

Cultivation of Multicultural Values at Karuna Dipa Junior High School in Palu

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ABSTRACT

This research aims to examine how SMP Karuna Dipa Palu cultivates multicultural values, fostering coexistence and respect among students from diverse cultures, tribes, ethnicities, and religions. This research is a type of field study that combines descriptive qualitative methods. This research employs a case study approach. The data collection techniques used in this research are interviews, observations, and documentation studies. The results show that the values of equality, justice, tolerance, and deliberation are the main focus, although nine are taught. The intracurricular and extracurricular activities apply the strategy of value inculcation through material integration, knowledge formation, prejudice reduction, and equality pedagogy. The school climate and the active role of educators serve as supportive factors, while differences in student abilities and the lack of visual media pose barriers. In conclusion, to maximize the implementation of multicultural values, schools are advised to complete supporting facilities, expand the application of values in all subjects, and increase socialization among educators.

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INTRODUCTION

Indonesia, as one of the largest archipelagic countries in the world, has a diversity of ethnicities, cultures, languages, races, and religions. With 17,504 islands stretching from Sabang to Merauke and a population of 247,641,326 people, Indonesia is recognized as one of the largest multicultural countries (Muhammad Abdul Gofur et al., 2022). This diversity reflects Indonesia's complex social reality, where society is divided horizontally based on ethnicity, religion, and customs, as well as vertically in the fields of politics, economics, education, and culture (Syarnubi, 2019). This diversity is the wealth of the nation that must be maintained and preserved (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021).

However, if diversity is not managed properly, it can also trigger conflict, as demonstrated by several conflict events in Ambon, Poso, Sambas, Sampit, and several areas in Central Sulawesi (Nurcholis, 2019). These conflicts show the importance of maintaining harmony and tolerance in a multicultural society. Law No. 7/2012 Article 1 Paragraph 3 on Handling Social Conflict states that special strategies, such as increasing institutional capacity and early warning systems, are necessary to prevent prolonged conflicts. Education is an important instrument in instilling multicultural values to overcome this problem and maintain the integrity of the Unitary State of the Republic of Indonesia.

Education effectively fosters multicultural awareness by teaching students to tolerate cultural differences (Shabartini et al., 2023). Education and multiculturalism play a crucial role in addressing

cultural diversity in Indonesia. Education that respects plurality and heterogeneity is the key to developing students' potential in a diverse environment, both in terms of culture, ethnicity, tribe, and religion (Maisah et al., 2020). Therefore, it is urgent to implement multicultural education in Indonesia (Jalwis & Habibi, 2019). One of the efforts that can be made is to instill multicultural values through school activities and the learning process to create an attitude of mutual respect, understanding, and trust in existing differences.

The cultivation of multicultural values in schools can be based on 16 values that have been agreed upon by the Indonesian Islamic Religious Education Teachers Association. Banks (2019) suggests five dimensions that can be used in instilling these values, namely: material integration, knowledge formation, equality pedagogy, prejudice reduction, and school empowerment. Through these strategies, students are taught to appreciate cultural diversity and address differences with tolerance and egalitarian attitudes. Multicultural-based education not only emphasizes curriculum and educational policies but also social justice and equality, which are reflected in daily practices in the school environment (Rosyad, 2019). Therefore, educators play an important role in instilling multicultural values both in learning and extracurricular activities in order to create a harmonious and democratic atmosphere in schools.

Indonesia, as a pluralistic country, requires education policies that take into account the diversity of society (Syarnubi, 2022). In this case, schools as formal educational institutions must be able to provide fair services to the entire community, regardless of social, cultural, religious, or economic backgrounds (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024). Multicultural education is expected to accommodate this diversity, including in the admission process. This is in accordance with Law No. 2/1989 Chapter III Article 7, which states that the admission of learners should not be based on differences in gender, religion, ethnicity, race, social position, or economic level (Sidiknas Law, 2013). In addition, Law No. 20 of 2003 also confirms that education must be organized in a democratic, fair, and non-discriminatory manner with respect for human rights, religious values, and national diversity (Sidiknas Law, 2013).

With this legal basis, educational institutions from the primary to the tertiary levels have the authority to organize multicultural-based education. One of the junior high schools (SMP) in Central Sulawesi that implements multicultural education is Karuna Dipa SMP Palu. The school is committed to integrating multicultural values into education and learning activities to create an inclusive environment that respects diversity.

A Chinese Buddhist Foundation manages SMP Karuna Dipa Palu, a school located at Jalan Sungai Lariang No. 20, Nunu Village, West Palu Sub-district, Palu City. The school's proximity to the Karuna Dipa Temple and its Buddhist décor often lead people in Palu to believe that the school is exclusive and only accepts Chinese Buddhist students. However, in reality, Karuna Dipa Junior High School in Palu runs an inclusive and democratic education where all students have equal rights regardless of differences in culture, ethnicity, religion, or social status. Based on initial observations, the students in this school live in harmony, respect each other, and almost no conflicts occur among them (Interview with Nursanty, 2018).

SMP Karuna Dipa Palu applies the principle of openness, providing opportunities for all levels of society to be part of the school regardless of differences. This is reflected in the religious composition of students in the school, with 34% Buddhist, 28% Protestant, 26% Muslim, 7% Catholic, and 5% Hindu. This data shows that the school has managed to address differences well through a multicultural education approach that is integrated in learning and self-development activities. The implementation of multicultural values is the basis for the formation of a harmonious and peaceful environment at SMP Karuna Dipa Palu.

The results of Karmila & Chanifudin's (2023) research show that schools have succeeded in instilling values such as tolerance and democracy among students. However, the demands of students' parents for additional religious education became an inhibiting factor in the application of multicultural values.

The results of research by Mazid & Suharno (2019) show that implementation is carried out at two levels: (a) conceptually through vision, mission, and goals, and (b) operationally through

learning planning, implementation, and evaluation. Implementation includes instilling the values of tolerance, democracy, justice, equality, and respect for diversity, using democratic and cooperative learning methods, and using materials that focus on diversity and social issues. Learning media are also varied, and students are trained to solve social problems. Supporting factors include the role of the principal, teachers, curriculum, learning media, school programs, school climate, and learners. The obstacles found are the lack of readiness and awareness of students, limited facilities and infrastructure, and the lack of space for reflection.

The results of Ranny, Firman, & Rusdinal's (2019) research showed that students at SMP DEK in Padang City, despite having different religions and ethnicities, have a good understanding of multicultural values, including tolerance, mutual respect, and respect for differences. They can interact harmoniously without distinguishing one another. The implementation of multiculturalism values in this school has gone well, with the school playing an important role in supporting these attitudes and values through academic functions, facilities, and enforcement of rules oriented towards ethnic diversity.

Based on the literature review, it is concluded that there are several differences between previous research and this study. The first difference lies in the research object, which is a formal education unit at the junior high school level (SMP) with a Buddhist-based foundation. Second, this research delves into the school's approach to cultivating multicultural values, beginning with an understanding of the instilled values, the strategies employed to foster these values, and the factors that either support or hinder this process (Syarnubi, S., & Fahiroh, 2024). Third, this study explores the cultivation of multicultural values in activities, especially learning activities in all fields of study taught by the school.

Based on the above description, the researcher is interested in studying how SMP Karuna Dipa Palu cultivates multicultural values to ensure that students from various cultures, tribes, ethnicities, and religions coexist and respect one another.

METHODS

This research falls under the category of field research, specifically descriptive qualitative research. The approach used in this research is a case study approach. The case study approach is a research methodology that delves into a specific problem, collects extensive data, and identifies various sources of information. Time and place limit this research, with the cases studied consisting of programs, events, activities, or individuals. This research will focus more on the reality that provides an overview of the cultivation of multicultural values at Karuna Dipa Junior High School in Palu. The data collection techniques used in this research are verbal data collection (interviews), then expanded and deepened by direct observation, perception, and appreciation of the meaning of the researcher (observation), which will be supported by the support of documentation studies.

FINDINGS AND DISCUSSION

1. *Values that become the reference in the cultivation of multicultural values at SMP Karuna Dipa Palu*

In order to realize the school's vision of excellence, achievement, and character with multicultural insight, SMP Karuna Dipa Palu strives to instill multicultural-based values. Based on the sixteen multicultural values agreed upon by AGPAII, SMP Karuna Dipa Palu uses nine multicultural values as a reference in cultivating its multicultural values. These values include equality, empathy, cooperation, confidence, responsibility, honesty, justice, tolerance, and deliberation.

a. Cultivating the value of equality

Equality is the view that humans in the same situation are destined to be equal and have their respective roles to complement each other, treating others equally. It is crucial to instill the value of equality in the students of SMP Karuna Dipa Palu through various school activities. The students' diverse cultures, ethnicities, genders, social, economic, and religious statuses necessitate this action.

At SMP Karuna Dipa Palu, equality manifests itself in the form of equal rights (teaching, education, and student potential), equal degrees (treating students equally regardless of religion, ethnicity, culture, gender, economy, and social status), and equal responsibilities (obeying school rules). Students are treated equally as servants of God, fulfilling their religious obligations in accordance with their beliefs.

In terms of equal rights, all students of SMP Karuna Dipa Palu have the same rights to receive teaching and education and to develop their potential by participating in extracurricular activities. Furthermore, for equality of status, educators of SMP Karuna Dipa Palu treat students with equal treatment regardless of religion, ethnicity, culture, gender, ethnicity, economy, and social status. Equality of obligations as learners: all students of SMP Karuna Dipa Palu have the same obligation to obey the rules regardless of cultural background, ethnicity, religion, gender, economy, social status, and religion. Finally, as equal servants of God, all students have the right to express their religious beliefs at school. School policies permit students to follow their religious practices, such as performing dhuhur prayers and wearing hijab for Muslims, and participating in religious activities according to their respective religions.

Based on the explanations provided by educators and students at SMP Karuna Dipa Palu, it is clear that the school upholds equality in the learning process, morning roll call, flag ceremony, extracurricular activities, and school policies that provide equal opportunities for all students to practice their respective religious teachings without any limitations.

Every human being is born equal because every individual has basic rights inherent from birth, namely human rights. This equality is evident in Karuna Dipa Palu Junior High School through gender equality, rights and obligations as school citizens, and equality in religion. In essence, equality signifies that every individual possesses the same degree. However, in the Islamic view, the only difference is piety. Islam teaches that all humans come from the Prophet Adam and Eve. However, the development of society gave rise to various tribes and nations with different cultures and civilizations. Despite the differences, Islam emphasizes the importance of knowing and respecting each other in a social context. Equality in Islam means that all humans have the same status before God, and the only difference is the level of piety to Allah SWT, as said by Allah SWT in Q.S al-Hujurat: 13.

Islam teaches that all humans are equal before God, regardless of ethnicity or identity. Differences in wealth or social status do not matter, what matters is the level of faith and piety. The teachings of Islam carry a multicultural spirit, where what is valued is not a person's background but his piety as a believing servant.

b. Cultivating the value of empathy

Empathy is a person's awareness of the feelings, needs and interests of others. Through this awareness, a person tries to balance their feelings and rational thinking. A person can empathize, if they are able to understand the feelings and thoughts of others. The importance of empathy to be instilled in students from an early age. School environmental factors greatly determine the value of empathy instilled in participants so that the role of educators in bridging is needed. Therefore, Karuna Dipa Palu Junior High School is obliged to create conditions that can make students exploit the empathy values contained in themselves.

Based on the explanation of Mr. Harianto and Mrs. Nursanty, it can be concluded that the value of empathy instilled by SMP Karunia Dipa Palu can be seen in students who understand the feelings and conditions of their friends, the attitude of students who have the initiative to want to help their friends who have learning difficulties and economic difficulties, and the attitude of students in understanding the shortcomings of each individual.

Students who can feel and understand their friends regardless of background, culture, ethnicity, economy, gender, social status, and religion demonstrate the application of empathy values. The value of one's humanity closely correlates with this attitude.

The learners' narrative concludes that they have successfully cultivated the value of empathy. Students demonstrate their ability to empathize with their friends by demonstrating a willingness to assist others in their struggles or during times of disaster. Thus, the value of empathy illustrated in Karuna Dipa Palu Junior High School is one of the multicultural values that can foster a deep sense of kinship, mutual respect, care, and mutual feelings regardless of the different backgrounds that exist in students.

Empathy is the capacity to empathize with others, or to care about their experiences. In this case, Allah swt says in Q.S al-Maidah: 2 that helping in goodness as a means of fostering empathy in the human soul becomes a form of social solidarity that will return to oneself. People frequently refer to empathy as caring. Where a person is able to be sensitive to the needs of others and put themselves in other people's circumstances.

c. Cultivating the value of cooperation

Cooperation is the willingness to cooperate with others regardless of differences in race, skin color, class, ethnicity, religion, economy, or gender to achieve the common good. Humans are social creatures who always interact with others and cannot live without their help. Furthermore, humans will always collaborate with others in their daily lives. Cooperation can be instilled early on through formal educational institutions, namely schools. Schools are one of the means to instill a willingness to cooperate with others, regardless of different backgrounds, and serve as a place where students can build social relationships.

One of the educators concludes that Karuna Dipa Palu Junior High School instills the value of cooperation in students through their awareness of completing tasks in class, outside the classroom, and in extracurricular activities. The value of cooperation in SMP Karuna Dipa Palu is a form of learning together, participating, and cooperating between students in order to coexist peacefully with other social groups. This aligns with the outcomes of UNESCO's APNIEVE recommendations, emphasizing that education not only impacts students' knowledge and skills, but also cultivates their values and affections through collaborative learning, participation, and teamwork with individuals and communities from diverse cultural backgrounds across all activities (Pratama et al., 2024).

d. Cultivating the value of confident

Self-confidence is the awareness to believe in one's own abilities, to contribute to one's environment, and to believe that everyone has an advantage so they are proud of their hard work/optimistic to achieve their goals, not following the crowd doing something they don't understand (have their own principles).

Self-confidence is very important to instill in students because one of the keys to success is self-confidence. Self-confidence is a positive feeling towards themselves, having a strong belief in themselves and having accurate knowledge of their abilities so that learners are able to develop their knowledge and talents.

According to one of the educators, we can conclude that Karuna Dipa Palu Junior High School students exhibit self-confidence in three ways: firstly, they demonstrate their ability to carry out assigned tasks and responsibilities, such as implementing the flag ceremony and literacy activities, without feeling hesitant, embarrassed, or inferior. Second, they have the courage to take positive actions, including expressing their opinions during learning discussions and student council meetings. Thirdly, it's important to be serious about carrying out positive actions, such as participating bravely and seriously in both school and outside school competitions. Thus, by instilling self-confidence in students, we can foster the development of their intellectual achievement, skills, and independence, empowering them with the courage to express themselves in the social environment.

e. Cultivating the value of responsibility

Responsibility involves being aware of his responsibilities, balancing his rights and obligations to avoid compromising the public interest, taking moral and social accountability for his actions, and accepting full responsibility for the consequences of his actions, including potential lawsuits, blame, and legal actions.

Fostering a sense of responsibility in junior high school students is not an easy task. During their transition period, learners exhibit emotional instability despite their desire for independence. On the other hand, junior high school students' responsibility is very influential on academic success. Training to become a responsible person requires consistency and commitment from the adults around them. In this case, the adults involved are the educators in the school environment. Therefore, educators play a crucial role in fostering a sense of responsibility in students by instilling the value of responsibility.

Based on the statement of one of the educators of SMP Karuna Dipa Palu, it can be concluded that the form of responsibility value instilled in students of SMP Karuna Dipa Palu can be seen in the punctuality in completing the tasks given by the educators, carrying out picket lines properly and according to the specified schedule, and daring to bear everything as a result of their actions.

f. Cultivating the value of honesty

Honesty is straightforwardness: not lying (telling the truth), not cheating/not playing games, and following the rules. Today, various deviations and dishonest behaviors develop in society, such as the mentality of taking shortcuts by ignoring existing rules. Materialistic and individualistic attitudes occur among the younger generation. In educational institutions, individuals commit various forms of dishonesty, such as cheating by students, absenteeism, failure to complete homework, late data, and other similar behaviors (Aisyah, 2019).

Things like this can gradually have an impact on corrupt generations and a culture of corruption (Syarnubi, S., Alimron, A., & Muhammad, 2022). Schools should serve as a platform to embody honesty values, fostering students' personal development and collective growth (Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). Effective implementation of honesty values in schools lays a solid foundation for the nation's establishment (Syarnubi, 2020). Therefore, it is important to instill the value of honesty in the younger generation through formal educational institutions, namely schools. In this context, the educator at Karuna Dipa Palu Junior High School provided the following explanation:

"One of the most important values to be instilled in students is honesty, because honesty reflects the morals of students. Honesty means saying what it is or you can say not lying, what is said is in accordance with the existing reality. Forms of honesty in students in this school are not cheating, returning friends' belongings when loaned, returning library books on time and when they find items that do not belong to them then they tell one of the educators. And the main thing is that when students make mistakes, they want to be honest about what they have done."

From this explanation, the value of honesty taught to Karuna Dipa Palu Junior High School students can be seen from their attitude during exams, returning items that do not belong to them, telling the truth about something they find, and daring to admit mistakes. Honesty is a trait that is highly valued and encouraged, especially in Islam. It is the basis for truth values in life, as honesty is always related to truth. The importance of honesty is also explained in Q.S. al-Ahzab:70, that honesty must be instilled from an early age, especially in the school environment. Schools have a big role in shaping honest attitudes in students, because they spend a lot of time there and interact with people of different ages (Yasbiati et al., 2019). Therefore, educators have an important role in teaching the value of honesty. An educator needs to have idealism and love for students, so that it is easier to instill the value of honesty in them.

g. Cultivating the value of justice

Justice means recognizing the importance of treating others in a fair and impartial manner, without discrimination based on color, class, ethnicity, religion, economics, or gender. Often, the value of justice is considered only as a political or legal issue managed by the government, so it is not developed in school life. In fact, justice is a basic value that needs to be owned by everyone, including educators and learners. In many schools, the value of justice is often only taught as a concept in the curriculum, without real application in daily practice. This can cause conflict in the educational environment, especially in schools with students from different cultural, ethnic and religious backgrounds. Therefore, it is important to instill the value of justice at SMP Karuna Dipa Palu.

At SMP Karuna Dipa Palu, educators treat all learners fairly, without discriminating based on their backgrounds. Every student is granted equal rights to fulfill their obligations. At SMP Karuna Dipa Palu, educators embody the multicultural value of justice in their behavior during learning, extracurricular activities, and disciplined periods. In addition, justice at SMP Karuna Dipa Palu is also seen in the provision of equal facilities to students in the implementation of religious education and giving freedom to students to choose extracurricular activities according to their talents, interests, and abilities. In relation to this, one of the students said that:

In relation to the realization of the value of justice at Karuna Dipa Junior High School in Palu, it is concluded that the value of the situation illustrated at Karuna Dipa Junior High School in Palu is in line with the concept of multicultural education according to Prudence Crandall in Dardi Hasyim who states that multicultural education is education that pays attention to the background of students both in terms of aspects of diversity of ethnicity, race, religion (sect of belief) and culture (culture). What is meant by paying attention is not to make the differences owned into an excuse to provide different treatment among each learner.

The value of justice is very important to be taught to learners. Without fairness, there can be social jealousy and discriminatory attitudes among students who have different cultural, ethnic, economic, social status and religious backgrounds. This can lead to conflict in the school environment. Justice means treating all learners equally, without differentiating based on existing differences. In Islamic teachings, justice is highly upheld. Allah SWT commands His people to be fair, even to people or groups that are not liked. In Q.S. al-Ma'idah: 8, Allah emphasizes the importance of upholding justice in all aspects of life, both in the context of nationality and religion. The key to upholding justice lies in understanding that justice in Islam is universal, without restrictions such as nationality, skin color, or social, economic and religious status. Thus, justice in all aspects will bring peace and prosperity to the people.

h. Cultivating the value of tolerance

Tolerance is the awareness of being willing to tolerate (appreciate, allow, allow) different or conflicting stances, opinions, views, beliefs, habits, and behaviors. Being tolerant also entails being able to appreciate others' feelings. External factors often contribute to the emergence of intolerance towards cultural, ethnic, and religious diversity in the school environment, resulting in less harmonious social relations among students. Therefore, Karuna Dipa Palu Junior High School is improving itself by striving to instill multicultural values in students, particularly the value of tolerance, in order to create and build mutual respect, mutual understanding, and mutual trust, thereby promoting coexistence and harmony.

According to one of the educators' explanations, SMP Karuna Dipa Palu implements the value of tolerance in students who respect each other, respect the teachings of the religion they believe in, respect differences in opinion, respect other people's ways of expressing their worship according to their religion, and establish good social relations regardless of different backgrounds.

The value of tolerance in SMP Karuna Dipa Palu is truly realized in the attitude of students who respect, respect and understand each other without seeing differences in

culture, tribe, ethnicity, gender, economy, social status and religion. The students of SMP Karuna Dipa Palu have well-established social interactions, fulfilling the purpose of instilling the value of tolerance. This is in line with what Muslih revealed that tolerance is an absolute factor in creating harmonious interactions in an educational institution.

It is crucial to strategically instill the value of tolerance not only in the structure of social life but also in religious life. Indeed Islam is present as rahmatanlil'alam, being a Mercy in the sense that the presence of Islam brings peace and avoids various kinds of vertical and horizontal conflicts. Islam as a religion teaches humanity to always respect and tolerate others and maintain the sanctity and truth of Islamic teachings. With this, the facts have proven that Islam is a religion that teaches tolerance to all religions, as well as mutual love and compassion between fellow believers.

Islam is an open religion, therefore the attitude of tolerance and willingness to recognize the existence of various kinds of differences is instilled in Muslims. In this regard, Allah swt says in Q.S al-Hujurat: 13 which implies that the differences that exist on earth are sunnatullah. In the Quran, it teaches mankind an extraordinary concept that with diversity, we can get to know each other. Indirectly by knowing each other's differences, we can learn to build civilization and by knowing each other's differences, we will build tolerance for each other.

i. Cultivating the value of deliberation

Deliberation is awareness and willingness to conduct joint discussions with the intention of reaching a decision or solving a problem. In deliberation, an attitude of self-knowledge and openness is required, meaning that each person not only has the right to be heard but also has the obligation to hear the opinions of others. Deliberation is useful for voicing opinions (ideas), uniting different opinions, fostering togetherness, and making decisions based on mutual agreement that have the value of justice and can benefit all parties.

In a pluralistic society, there are certainly social interactions that occur either between individuals or between groups. In these interactions, there is a possibility for conflict to arise. Conflict doesn't always involve violence, but it can turn violent when one party responds to incompatible goals by imposing their will to achieve them unilaterally. Similarly, in the field of education, the presence of differences of opinion or incompatible goals among students can lead to conflicts or problems that disrupt harmony within the school. Therefore, instilling the value of deliberation in schools is crucial to minimize the occurrence of conflicts or problems stemming from differences of opinion in various dimensions.

Schools are a place to train students from an early age to conduct deliberations by directly involving students in various activities so that they are active in voicing their opinions, deciding something based on mutual agreement, uniting different opinions, and training students in making correct decisions (Fauzi, M., Lestari, A. R. S., & Ali, 2023). Therefore, it is important to instill the value of deliberation in the school environment (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, 2023).

Based on the explanation of one of the educators, it can be concluded that one of the multicultural values instilled by Karuna Dipa Palu Junior High School is the value of deliberation. The form of this value can be seen in various activities such as the election of student council chairman, class chairman, and vice chairman, and determining picket duty. However, the value of deliberation is not only found in these activities but also seen in the learning process when students conduct group discussions or division of study groups.

Based on the statements of educators and students, the author concludes that the value of deliberation at SMP Karuna Dipa Palu can be seen in the attitude of students who reflect mutual acceptance of opinions, decide everything based on mutual agreement and all decisions that have been agreed upon are accepted by various parties. This is reflected

in student council activities, election of chairman and vice chairman, determination of picket duty, student council meetings, learning activities and extracurricular activities. Thus, the value of deliberation that is instilled can form a democratic attitude, open to diversity, respect the aspirations of others, and uphold the values of justice in realizing a peaceful and harmonious multicultural society.

Islamic teachings highly recommend deliberation activities because they provide goodness for those who engage in them. And there are even some words of Allah that encourage Muslims to deliberate; as Allah swt says in Q.S. ali-Imran: 159, it is stated that in dealing with every problem we always have to be gentle and not be harsh and harsh-hearted that can hurt others, because, as we know, the law of hurting others in Islam is a sin and is not allowed. The verse emphasizes the importance of prioritizing deliberation in problem-solving. Some of the virtues of deliberation include solving problems with strong and fair decisions, not causing regret, practicing voicing opinions, uniting differences, avoiding conflicts, strengthening friendships, and producing correct decisions.

Based on some of these virtues, we can understand that humans are social creatures by nature, incapable of living alone and dependent on each other. Deliberation serves as a manifestation or awareness of our inherent social nature. Humans desire to socialize with others. It is a fundamental human nature to constantly seek connections with other individuals. In addition, this shows an independent condition. In the next life, humans always live as citizens of a living unit, citizens of society, and citizens of the state.

2. *Strategies used in Cultivating Multicultural Values at Karuna Dipa Palu Junior High School*

Schools represent the ideal of a multicultural society. Where there are differences in learners in terms of culture, ethnicity, gender, ethnicity, social status, economy, and religion. In responding to the diversity in the school, SMP Karuna Dipa Palu tries to foster an attitude of mutual respect, mutual understanding, mutual trust, and mutual acceptance of students' differences by instilling multicultural values in the school.

The cultivation of multicultural values at school is expected to foster awareness of the importance of living together in diversity and differences. Additionally, we expect it to shape and build moral character. To achieve this, cultivating multicultural values is the primary priority.

An educator or student employs a strategy, or a combination of strategies, to alter behavior and attitude, with the aim of achieving a specific experience. In the world of education, strategy is defined as a plan that contains a design of activities designed to achieve certain educational goals. At SMP Karuna Dipa Palu, there are several strategies used by educators to instill multicultural values in their students. The educators of Karuna Dipa Palu Junior High School classify the strategies they use to instill multicultural values into three types of activities:

a. Learner Orientation Period (MOPD) Activities

One of the main challenges for educators during the new school year is to reduce learners' negative prejudice towards other individuals based on group identity, such as culture, ethnicity, or religion. At SMP Karuna Dipa Palu, which has students with diverse backgrounds, including a predominance of Chinese ethnicity and other religions, this is an important task. Educators in this school try to instill multicultural values through the Learner Orientation Period (MOPD) activities, using prejudice reduction strategies.

The cultivation of multicultural values is also very much in line with the vision of a multicultural school. Therefore, since the beginning of school, these values have been introduced in MOPD activities. One of the strategies used is to divide new students into groups consisting of various cultural, ethnic, and religious backgrounds. Each group is given different tasks so that students can work together, interact, and get to know each other more closely. Through cooperation in groups, familiarity is established, and negative prejudices that may exist at the beginning slowly erode along with the formation of friendships between them.

Also on the same occasion, one of the educators explained that:

"The value planting that we do is not only in that way (which has been conveyed by Mr. Harianto), but also at the beginning of MOPD activities we instill multicultural-based values through the advice delivered, through introductions to senior students and getting to know the school environment. Because the absence of close and familiar association between learners of different groups will allow the emergence of negative prejudices of learners brought from the beginning of entering a new school."

The statement outlines the educators' strategy for instilling multicultural values in new students at SMP Karuna Dipa Palu through MOPD activities, which serves as the initial step towards cultivating multicultural-minded school members in line with the school's vision. Thus, it can be concluded that the strategy used by SMP Karuna Dipa Palu in instilling multicultural values is the prejudice reduction strategy.

One of the strategies educators use to instill multicultural values is prejudice reduction, which involves developing positive attitudes among students towards differences in culture, ethnicity, gender, economy, social status, and religion. Essentially, novice students tend to harbor unfavorable perceptions about their new educational surroundings (Syarnubi, 2023). The assumption is a form of negative social prejudice, often originating from specific stigmas or stereotypes. This kind of social prejudice disrupts the association among learners and can create social conflict in the school environment. This underscores the significance of using prejudice reduction strategies to instill multicultural values in MOPD activities.

Based on the results of interviews with several educators of SMP Karuna Dipa Palu, it can be concluded that one of the ways used by educators of SMP Karuna Dipa Palu in instilling multicultural values in MOPD activities is the prejudice reduction strategy. Where this strategy is one part of the dimensions of multicultural education proposed by James A. Banks.

b. Intracurricular activities

Intracurricular activities are learning processes carried out in the classroom with the main objective of improving academic abilities. This activity forms the foundation of learning in schools, which are formal educational institutions. Therefore, the school curriculum regulates intracurricular activities, which include teaching and learning activities aimed at achieving the desired educational goals. At SMP Karuna Dipa Palu, the cultivation of multicultural values is essential to form multicultural-minded school members and maintain harmony in the school environment.

The cultivation of multicultural values, implemented in learning activities, requires strategies to achieve the expected goals. The following strategies are used in the cultivation of multicultural values in intracurricular activities (learning activities) at SMP Karuna Dipa Palu:

1) Integration of Material/Content

The diversity of cultures, tribes, ethnicities, genders, economies, social status and religions owned by students of SMP Karuna Dipa Palu makes the cultivation of multicultural values very important in the environment of SMP Karuna Dipa Palu. Where the planting requires certain strategies to achieve the expected goals. And one of the strategies that can be used in the cultivation of multicultural values is by integrating material/content.

Integrating material/content is combining the content of certain learning materials with several diverse perspectives. In this strategy, there are four stages that can be used in the integration of material/content, namely (Mustafida, 2021):

- a) The additive stage involves adding themes and perspectives to the curriculum without changing its basic structure. In other words, this stage involves trying to incorporate literature about people from various cultures into the mainstream of the curriculum.

- b) Contributive stage; is a stage carried out by incorporating heroes from ethnic groups and cultural objects into appropriate lessons.
- c) The transformation stage; a stage carried out by changing the basic assumptions of the curriculum and fostering the basic competencies of students in seeing concepts, issues, themes and problems from several perspectives and ethnic points of view.
- d) Social action stage; this stage includes all the elements of the transformation approach, but adds a component that requires learners to make actions related to the concepts, issues or problems studied in the unit. The aim of this stage is to educate learners in social critique and teach decision-making skills to help learners become social critics.

The purpose of embedding multicultural values by integrating the material is to add a broad insight into the diversity of cultures and lives so that learners become inclusive, easy to accept differences, tolerant and respectful of others. In addition, learners will easily interact with new or complex environments.

The cultivation of multicultural values, which is done by integrating materials, can be used in various activities at Karuna Dipa Junior High School in Palu. However, the educators of SMP Karuna Dipa Palu are more likely to instill multicultural values in the learning process in the classroom by integrating the material. As some educators of SMP Karuna Dipa Palu said that:

“So I instill it during teaching by connecting certain subject matter with the theme of money that is related to this value. But the theme that is related to the value is not included in the lesson plan. Because indeed, it is only my initiative to instill this value in them. So the value that I instill in students is adjusted to the material discussed.”

The same thing was also conveyed by Mrs. Nursanty as follows:

“I instill multicultural values by giving students an understanding that humans cannot live without the help of others. I convey this in one of the materials that can be related to this value. I relate it to the material because it is very important that they respect, understand and need each other. In learning, I also emphasize deliberation both in completing assignments and in group discussions so that misunderstandings do not arise between them if they have different opinions.”

One of the Cultural Arts educators also explained that:

“I instill multicultural values by adding certain themes to the lesson material which is complemented by a video, but does not get out of the material discussed in the lesson.”

The explanation shows that the cultivation of multicultural values carried out by educators at Karuna Dipa Palu Junior High School uses the strategy of integrating material/content in the learning process in the study subjects of Islamic Religious Education, Science, Physics and Cultural Arts. Integration of material/content is one of the efforts of educators to connect lesson material with themes about multicultural-based values equipped with videos without substantively changing the curriculum. Where, in the integration of material / content is done through the addition stage or called the additive level.

Multicultural values integrated in the lesson materials are not only done by adding certain themes by displaying videos or pictures. Rather, they are also integrated by selecting compulsory textbooks or certain activities to increase knowledge about group diversity. In line with this, one social studies educator elaborated:

“In social studies learning, I instill values in students by providing examples of the culture and habits of one of the other regions or other countries that are diverse. In addition, on one occasion I invited them to go visit the regional museum to introduce the existing forms of cultural diversity. So that they understand the diversity in life from an early age. I give them an understanding that differences are a gift from God that cannot be rejected and must be maintained in harmony, not used as an excuse to insult and abuse each other.”

The review of one of the educators illustrates that the cultivation of multicultural values at Karuna Dipa Palu Junior High School by integrating the lesson material/content is done through the contributive stage. At this stage, the educator instills multicultural values by conducting visits outside the classroom to introduce cultural diversity to students. Thus, it can be concluded that the cultivation of multicultural values by using the strategy of integrating materials is only done through two stages, namely the additive stage and the contributive stage.

2) Knowledge Construction

Knowledge construction is a process in which educators help students understand and explore various cultural perspectives to build new knowledge. The goal is to train students to think critically, creatively, and independently, so that they are able to solve problems and communicate their ideas (Simarankir & Kuntari J, 2022). With this method, students can more easily adapt to diverse environments and solve complex problems, as well as increase multicultural awareness in schools.

In the K13 curriculum with a scientific approach, learning is designed so that students actively build concepts, theories, or principles. This approach is based on facts and logical explanations, encourages students to think hypothetically, and is free from prejudice. In addition, this approach also makes it easier for educators to instill multicultural values, because these values are in line with character education in K13. Educators act as facilitators who provide guidance and assistance when students experience difficulties.

Therefore, the educators of SMP Karuna Dipa Palu instill multicultural values through a scientific approach. As one of the educators said that:

"The curriculum that we use here is K13 which is based on character education. The approach used is the scientific approach using inquiry-based learning, discovery-based learning, project-based learning, and problem-based learning models. In the scientific approach there are five activities in the learning process including observing, questioning, trying, associating and communicating. So the learning methods I use in the Biology Science learning process are more scientific-based learning. It is through this learning method that I instill multicultural values in Biological Science learning. The way I give them an understanding of the concept of one of the lesson materials, then examine the material by discussing with their group friends and presenting their findings. This can provoke students to think critically and discover something new so that it can produce a new idea or new knowledge."

In addition, the Indonesian language educator also explained that:

"I instill these values in the subject areas that I teach. In the material about the beauty of poetry, I first explain to students what poetry is, the elements of poetry, summarize the content of poetry and the elements that make up the poem. So after I explained it to them, then I divided the students into several discussion groups, after which I gave them the opportunity to observe the school environment and collect the results of the observations. After that, the results of the observations they get are then made in the form of poetry. In one group must work together to discuss the results of their observations then the findings are made in the form of poetry and each group recites the poems that have been made based on these observations. That way, indirectly there is a value planting in it."

In this regard, it can be concluded that multicultural values at Karuna Dipa Junior High School in Palu are carried out by building students' knowledge based on their understanding, resulting in a new discovery in the form of a concept or theory. This is multicultural values using knowledge construction strategy, which is one of the dimensions of multicultural education proposed by James A. Banks.

3) Prejudice reduction

Seeing the diversity of students at SMP Karuna Dipa Palu and the Buddhist atmosphere that is very thick in the school environment, it is important to instill

multicultural values at SMP Karuna Dipa Palu by using prejudice reduction strategies. Prejudice reduction is a focus on the characters and cultural values of learners with which educators can modify their learning. Prejudice reduction is one of the strategies that can be used in instilling multicultural values in the learning process. Where this strategy is carried out by involving students to carry out joint activities from different groups (Suryaningsih et al., 2023). Regarding the strategy of instilling multicultural values in the learning process, one of the educators explained that:

"I instill multicultural values in my subjects by adjusting the material discussed in each meeting. Likewise, the way to instill them must be different. It is not necessary to always relate the material to other themes. So another way that I use in instilling multicultural values is in one of the materials, I give them an understanding that every human being has differences in culture, tribe, ethnicity, economy, social status and religion. With these differences we must still respect and understand each other. In the lesson on being humble, frugal and living simply, I explained the lesson and gave examples related to the lesson. Most people think that ethnic Chinese are stingy while others are not. So I provide an understanding of one of the prejudices against these ethnicities by giving real examples in the school environment, namely explaining to them about tuition payments made by cross-subsidizing, then asking about how their Chinese friends behave. Is it in accordance with the prejudice that people say. I also provide an overview of the ethnic lifestyle and so on."

The explanation illustrates one of the ways used by educators in the field of Islamic Religious Education in instilling multicultural values in students of SMP Karuna Dipa Palu. The educators' efforts in instilling multicultural values by helping to erode prejudices that they may have against one ethnic group or another. This is also explained by the explanation of one of the social studies educators that:

"In teaching one of the materials, I give students an understanding that we should not label someone based on their culture, ethnicity, tribe and religion, for example we should not claim that Papuans are stupid, like to say harsh words, outdated ways of dressing and others. Basically, humans are created by God to have advantages and disadvantages."

The explanation of Mrs. Aisyah and Mr. Feri Lapik shows that the strategy used to instill multicultural values in students of SMP Karuna Dipa Palu is by developing positive traits and reducing negative prejudice against certain groups. The cultivation of multicultural values by reducing prejudice greatly affects the cognitive and what is conveyed by the educator tends to be followed by students so that it affects the effective domain. In addition, this strategy is also used in the field of Mathematics, as explained below:

"I instill these values, in the field of study that I teach by giving group assignments to students. So first I divide the learners into several groups fairly without looking at ethnicity, gender, economy, social status and religion. Then in one group have different tasks but still related to the material that I have explained. With this method, there is interaction between learners in the form of cooperation so as to build familiarity and friendship between educators. I use this method to eliminate the prejudice that exists in their minds that one ethnic, tribal, economic, or religious group only wants to be friends or help each other and also eliminate their assumption that one tribe tends to be stupid."

Based on this explanation, the strategy used by one of the educators of SMP Karuna Dipa Palu to instill multicultural values is by reducing prejudice through learning methods (assignment method). This strategy is used for class management, where educators really understand and are aware of the differences in the backgrounds of students. In addition, the method allows for interaction in the form of cooperation so that it can build familiarity or friendship between students which will ultimately erode or reduce prejudice against other groups.

In this regard, UNESCO (cited in Muqorobin, Tjalla, & Indrajit, 2021) emphasizes that the main function of education is not only limited to learning to know, learning to

do, and learning to be, but also learning to live together. This means that education should teach every member of society to appreciate diversity and equip people with the ability to live together in harmony as fellow human beings. Therefore, one of the prerequisites for a more harmonious inter-group relationship is to eliminate negative stereotypes and prejudices against other groups.

4) Equity Pedagogy

Equality pedagogy is adjusting teaching methods to the way students learn in order to facilitate the academic achievement of students who are diverse in terms of race, culture or social strata (Rahmawati, 2021). Equality pedagogy is an effort by educators to utilize learning methods that make learners the subject of learning.

Equality pedagogy aims to encourage social cooperation, mutual contribution, and mutual respect in the learning process, rather than reinforcing competition and efforts to bring each other down. In this strategy, educators instill multicultural values in students by involving all students to participate in learning regardless of different backgrounds. In this regard, one of the educators explained how to instill multicultural values as follows:

"In the field of Civics, basically it already contains multicultural values so that without being integrated, these values have been illustrated by utilizing learning methods that are tailored to the subject matter. For example, on the subject of the formulation and establishment of Pancasila, I divided students into several groups, then discussed the differences between the contents of the preamble and the precepts of Pancasila as stated in the 1945 Constitution. So learners must report the results of their discussion and provide responses from the results of the report. In the next meeting, learners simulated the process of formulating Pancasila as the basis of the state played by Moh. Yamin, Soepomo and Ir. Soekarno. So I try to make all students active in learning so that there is no boredom in learning. With the methods I use, there are values that I instill in them."

The review of one of the educators, the cultivation of multicultural values at SMP Karuna Dipa Palu illustrates the pedagogy of equality. Where this method is one of the educators' strategies to adjust learning methods in order to facilitate the achievements of diverse students in terms of culture, ethnicity, social strata and religion by utilizing learning methods that are adapted to the subject matter. This is what one of the educators in the field of Indonesian language studies did as an effort to instill multicultural values through learning methods. Through learning methods, educators not only instill multicultural values but also create creative and innovative learning so as to improve the academic achievement of students from various ethnic groups, ethnicity, economy, social status and religion. This effort is a strategy in instilling multicultural values, where this strategy illustrates pedagogical equality. The strategy is part of the dimension of multicultural education proposed by James A. Banks, namely equity pedagogy (Syarnubi, 2016).

c. Extracurricular Activities

According to Permendikbud RI Number 62 of 2013 Article 1 Paragraph 1, extracurricular activities are activities carried out by students outside official learning hours, under the guidance of schools. The purpose, based on Article 2, is to develop students' potential, talents, interests, abilities, personality, cooperation, and independence in order to support the goals of national education. Extracurricular activities provide space for non-academic development so that students can explore their potential.

At SMP Karuna Dipa Palu, extracurricular activities consist of two types, namely compulsory and optional extracurricular activities. Compulsory extracurriculars include student council, scouts, PMR, and UKS, while optional extracurriculars include sports such as futsal, basketball, and volleyball, arts such as dance and music, and religious activities. The cultivation of multicultural values at SMP Karuna Dipa Palu is not only done through MOPD and intracurricular activities, but also through extracurricular activities. The

strategies used by educators in instilling multicultural values in extracurricular activities are as follows:

1) Integrating content

Integrating material/content is combining the content of certain learning materials with several diverse perspectives. Where in the integration of material can be done through four stages, namely the additive, contributive, transformative and social action stages (Syamsul Bahri, 2021). Integration of material / content is not only done in the learning process, but also in scout activities. Because scouting activities also have learning but are slightly different from the learning process in the classroom (Syarnubi, 2024). In scouting activities, there is some material that needs to be explained by educators to students before carrying out activities in scouting. So that in scout activities there is also a learning process.

The cultivation of multicultural values in scout activities is carried out during the learning process, without changing the structure of the scout activity syllabus. In this regard, one of the educators explained that:

"The multicultural values that we instill in students in scout activities are done through the learning process in scout activities. So when we explain the scout material to students, we insert certain themes that have to do with one of the multicultural values. Although in the scout syllabus there is no such theme, we still associate one of the scout materials with multicultural values because when they are at the stage of implementing routine scout activities, students can be confident, cooperative, responsible and always deliberate in scout activities regardless of the different backgrounds they have. So in that difference they remain united in scout activities."

2) Prejudice reduction

Prejudice reduction is a focus on learners' cultural characters and values through which educators can modify their learning. In this strategy, it is understood that prejudice reduction is an educator's effort to help students develop positive traits towards various cultural differences by involving students in joint activities regardless of the different backgrounds of each individual.

In addition to the strategy of integrating material used in scout activities, educators also use prejudice reduction strategies in instilling multicultural values in scout activities. In this regard, the educator explained that:

"In scouting activities we not only instill multicultural values through the learning process by integrating the material but also we instill multicultural values through activities carried out in scouting activities by means of grouping. So the scouts are grouped into groups called squads. Each squad consists of scouts of different ethnicity, gender, social status and religion. And one of the activities carried out in camping, they can be more familiar and certainly interact with each other in the form of teamwork. Indirectly, the activities carried out in each team have multicultural values that are instilled in students and students do not realize it."

The establishment of close relationships with learners will be able to erode or reduce the prejudices of learners who are different in culture, ethnicity, gender, economy, social status and religion. So that students who have certain stereotypes can be reduced. Thus, it can be concluded that the strategy used by Karuna Dipa Palu Junior High School educators in instilling multicultural values is a prejudice reduction strategy. Where this strategy illustrates the theory of the dimensions of multicultural education proposed by James A. Banks.

3) Pedagogical equity

Pedagogical equality is adjusting teaching methods to the way students learn in order to facilitate the academic achievement of students who are diverse in terms of race, culture and social strata (Purwasari et al., 2023). Thus it can be understood that this strategy is more about educators' efforts to treat students equally in the learning process. This strategy is not only used in the cultivation of multicultural values in the learning process, but also

used in the cultivation of multicultural values in selected extracurricular activities such as sports, arts and religious activities.

Research at Karuna Dipa Junior High School in Palu shows that the strategy of instilling multicultural values is done through several approaches. First, material integration is done by bringing together different cultures and groups to explain concepts and theories in various subjects. This strategy is applied through the additive stage in subjects such as Science, Physics, Islamic Religious Education, and Cultural Arts, as well as the contributive stage in Social Studies. Second, knowledge construction, where teachers help students understand and explore different cultural perspectives to build new knowledge, is applied in Biology and Bahasa Indonesia. Furthermore, prejudice reduction is used to adapt learning to students' cultural characters, applied in MOPD activities, Islamic Religious Education intracurricular learning, social studies, and extracurricular activities such as scouts. Finally, pedagogy of equality involves adapting teaching methods to students' diverse learning styles, applied in Civics and Bahasa Indonesia lessons, as well as extracurricular religious, sports and arts activities. These strategies reflect four of the five dimensions of multicultural education proposed by James A. Banks.

3. *Supporting and inhibiting factors in the cultivation of multicultural values at Karuna Dipa Junior High School, Palu*

The cultivation of multicultural values in schools seeks to realize education that always prioritizes mutual respect, mutual understanding and mutual trust. Karuna Dipa Junior High School in Palu is considered very strategic in instilling multicultural values, this is because the school environment conditions are very supportive of instilling multicultural values.

The cultivation of multicultural values at SMP Karuna Dipa Palu is supported by several factors. First, the school climate that implements character-based education, emphasizing manners and courtesy to all school members. This creates an environment that respects differences and encourages tolerance. Second, the school curriculum is in line with the vision of a multicultural school, paying attention to the diversity of learners and respecting differences in religion, ethnicity, culture and socioeconomic status. This curriculum makes it easier for teachers to instill multicultural values. Third, although the school facilities are simple, facilities such as religious, art and extracurricular spaces are sufficient to support multicultural learning activities. Fourth, teachers act as role models, realizing their important role in teaching and applying these values. Fifth, various school activities such as scouts, student council, PMR, and other routine activities help students interact and appreciate differences. Finally, students at SMP Karuna Dipa Palu already have the awareness to respect differences and interact regardless of cultural background, ethnicity, religion, or social status. Good social interaction among students makes it easier for teachers to instill multicultural values.

Some factors that support the cultivation of multicultural values have been explained by several educators, but it does not mean that educators do not experience difficulties in instilling multicultural values in students at SMP Karuna Dipa Palu. Based on the statements of several educators, the researcher concluded that the inhibiting factors in the cultivation of multicultural values at SMP Karuna Dipa Palu are First, the different abilities of students in learning so that the cultivation of multicultural values carried out by integrating the material cannot be understood. Second, the lack of posters or pictures showing diversity and writings on multicultural values. Third, the school has not held socialization or activities regarding multicultural education and how to instill multicultural values in learning, the lack of knowledge of educators in instilling multicultural values through material integration.

CONCLUSION

Research at SMP Karuna Dipa Palu on the cultivation of multicultural values shows that equality, justice, tolerance and deliberation are the main focus. Although there are nine values taught, only four of these values are of concern in the research. The strategy of inculcating these

values is done through material integration with additive and contributive approaches, knowledge building, prejudice reduction, and the application of equality pedagogy. The implementation includes intracurricular and extracurricular activities, including learning in various subjects such as Islamic Religious Education, Science, Cultural Arts, as well as scouting and art activities.

Supporting factors for the cultivation of multicultural values in this school include the school climate, curriculum, infrastructure, and the active role of educators and school activities. However, there are some obstacles, such as differences in student abilities, the lack of visual media that support diversity, and the lack of socialization about multicultural education. Therefore, it is recommended that schools maximize the implementation of these values, complete supporting facilities, expand the application of multicultural values in all subjects, and provide socialization to educators to facilitate them in integrating multicultural values into learning.

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