJM CER M031093098-1>
- Risladiba. & Suciyadi, R. (2021). Pancasila Dan Multikulturalisme. *Jurnal: Eduksos*, 10(1). <https://doi.org/10.24235/edueksos.v10i1>
- Rusli. (2023). *Metode Pembelajaran Sejarah Untuk Meningkatkan Nasionalisme Siswa*. CV. DOTPLUS Publisher.
- Sari, K.I & Nurkholijah, S. (2021). Pendidikan Multikultural Dalam Perspektif Filsafat Pendidikan Islam. *Jurnal: Hikmah*, 18(2). <https://doi.org/10.53802/hikmah.v18i2.107>
- Setiyonugroho, P. & D. (2022). Integration of Multicultural Education Values in History Teaching. *Jurnal: Jiemar*, 6(2). <https://doi.org/10.23887/jere.v6i2.43483>
- Solehuddin, M. & Budiman, N. (2019). Multicultural Competence Of Prospective Preschool Teachers In Predominantly Muslim Country. *Jurnal: Cakrawala Pendidikan*, 38(3). <https://doi.org/10.21831/cp.v38i3.25033>
- Suciati, R. & D. (2023). Instilling Nationalism Values Through History Learning for Grade XI Students. *Jurnal: Pendidikan Indonesia*, 12(1). <https://doi.org/10.23887/jpi-undiksha.v12i1.52502>
- Sugiarti, D. &. (2020). *Desain Penelitian Kualitatif Sastra*. UMM Press.
- Suparjan, E. (2019). *Pendidikan Sejarah Untuk Membentuk Karakter bangsa*. deepublish publisher.
- Triana, H. & D. (2023). Nilai-nilai Multikultural dalam Pendidikan Pancasila dan Budi Pekerti di Sekolah Dasar. *Jurnal: Ilmiah Mandala Education (JIME)*, 9(1). <https://doi.org/10.58258/jime.v9i1.4518/>
- Wahid, A. (2019). Pendidikan Pluralis-Multikultural: Upaya Membangun Keharmonisan Antar Sesama. *Jurnal: Al-Wijdan*, 4(1). <https://doi.org/10.58788/alwijdn.v4i1.303>
- Whiting, E.F. & Cutri, R. . (2019). Teacher Candidates' Responses to Examining Personal Privilege: Nuanced Understandings of the Discourse of Individualism in Critical Multicultural Education. *Jurnal: Frontiers Media S.A.*, 4(4). <https://doi.org/10.3389/feduc.2019.00111>
- Wibowo, S. A. & D. (2021). The Effectiveness Of Multicultural Based Indonesia Teaching Materials to Improve Critical Thinking Skills. *Jurnal: Pajar*, 5(2). <https://doi.org/10.33578/pjr.v5i2.8287>
- Wulandari, T. (2020). *Konsep dan Praksis Pendidikan Multikultural*. Yogyakarta: UNY Press.
- Yige, L. (2023). Specificity of training future teachers of a foreign language and literature for cross-cultural education within multicultural educational environment of institutions of general secondary education. *Ushynsky University*, 144(3). <https://doi.org/10.24195/2617-6688-2023-3-10-1>