

THE INFLUENCE OF THE MULTICULTURAL LEARNING MODEL ON PANCASILA EDUCATION SUBJECTS ON THE UNDERSTANDING OF STUDENTS' TOLERANCE ATTITUDES

Indah Utari^{1a}, Muhlasin Amrullah^{2b*}, Vanda Rezania^{3c}

¹²³ Program Studi Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Sidoarjo

autrindah1809@gmail.com

bmuhlasin1@umsida.ac.id

cvanda1@umsida.ac.id

(*) Corresponding Author :

muhlasin1@umsida.ac.id

ARTICLE HISTORY

Received : 19-07-2025

Revised : 07-08-2025

Accepted : 19-08-2025

KEYWORDS

Multicultural;

Pancasila Education;

Tolerance

ABSTRACT

The multicultural learning model is an essential approach in the context of today's education, in the era of globalization where social and cultural diversity is an important aspect that needs to be considered. This model aims to help students develop an attitude of tolerance in addition to emphasizing the cognitive component or mastery of knowledge. The purpose of this study is to see how the use of multicultural learning models affects the understanding of grade IV students about tolerance in Pancasila Education lessons. The researcher used a single-group experimental design and quantitative methodology. 28 students at SD Negeri Sidokepong 1 were the subjects of this study. Data collection was carried out through a pretest to measure students' initial understanding and posttest after the implementation of learning with a multicultural model. Testing the validity and reliability of the instrument is the first step in data analysis. Furthermore, using SPSS software version 26, normality tests, paired sample t-test, and N-Gain tests were carried out. The results of the analysis showed a significant increase in the understanding of students' tolerance attitudes, with the result of an N-Gain value of 0.82 which was categorized as high/effective. This researcher concluded that the multicultural learning model is effective in increasing students' tolerance attitudes and encouraging understanding of social and cultural diversity in the surrounding environment. The findings of this study are expected to support inclusive education and encourage the development of a tolerant generation.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education is a process of individual development that involves the acquisition of knowledge and training to shape thinking processes, character, language patterns, and social life. Education is a means for students to acquire skills and knowledge that can be useful in the life of society, nation, and state. If a country's education is better, the more advanced the country will be (Dewi Sartika, Nasehudin, n.d.)ⁱ. Of course, quality human resources will be created if the education process is good, so as to make the condition of the country better. During the educational process, students learn things they never encountered at home. Many things can be taken from the learning process, including studying cultural differences and recognizing and understanding the differences that exist in each human being. Often differences are considered to be triggers for conflict. An example that is often reported is differences as the cause of bullying or even the exclusion of a person from a group. Ethnic diversity presents challenges to multicultural life in Indonesia. Multicultural internalization began to be given in basic education, because it is the first understanding for students. One of the good levels of education to foster multiculturalism and tolerance is elementary school. Students are still in the stage of cognitive and social development at this age, which is characterized by greater tolerance capacity and high interest (Zamroni et al., 2024). According to James A. Banks, multicultural education is a general concept used to describe various school practices, programs, and learning that are created to help students from various groups to experience educational equality.

The learning approach known as multicultural education places a strong emphasis on the value of respecting and valuing diversity, including race, culture, and other aspects of diversity. This approach seeks to improve students' ability to empathize, and interact productively with various social groups. To create a peaceful and mutually accepting society, multicultural education is essential. (Toriyono et al., 2022). (Banks, 2006) Banks argued that multicultural education needs to strive for individual social transformation and tolerance. The need for a multicultural education system is very important for the development of human resources that have character. Improving the character of students is one of the main goals of the government in education. Character education is a means to develop and improve good character. According to the Curriculum Research and Development Agency of the Ministry of National Education, there are several types of characters that must be developed. There are several types of character education totaling 18, as follows: creative, peace-loving, honest, religious, tolerant, democratic, mutual cooperation, social care, respect for achievements, independence, curiosity, environmental care, national spirit, discipline, responsibility, love of reading, communicative, and love of the homeland (Harahap & Suyadi, 2020). Among these characters, one of the main characters that needs to be instilled in students is the character of tolerance which is the foundation of education. Article 3 of Law No. 20 of 2003 concerning the National Education System (Sisdiknas), tolerance is included as one of the values of character education. A peaceful life is the goal of tolerance, which is an attitude of respect for each other as well as diversity and difference. Tolerance can also transform homogeneity into diversity and foster unity. A person's thoughts, actions, and behavior are influenced by his or her tolerant attitude (I Made Dharma Atmaja, 2020). Every member of society must have a tolerant mindset to embrace Indonesia's diversity. All societies and individuals must adopt this tolerant mindset to create a cohesive, diverse, and innovative society. This tolerant mindset needs to be developed in the classroom. Despite Indonesia's efforts to instill the character of tolerance through education, not all schools are really focused on instilling an attitude of tolerance.

The citizenship pancasila education subject teaches about differences, so that it allows students to understand how to be a good citizen and play an active role in multicultural education (Haryono et al., 2024). These subjects in Indonesia are commonly called Pancasila and Citizenship Education (Shen, 2019). However, in the implementation of the current Merdeka curriculum, the subject has been renamed Pancasila Education. Regulation No. 56 of 2022 issued by the Minister of Education and Culture regarding guidelines for the implementation of study programs in the context of learning recovery, it was announced that the name of PPKN would be changed to Pancasila education. The change began in July 2022 until now. However, the material in it remains the same, only the mention has changed.

Pancasila Education learning is not only sufficiently understood conceptually, but also needs to be applied in daily life so that its values can be embedded and reflected in students' attitudes and behaviors. Therefore, behavior should be a top priority in civics education. Social values are one of the characters that must be developed in civic education. For children, social values are very important because they help shape their personality and character to be good and responsible people. In addition to playing a role in helping children build constructive relationships with their social environment, multicultural education can also develop social skills and strengthen attitudes of tolerance towards differences, such as honesty, tolerance, empathy, and responsibility as well as helping them to prepare to live and work with others in society. There are three definitions of Pancasila education. The first is "multiculturalism" as an educational resource that can be applied in the classroom, namely educating students about the diversity of Indonesian culture. This is related to information about the diversity of ethnicities, religions, cultures, and customs, among others. Second, teaching how to live in society, nation, and state. Therefore, educational resources on democracy, law, justice, harmony, public policy, and human rights are used to improve the learning environment. Third, incorporating values and practices such as democracy, tolerance, equality, empathy, mutual respect, and harmony and peace into daily school life. Pancasila education is a very complex subject in education, especially in basic education, because it is the embodiment of the nation's generation of morals, character, and noble character in an effort to educate life (Ristantomo, 2022). In addition, teachers can incorporate these principles into the curriculum by using a multicultural learning model. The learning steps are: (a) self-exploration study, (b) presentation of exploration results, (c) Peer group analysis, (d) Expert opinion, (e) Reflection. (Rasimin, 2017). The multicultural-based learning model is a teaching strategy that focuses on utilizing the cultural differences that students have such as religion, race, gender, age, ability, language, ethnicity, ability, and social class to improve learning and make it more efficient and flexible (Iman, 2018).

Based on previous research entitled *The Influence of Character and Multicultural Education in Building Attitudes of Tolerance and Peace in Students*, it provides results in increasing attitudes of tolerance, empathy, and the ability to deal with conflicts constructively as shown through character and multicultural education programs. The effective implementation of these two approaches is expected to create a young generation that lives in harmony with diversity and has high social awareness (Safara Diniah, Saiful Aziz Al-Falaq, Vania Indah Sabillah, 2024). Research conducted by (Safara Diniah, Saiful Aziz Al-Falaq, Vania Indah Sabillah, 2024) showed that students at SMA Labschool Unsiyah Banda Aceh had a determination coefficient of 0.156 which showed that the use of multicultural education affected students' social attitudes. This shows that the use of multicultural education has an impact on students' social attitudes. The results of the study entitled *The Effect of the Implementation of Multicultural Education on Attitudes and Tolerance* show that the majority of survey data regarding the implementation of multicultural education, student attitudes, and student tolerance levels are included in the "very good" category. According to this study, the majority of students have shown a personality that appreciates and respects each other. (Dewi Sartika, Nasehudin, n.d.). Research conducted (Alfi Farohah & Tirtoni, 2024) underlining that multicultural education can also be integrated into Pancasila education subjects. Previous research has discussed education and multicultural learning models. The difference between beautiful and naïve research lies in the influence on students' attitudes of tolerance and critical thinking. Research conducted by Safara and Dewi Sartika explains how multicultural education affects student tolerance. Most of the research concentrates more on descriptive or correlational approaches, there is a gap in the literature related to how the multicultural learning model can be applied effectively in the context of Pancasila Education subjects to improve students' understanding of tolerance attitudes. Previous studies have not used experimental quantitative approaches, especially with a one-group pretest-posttest design, to measure the direct impact of the implementation of multicultural learning models on the systematic improvement of student tolerance attitudes. Not many use experimental approaches to test the influence of multicultural learning on students' religiosity. Meanwhile, there are many studies that test the influence of multicultural learning models on students' tolerance attitudes. In the research that will be carried out, it will measure the understanding of students' tolerance attitudes in

Pancasila education subjects by implementing a multicultural learning model in the teaching and learning process of students. It is hoped that this research will increase knowledge about the relationship between Pancasila education, the multicultural learning model, and the character of tolerance in student learning.

Based on the description described, the author is interested in conducting a research entitled "The Influence of Multicultural Learning Models on Pancasila Education Subjects on the Understanding of Student Tolerance Attitudes" because character education, one of the main focuses as the formation of a generation that is open to differences is through the understanding of tolerance attitudes. The decline in social values among students is a challenge for globalization and modernization. A creative learning model is needed, learning does not focus on the development of the cognitive aspect alone but pays attention to the aspect of character formation, especially in understanding students' tolerance attitudes. Effective solutions can be done by implementing an integral multicultural learning model in Pancasila Education. Pancasila education is an effort to instill the values of tolerance. The purpose of this study is to show the impact of an integrated multicultural learning model on student tolerance attitudes implemented in Pancasila Education about social and cultural diversity. And this research aims to explore the implementation of the multicultural learning model in the context of education as an increase in tolerance towards social and cultural diversity materials, the chapter on cooperation in my environment in the subject of Pancasila education. The main purpose of this study is to assess how efficiently the multicultural learning model can be used in learning, especially by measuring the influence of the model when integrated into the Pancasila Education subject. In addition, this study highlights the benefits of using multicultural learning in increasing students' understanding of tolerance in improving the learning process. In addition, this study also identifies the positive implications of the use of multicultural learning models on improving students' understanding of tolerance attitudes.

METHOD

This research uses a type of quantitative research, one of the types of quantitative research that will be carried out is called experimental research with a onegroup pretest posttest research design. As in the book (Scott, 2018) The experimental method uses a type of pre-experimental method, onegroup pretest posttest design where treatment is given to one group after the pretest and posttest after the treatment is carried out. This research method was also conducted with one group and there were no classes for comparisons. The picture below is the research design:

Pre-test	Treatment	Post-test
O1	X	O2

The description is as follows:

O1 = results when treatment has not been given

X = treatment (teaching multicultural learning model)

O2 = results when treatment is given

The research will be carried out at SD Negeri Sidokepeng 1 which is located at JL. Village Hall No.1 Sidoung, Buduran District. The selection of the location is based on the fact that in class IV B which will be used as a research sample, I am studying social and cultural diversity material in the chapter of cooperation in my environment in the subject of Pancasila Education. As well as the number of students who meet research needs.

Population by (Scott, 2018) is a subject that has certain characteristics that are chosen by the researcher and will be studied and then the researcher concludes it. The population determined in this study is grade IV students at SDN Sidokepeng 1. A sample is a portion of the population that is expected to represent the population (Scott, 2018). The sample collection technique is with the probability simple random sampling technique because this technique ensures that every student has the same opportunity to be selected as a sample. To generalize the research findings, it helps in the creation of a representative sample of the population. Based on this statement, the researcher used grade IV students of SDN Sidokepeng 1 Sidoarjo as a sample of 28 students. The purpose of this study is to find out the

multicultural learning model that is integrated in the Pancasila education subject as an increase in understanding of students' tolerance attitudes. The variable (x) in this study is the multicultural learning model and the variable (y) is the increase in tolerance character. SD Negeri Sidokepong 1 is the place for this research and will be held in March, precisely in the even semester of the 2024/2025 school year.

Data collection based on data from students' pretest results before being given treatment serves to determine the value of students' initial understanding, while the results of posttest data that have been treated with a multicultural learning model serves to determine the influence of the use of multicultural learning models on understanding students' tolerance attitudes. The researcher uses test instruments that will determine whether or not it has an effect on the understanding of students' tolerance attitudes. Validity test is a tool that proves the validity of a research instrument in relation to measuring the accuracy of measurements. The function of the reliability test is to test the level of suitability of the instrument used during the research, and make the instrument usable. Descriptive statistics, normality tests, hypothesis tests, and n-gain tests are data processing techniques used in this study. The normality test to find out whether the data obtained in the research activities is normally distributed or not using the shapiro wilk normality test. If the data is distributed normally, a paired t-test is used to compare the results of the pretest and posttest. Then, to find out the influence of the multicultural learning model on Pancasila education subjects on the tolerance character of elementary school students using the n-gain test. With the help of SPSS software, this research is to analyze data and statistical methods. The instruments used in this study are learning tools such as learning implementation plans, teaching modules and tests totaling 28 questions in the form of multiple choices. Indicators are criteria used to measure tolerance. The tolerance indicators used in this study have been compiled by the researcher in accordance with the objectives and characteristics of the study, and have been validated by the supervisor. The validation process is carried out to ensure that the indicator is able to measure aspects of tolerance in an appropriate and relevant manner. This indicator is then used as a reference in the preparation of research instruments in the form of questions. In Table 1 below, the indicators of tolerance are explained.

Table 1. Indicators of Tolerance

Attitude Values	Indicators
Tolerance	Respect for other religions, tribes, races, and groups Respect differences without harassing the other group Peace love

RESULTS AND DISCUSSION

The data collection procedure carried out in grade IV of SDN Sidokepong 1 produced research findings. The research was conducted using a multicultural learning model to test the understanding of grade IV students about tolerance in Pancasila Education subjects. Data analysis was carried out using descriptive statistics, normality tests, hypothesis tests (paired sample t-test), and normalized gain (N-Gain) tests. The entire analysis was carried out with the help of SPSS software version 26. Before conducting petest-posttest, the researcher conducts an instrument feasibility test, which is a validity test that is declared valid if R is calculated $> R$ Table, with a significance level of 0.05. As for the R table with a sample trial of 28 students, the R Table is 0.361. After the trial, 20 multiple-choice questions with an R result of > 0.361 . The following table shows the results of the instrument validity test.

Table 2. Results of the Validity Test of Question Items

Question Number	R-count	R-table	Result
Question 1	0,752	0,361	Valid
Question 2	0,645	0,361	Valid
Question 3	0,427	0,361	Valid
Question 4	0,346	0,361	Valid
Question 5	0,822	0,361	Valid
Question 6	0,906	0,361	Valid
Question 7	0,801	0,361	Valid
Question 8	0,821	0,361	Valid
Question 9	0,821	0,361	Valid
Question 10	0,737	0,361	Valid
Question 11	0,843	0,361	Valid
Question 12	0,843	0,361	Valid
Question 13	0,843	0,361	Valid
Question 14	0,843	0,361	Valid
Question 15	0,838	0,361	Valid
Question 16	0,838	0,361	Valid
Question 17	0,734	0,361	Valid
Question 18	0,724	0,361	Valid
Question 19	0,724	0,361	Valid
Question 20	0,724	0,361	Valid

After knowing the results of the validity test that were declared valid, the next step was to conduct a reliability test. The reliability test was calculated using the SPSS application version 26 with the Alpha Cronbach formula. The question item can be said to be reliable if r is calculated $> r$ of the table, which is with a minimum Cronbach alpha value > 0.6 . Furthermore, the reliability test obtained the results presented in the table below.

Table 3. Reliability Test Results

Cronbach's Alpha	Information
0,769	Reliable

Based on the results of the reliability test above, it shows that the reliability number of the pretest and posttest instruments is 0.769 with the good/fixed category. It can be concluded that the pretest and posttest instruments show reliability for data collection during the study.

The purpose of the normity test is to find out whether the results of the pretest posttest are normally distributed or not, so the researcher Based on the table of normality test results below, using the Shapiro Wilk normality test, it is known that the significance value (sig) in the results of the student's initial ability (pretest) is 0.218. Meanwhile, the results of the final ability (posttest) have a significance (sig) of 0.526. Reviewing from the normality test data below, therefore the pretest and posttest data are said to be distributed normally because the data tested amounts to less than 30. The table below is the results of the normality test:

Table 4. Normality Test Results

Class	Significance Value (Sig)		Information
	Pretest	Posttest	
IV -B	0,218	0,526	Distribute normally

Hypothesis test paired sample t-test, to find out whether there is a difference between the initial ability to understand tolerance attitudes as pretest results and the data from post test results of the final ability to understand tolerance attitudes in students. The paired sample t-test is used to determine whether there is a difference in the average of pretest and posttest data. Based on the data from the paired sample t-test results above, a sig value was obtained. (2- Tailed) is 0.00, so < 0.05 . These results show that there is a significant difference between the initial ability (pretest) and the final ability (posttest) of understanding tolerance. The following table of the results of the paired sample t-test shows:

Table 5. Paired Test Results of T-Test Samples

	T	Df	Sig.(2-Tailed)
Pair.1 Pretest-Posttest	-14,027	27	0,00

The N-Gain test was carried out to measure the improvement of students' understanding of tolerance attitudes between the results of the pretest and posttest understanding of tolerance attitudes. Based on the results of the analysis of the N-Gain test, the normal gain data results were obtained of 0.82 which showed that there was an increase in the initial ability (pretest) and the final ability (posttest) of understanding tolerance attitudes with the effective category. The following table of N-Gain test results shows:

Table 6. N-Gain Test Results

Class	N-Gain	Interpretation
IV-B	0,82	Tall

A multicultural learning model that integrates local cultural values encourages respect for cultural diversity and also plays an important role in shaping students' pride in their own culture. Students who engage in culture-based learning show a good understanding of intercultural tolerance. The application of active learning techniques, such as case studies, group discussions, case studies, and local culture-based projects, effectively encourages interaction and collaboration between students in the learning process. who come from various cultural and religious backgrounds. The purpose of the research was to analyze the influence of multicultural learning models on the understanding of students' tolerance attitudes. The research was carried out in class IV using a one group pretest posttest. The application of the multicultural learning model in Pancasila education subjects is accompanied by LKPD that adjusts to the learning syntax. The research was carried out in five meetings, a) students conducted a pretest before treatment. b) carry out treatment by doing LKPD 1 (conducting a study of self-exploration of social and cultural diversity) in the learning process. c) continued by working on LKPD 2 (analysis of diversity in the environment around the residence). d) students work on and present LKPD 3 (making mind mapping of social and cultural diversity). e) The last meeting of students did a post test to measure the final ability after carrying out the learning process using a multicultural learning model in the Pancasila education subject.

The analysis of the effectiveness of the multicultural learning model was carried out by looking at the results of the pretest and posttest given to grade IV students to find out whether or not there is an influence and an increase in understanding of tolerance attitudes. The multicultural learning model has a significant effect on improving the understanding of tolerance attitudes in students, this is known after calculating using several tests including the validity and reliability test on pretest-posttest instruments, the normality test (Shapiro wilk), the paired sample t-test to measure the difference in significance between pretest-posttest, and the N-Gain test to analyze improvement. The results of the test of the validity of the pretest-posttest questions stated that 20 questions were valid with R counting $> R$ Table, with a significance level of 0.05. As for the R table with a sample trial of 28 students, the R Table is 0.361. After the trial, 20 multiple-choice questions with an R result of > 0.361 . The reliability test was declared reliable showing a number of 0.771 with the good/fixed category and the pretest-posttest instrument was suitable for use. The paired sample t-test obtained a significance value of $0.00 < 0.05$ so that H_0 was rejected H_1 was accepted. The results of the N-Gain test

of the ability to understand tolerance attitudes in students were obtained with a value of 0.82 in the medium or quite effective category. The increase is in line with the results of research by (Safara Diniah, Saiful Aziz Al-Falaq, Vania Indah Sabillah, 2024) that instilling the value of tolerance through the learning process can increase the character or attitude of tolerance in students. Multicultural-based learning makes it easier for students to better understand the concept of tolerance.

The research is carried out in accordance with the objectives that have been planned carefully and effectively. The findings of the results show that the results of the pretest posttest attitude tolerance. Grade IV students who participate in learning using the multicultural learning model differ significantly, due to several factors that influence, the quality and competence of teachers who have a deep understanding of cultural diversity can be more effective in explaining and providing understanding of tolerance values. Teachers wisely in dealing with the socio-cultural diversity of students in the classroom. The results of the observation explained that grade IV teachers are responsive in learning activities, students can receive meaningful learning. The state of school environment also affects the state of the school environment, SDN Sidokepung 1 has a positive, safe, and inclusive environment that is able to accept students who are socially, culturally, and religiously diverse. The school guarantees that there is no discrimination between students, teachers, canteen employees, security guards, or guardians. Openness is prioritized in matters related to diversity, so that they can actively contribute to a pluralistic and mutually respectful society. These findings are in line with research (Sma et al., 2022) at SMAN 1 Randangan which shows that environmental factors and habituation are the main determinants in strengthening tolerance. This study shows that the integration of teacher competence, learning approaches, and holistic environmental support actually has a more significant influence. Therefore, effective tolerance learning depends not only on the habits or atmosphere of the school, but also on the existence of an education system that consciously shapes a reflective and sustainable multicultural learning experience.

An adequate curriculum that supports cultural diversity is integrated with the values of tolerance. The habituation of each class to support the attitude of tolerance with every week students produce group projects, groups are designed multiculturally and evenly every week. The implementation of every 1 semester also has an effect, cultural parade activities where all school residents use a variety of traditional clothes of the archipelago. Synergistic collaboration between teachers, parents, and the school environment has proven to be a significant factor in supporting the successful implementation of tolerance values. This research is in line with the findings (Lestari & Handayani, 2023) which emphasizes the importance of integrating local cultural values in the Pancasila Education curriculum as a means of strengthening students' character. Multicultural learning models that are closely related to character or tolerance, teachers who are responsive to students who do not understand tolerance, and a socio-cultural school environment. The findings in this study have significant implications for educational practices, especially in strengthening teacher competence. Teachers who lack an adequate understanding of tolerance need to receive systematic training and support to implement multicultural learning in Pancasila education subjects effectively, upgrade school curricula to pay more attention to student character, and integrate local cultural values into the curriculum of Pancasila Education subjects is important to do. This is due to the characteristics of each subject related to character education and tolerance attitudes. Revision of the curriculum that is not only symbolic but also substantial by linking learning norms and values to the real-life context of students is an important step to strengthen tolerance in a sustainable manner in character education.

The multicultural learning model can foster intercultural tolerance, mutual respect, and understanding of Indonesia's cultural diversity. According to (Labibah Azzahra, 2024) Incorporating cultural values into multicultural education can help improve students' understanding of social concepts and develop inclusive attitudes. The ability to recognize, appreciate, and respect cultural differences among people is known as intercultural tolerance. Multicultural learning is also supported by constructivist learning theory put forward by (Piaget & Vygotsky, 1996). Vygotsky's

theory emphasizes the importance of social interaction and cultural mediation in shaping understanding, while Piaget's focuses on the construction of knowledge individually based on stages of cognitive development. Therefore, the implementation of multicultural learning needs to consider these two approaches so that learning is not only individual-centered, but also strengthens intercultural social interaction. According to this view, a person builds their knowledge by interacting with their social and cultural environment. Thus, contextual, cultural-based, and dialogical learning is expected to be able to encourage the development of tolerance attitudes more comprehensively through direct experience, critical reflection, and recognition of diversity

CONCLUSION

The application of the multicultural learning model in Pancasila education subjects to the understanding of tolerance attitudes of grade IV elementary school students has a significant influence. Social and cultural diversity materials in the surrounding environment have proven to be effective in increasing the understanding of tolerance attitudes in students. The syntax in the multicultural learning model provides a rich learning experience with meaningful interactions, students can develop an attitude of mutual respect and respect for differences. Other supporting factors with the support of teachers, friends, guardians, as well as social and environmental conditions of students also contributed to the success of the research. Learning that uses a multicultural model is a solution for teachers to provide an understanding of tolerance, as well as an effort to build a more inclusive student character. Integrating cultural values in the learning process, students not only gain knowledge, but also a positive experience in understanding and appreciating differences. With the commitment of all parties, multicultural education can be a solid foundation as an improvement in the quality of education oriented towards the formation of tolerance character.

REFERENCE

- Alfi Farohah, N., & Tirtoni, F. (2024). Pengaruh Model Pembelajaran Multikulturalisme Pada Mapel Pendidikan Pancasila Untuk Meningkatkan Berpikir Kritis Siswa Kelas IV SD Naila. *Jurnal Pendidikan Dasar Flobamorata*, 5(1), 165–173. <https://e-journal.unmuhkupang.ac.id/index.php/jpdf>
- Banks, J. A. (2006). *Race, culture, and education: The selected works of James A. Banks*. Routledge.
- Dewi Sartika, Nasehudin, S. (n.d.). *Pengaruh Penerapan Pendidikan Multikultural Terhadap Sikap Dan Toleransi*. IX(1), 27–42.
- Harahap, Z. M. R., & Suyadi, S. (2020). Pengembangan Pendidikan Karakter Melalui Pendekatan Behaviorisme Berbasis Neurosains di SD Muhammadiyah Purbayan. *Psikoislamedia: Jurnal Psikologi*, 5(1), 38. <https://doi.org/10.22373/psikoislamedia.v5i1.6199>
- Haryono, O., Firmansyah, Y., & Repelita, T. (2024). Peran PPKn sebagai pendidikan Multikultur dalam Meningkatkan Toleransi Siswa. *Journal of Education Research*, 5(2), 2138–2144. <https://doi.org/10.37985/jer.v5i2.1095>
- I Made Dharma Atmaja. (2020). Membangun Toleransi Melalui Pendidikan Multikultural. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 8(1), 35–46. <https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/23548/14372>
- Labibah Azzahra. (2024). Pengaruh Pembelajaran IPS Berbasis Budaya Terhadap Sikap Toleransi Antarbudaya Siswa Sekolah Menengah Pertama. *SOSIAL: Jurnal Ilmiah Pendidikan IPS*, 2(3), 16–25. <https://doi.org/10.62383/sosial.v2i3.255>
- Lestari, I., & Handayani, N. (2023). Pentingnya Pendidikan Karakter Pada Anak Sekolah Khususnya Sma/Smk Di Zaman Serba Digital. *Guru Pencerah Semesta*, 1(2), 101–109. <https://doi.org/10.56983/gps.v1i2.606>
- Piaget, J., & Vygotsky, L. (1996). His previous publications include Jean Piaget: Critical Assessments (4 vols, 1992) and Critical Readings on. In *Julie Dockrell is Senior Lecturer in Child Development and Learning*.
- Rasimin. (2017). Implementasi Model Pembelajaran Multikultural Untuk Meningkatkan Kompetensi Mahasiswa

- (Studi Pada Mahasiswa PGMI di IAIN Salatiga). *Inferensi*, 11(1), 141. <https://doi.org/10.18326/infsl3.v11i1.141-162>
- Ristantomo, R. (2022). Pembentukan Karakter Berdasarkan Pancasila di Sila Ketuhanan Yang Maha Esa. *Paidea: Jurnal Pendidikan Dan Pembelajaran Indonesia*, 2(2), 55–59.
- Safara Diniah, Saiful Aziz Al-Falaq, Vania Indah Sabillah, R. M. (2024). Pengaruh Pendidikan Karakter Dan Multikultural Dalam Membangun Sikap Toleransi Dan Perdamaian Pada Peserta Didik Safara. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10 (September).
- Shen, S. (2019). Teaching ‘multiculturally’: geography as a basis for multicultural education in Korea. *Multicultural Education Review*, 11(1), 37–58.
- Sma, D., Randangan, N. I., Suardika, K., Mas, S. R., & Lamatenggo, N. (2022). *Internalisasi Nilai-Nilai Multikultural Dalam Pengelolaan Pendidikan*. 08(January), 257–268.
- Sugiyono, S. (2018). Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R & D. *Alfabeta, Bandung*.
- Toriyono, M. D., Sibilana, A. R., & Setyawan, B. W. (2022). Urgensi Pendidikan Multikultural dalam Pengembangan Karakter di Era Society 5.0 pada Perguruan Tinggi. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(2), 127–140. <https://doi.org/10.33367/ji.v12i2.2728>
- Zamroni, A. D. K., Zakiah, L., Amelia, C. R., Shaliha, H. A., & Jaya, I. (2024). Analisis Pengaruh Implementasi Pendidikan Multikultural Terhadap Sikap Toleransi Keberagaman Siswa Sekolah Dasar Inklusi. *Jurnal Ilmiah Profesi Pendidikan*, 9, 1112–1119. <https://doi.org/10.29303/jipp.v9i2.2247>
-