



Moderation-Based Multicultural Education Religious: Challenges and Solutions

Azizah Hanum ^{a,1*}, Suharni Polem ^{a,2}, Yusnidar Gea ^{a,3}

^a Universitas Islam Negeri Sumatera Utara, Indonesia

¹ azizahhanum@uinsu.ac.id *; ² suharnipolem3003233032@uinsu.ac.id; ³ geanidar80@gmail.com

*corresponding author

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Abstract

Islam's view on multicultural education and its response to diversity in society, especially in educational institutions, aims to ensure that every ethnic group has equal rights. This research aims to explain how Islam views multicultural education. Using a qualitative approach through a literature study, various references from books, journals, and related research are analyzed in depth. Multicultural education emphasizes equality amidst cultural differences. In Islam, differences are seen not as a source of conflict or a measure of one's nobility, but as an opportunity for mutual understanding and respect. Multicultural education is an important element in maintaining unity and social integration in diverse societies by educating about equality, justice, and respect for different races, ethnicities, languages, traditions, and religious beliefs. This education is in line with Islamic values reflected in the Qur'an, which emphasizes the importance of respecting diversity. The Prophet Muhammad and his companions have also applied this principle, as seen in the Medina Charter

INTRODUCTION

Multicultural education that exists so far is still limited to discussions and concepts that always want to be developed in the world of education. The curriculum or special education conducted for multicultural education has not been found in several countries including Indonesia. Human life is full of learning experiences, and since learning is not limited to a particular location

or time, it can happen anytime and anywhere (Guritno, 2025). The concept of multicultural education has not been fully understood by the community. Even the paradigm of thinking about multicultural education has not been realized in the teaching and learning process (Utami, 2018). Diversity in society, whether in terms of ethnicity, race, religion, or social status, has a great influence on social dynamics and community development. Therefore, it is very important to discuss multicultural education so that students can understand more sensitively the various social issues that arise due to these differences. Multicultural education is becoming increasingly relevant in the era of globalization, where cross-cultural interactions are more frequent and have an impact on social development and education. Multiculturalism is a concept that supports the enhancement of the dignity and human value of each individual (Amin, 2018). In the field of education, multicultural education is a relatively new phenomenon, developing along with the progress of democracy in a country (Muhammedi, 2016). In addition, multicultural education also aims to instill an attitude of respect, honesty, and tolerance towards the diverse cultures that exist in a plural society (Zakiyatun, 2019).

In the Islamic view, multicultural education in a diverse society recognizes the unique role of each individual and group in social relations, both at small and large levels. This ethnic, cultural, and religious diversity is considered important to strengthen the sense of unity in achieving common goals and building cooperation. These differences do not become barriers but rather means to strengthen peace and prosperity together. Thus, everyone is responsible for maintaining sustainability and creating harmony regardless of differences. Islam emphasizes the importance of this role in creating a peaceful and prosperous social life (Wulandari, 2020).

Ultimately, multicultural education is expected to reflect the reality of a diverse society and give birth to a generation that is open to differences. This can be achieved through fair acceptance of other groups, regardless of cultural, ethnic, gender, language, or religious differences. To apply the principles of democracy, justice, and humanism in multicultural education, several factors need to be considered: First, religious differences are a reality of existing diversity. Second, ethnic and linguistic diversity among ethnic groups, which, if not managed properly, can lead to conflicts in the national context. In this modern era, gender issues are getting significant attention in various aspects of life, including in the formal education environment (Siti Khabibah, 2024). Therefore, multicultural education plays an important role in reducing inter-ethnic tensions. Third, differences in gender, sex, and social status should also be a concern in multicultural education, which is expected to accommodate these differences. Fourth, differences in physical and non-physical abilities between individuals also need to be considered. Suparlan, in Muhammedi's journal, relates this to the concept of "Bhinneka Tunggal Ika" in Indonesia, which now emphasizes cultural diversity, not just ethnicity. Not everyone may be able to accept it well (S, 2022). Islamic education can also be a topic that is implemented with a multicultural education model.

Some previous research has been conducted on the concept of multicultural education in an Islamic perspective that focuses on the Qur'an, Hadith, and the Medina Charter. In Islam, diversity is recognized and human values are respected. Multicultural education has an important role in creating an inclusive society that respects differences and has been applied since the time of the Prophet Muhammad. (Wahyuddin & Hanafi, 2016) The next research highlights the importance of multicultural education in Islam to create equality, eliminate discrimination, prevent conflict, and encourage mutual respect. The goal is to shape the character of learners who are pluralist, humanist, and democratic, and develop ethics, morals, and good values.

Multicultural education is also considered an alternative to creating a harmonious and peaceful life, which has implications for national unity. (Yusuf & Faridah, 2021).

The difference between this research and the previous research is the focus on the implementation of Islamic values in the context of multicultural research. Meanwhile, previous research emphasizes more on the challenges or solutions in implementing multicultural education in Islamic education. The focus of this problem formulation is to understand and apply the values of equality, harmony, wisdom, tolerance, humanism, freedom, and solidarity in a multicultural education environment following Islamic teachings. The purpose of this study is to create an inclusive learning environment and shape students into democratic, humanist, and pluralist individuals. The purpose of this study is to explore the concept of multicultural education in Islam and the focus is on responding to views that reject multiculturalism in this religion. The research will reveal the concept of multicultural education found in the Quran, Hadith, and the Medina Charter, and emphasize the importance of creating equality regardless of caste or social status in society. In addition, this article also emphasizes that multicultural education not only shapes good character but also plays a role in the development of knowledge and technology, so it can be a means to create greater equality in a diverse society. The educational process can make people explore new things in themselves that are latent or abilities that have been there since birth, including the ability to think critically, creatively, and innovatively (Nizar Farid, 2025).

METHODS

This research uses a qualitative approach with a literature study method. This method involves collecting data through understanding and studying the theories contained in various literatures relevant to the topic of Multicultural Education in an Islamic Perspective. Data were collected from various sources, such as books, journals, and previous research related to the research subject. Researchers used two types of data sources, namely primary and secondary data. Primary data is taken from books that are the main references regarding Islamic education and multicultural education, while secondary data comes from literature that is considered still relevant to this research. Research data is collected through documentation techniques, which are used to identify and analyze documents related to the research topic being investigated by the researcher. This approach ensures that our needs are well accommodated and the features designed are more relevant and appropriate according to the development goals (ManuelYosiaKristaAnandaWicaksono, 2025). Library material derived from various references must be analyzed carefully and deeply to support the propositions and opinions conveyed (Harahap, 2023). The analysis method used is descriptive analysis, which is useful for identifying the relationship between one part and another. Through the analysis of the research map guided by the problem being studied, the research objectives can be achieved by formulating theoretical constructions that are by the research problem (Zakiyatun, 2019). Zed revealed that there are four steps in conducting a literature study in research, namely preparing the necessary equipment, compiling a bibliography, setting a schedule, and reading or recording research material. Qualitative research is a research method used to understand phenomena through inductive analysis, with a focus on data accuracy and completeness. The main focus of qualitative research is to ensure data validity, which refers to the conformity between the information recorded as data and the reality that occurs in the field under study.

RESULTS AND DISCUSSION

Islamic Perspective in Multicultural Education

Islam recognizes and respects differences in culture, language, and religion as part of God's wisdom in creating humans. Based on Islamic teachings contained in the Qur'an, humans have been created by God with different natural traits or characteristics. However, in the Islamic perspective, the differences that exist are not a source of conflict and a measure of one's nobility, but rather an opportunity to understand and appreciate each other. (Muzaki, 2018)

As stated by Allah in Surah Al-Hujurat, verse 13 :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O people! Indeed We have created you from a male and a female, then We made you into nations and tribes that you may know one another. Indeed, the noblest among you in the sight of Allah is the most pious.” (QS. Al-Hujurat: 13)

This verse emphasizes that the purpose of differences is to know and learn from each other, not to degrade each other. Multicultural education in Islam aims to educate people to understand and appreciate these differences.

Principles of Multicultural Education in Islam

Islam emphasizes the principles of equality and justice regardless of ethnicity, race, or social status. The Prophet said: “O people, your Lord is one, and your father is one (Adam). Arabs are not more noble than non-Arabs, nor are non-Arabs more noble than Arabs, except by piety.”

(HR. Ahmad) This principle is the foundation that Islamic education must teach equality and fight discrimination. In a multicultural context, Islam teaches interfaith and intercultural tolerance. This is reflected in Allah's words: “For you your religion, and me my religion.”

(QS. Al-Kafirun: 6) This verse shows that Islam respects the choice of belief of each individual, as well as being the basis of tolerance education in a pluralistic society.

Islamic multicultural education should also promote social justice, as commanded in the Qur'an:

“Verily, Allah enjoins you to be just and to do good.” (QS. An-Nahl: 90) In practice, Islamic education is responsible for creating a generation that can be fair and inclusive in a plural society. Lack of Discrimination in the Educational Process Islamic educational institutions must ensure that all learners have equal access, without discrimination based on ethnicity, religion, or culture. Inclusive Education Material The Islamic education curriculum can integrate the values of tolerance, respect for other cultures, and Islamic teachings on diversity. The main challenge in implementing multicultural education is prejudice and stereotypes that often arise in a pluralistic society. Therefore, Islamic education must instill the values of Empathy: Teaching students to understand other people's points of view, Intercultural Communication: And encouraging healthy interactions between different groups.

Multicultural Education Values In Islam

The Value of Tauhid

Tawhid is the belief in the oneness of God. Humans have a life goal to realize the principle of the oneness of Allah through interactions with fellow creatures. Allah is the primary source for humans, so fellow humans are considered brothers (*ukhuwah basyariyah*).

Andragogy Values

This value emphasizes the role of educational institutions in transforming people towards a productive direction. Education is seen as a means to accommodate the interests and talents of learners, with a vision of democratic and liberatory education. (N. I. Sari et al., 2023)

Value of Socialization

Is a life lived together. All people have the right to live in this world coexist, and establish good social relations within a group, community, society, or nation. (*ukhuwah basyariah*)

The value of equality and harmony

In Islam, the importance of respecting mercy for all mankind is highly emphasized. Iman believes that peace is natural and must be built on the foundation of Islam, Iman, and Ihsan. By applying these principles, it is expected to create an atmosphere of tranquility, peace and harmony. (N. I. Sari et al., 2023) The concept of equality and harmony derived from the word justice taken from Arabic, “adl”, which means equal, neutral, and objective, is an important foundation in establishing relationships between people. By understanding and applying these values, it is hoped that a just, harmonious, and prosperous society will be created for all individuals. As explained in surah an-Nisa, verse 135:

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ شُهَدَاءَ لِلَّهِ وَلَوْ عَلَىٰ أَنفُسِكُمْ أَوِ الْوَالِدِينَ وَالْأَقْرَبِينَ إِن يَكُنْ غَنِيًّا أَوْ فَقِيرًا فَاللَّهُ أُولَىٰ بِهَمَّا فَلَا تَتَّبِعُوا الْهَوَىٰ أَن تَعْدِلُوا وَإِن تَلَوَّا أَوْ نُسِخْتُمْ فَلَا تُعْرَضُوا وَلَئِن كَانُوا مِنكُمُ اقْتَرَبُوا فَتَرْتَابًا فَلَا تَتَّبِعُوا الْهَوَىٰ أَن تَعْدِلُوا وَإِن تَلَوَّا أَوْ نُسِخْتُمْ فَلَا تُعْرَضُوا وَلَئِن كَانُوا مِنكُمُ اقْتَرَبُوا فَتَرْتَابًا

“O you who have believed, be those who truly uphold justice, be truthful witnesses in the name of Allah, whether against yourselves, your parents, or your relatives. Whether a person is rich or poor, Allah knows better. Therefore, do not follow the lust that wants to deviate from the truth. And if you distort your words or are reluctant to bear witness, then know that Allah knows all that you do.”

The Qur'an emphasizes how important it is to be fair to all people, regardless of the closeness of the relationship or any resentment that may exist. In one Qur'anic verse, Muslims are commanded by Allah to uphold justice, even towards non-Muslims. This shows how important the principle of justice is in Islamic teachings (Syamsi, 2019).

The Value of Wisdom

Wisdom is a value associated with interactions with individuals around us. Local wisdom refers to human wisdom that comes from a philosophical foundation of values, ethics, cultural heritage, and actions that have been passed down from generation to generation (Sartika, 2020).

The Value of Tasamuh.

The importance of the value of tasamuh or tolerance in Islam is highly emphasized to enable humans to appreciate ethnic, cultural, and racial differences. In the context of multicultural education, the value of tasamuh in the Islamic perspective teaches the importance of respecting the diversity of each individual. This attitude of tolerance must be reflected in words and deeds and carried out through friendly cooperation between religious believers. Thus, multicultural education from an Islamic perspective encourages the development of mutual respect and harmonious cooperation in differences. (N. I. Sari et al., 2023).

Humanism Value

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631 Humanism is a positive school, that appreciates human values so that thoughts, feelings, and situations all play a role in determining whether a behavior is good or bad. Humanism can foster empathy for fellow human beings and reject discrimination. (Sabran, 2022).

Freedom Value

Allah says in the Qur'an Surah Al-Baqarah verse 256 :

لَا إِكْرَاهَ فِي الدِّينِ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ فَمَنْ يَكْفُرْ بِالطَّاغُوتِ وَيُؤْمِنْ بِاللَّهِ فَقَدِ اسْتَمْسَكَ بِالْعُرْوَةِ الْوُثْقَىٰ لَا انْفِصَامَ لَهَا وَاللَّهُ سَمِيعٌ عَلِيمٌ

Meaning: “There is no compulsion in embracing Islam. Indeed, the right path is clear from the wrong path. Whoever disbelieves in taghut and believes in Allah has indeed held fast to a very strong rope that will not break. Allah is All-Hearing, All-Knowing.”

The value of freedom states that everyone, regardless of differences, has equal rights and dignity before Allah. This principle emphasizes that the differences that exist between humans should not be used to distinguish degrees or human rights. (N. I. Sari et al., 2023) In Islam, the value of freedom is reflected in the concept of human equality before God, which emphasizes how important it is to respect the rights of individuals without discriminating based on any characteristics. Therefore, the value of freedom in the Islamic perspective emphasizes the importance of recognizing and respecting the human rights of every individual, ensuring that they are treated fairly and freely in living their lives under religious principles and prevailing social values.

The Value Of Helping Each Other

The value of mutual aid in multicultural education is essential to create an inclusive and harmonious learning environment. Mutual aid includes empathy, which includes the ability to understand and feel what other individuals feel; respect, which includes appreciating the differences and uniqueness of each individual; cooperation, which includes the ability to collaborate efficiently with other individuals regardless of cultural differences; openness, which includes a readiness to accept and learn from differences; solidarity, which includes a sense of unity and support for one another; and tolerance, which includes the ability to accept and respect differences without imposing one's views or values. By integrating these values, multicultural education can help shape students into more empathetic individuals, just, and prepared to live in a diverse society, thus improving the quality of education, strengthening social cohesion, and promoting peace (Sabran, 2022).

National values

The close relationship between national values and multicultural education strengthens the character-building of individuals and societies that are harmonious, just, and equitable. Multicultural education teaches the importance of respecting cultural diversity, while national values strengthen national identity and national unity. By integrating values such as tolerance, honesty, discipline and responsibility, multicultural education strengthens important national values, such as the spirit of nationalism, love for the country, and curiosity. It is hoped that through this approach, society can achieve harmony, justice, and equality, with a strong national spirit. (Muzakkir & Dani, 2020).

Kinship value

In multicultural education, the value of kinship strengthens this concept by teaching tolerance, understanding, and cooperation among school members who have culturally diverse backgrounds. By strengthening the spirit of togetherness, multicultural education in an Islamic perspective teaches the importance of maintaining harmony, mutual support, and mutual respect between individuals. The goal is to create a maximum and harmonious educational environment for all members of the school community. (Sabran, 2022).

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Family Values

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The Value of Solidarity

A key principle in Islamic multicultural education is the value of solidarity, where individuals are taught to help each other and work together to create harmony in a diverse society. The multicultural education approach also makes a significant contribution to peace-making and conflict resolution, as it is based on principles such as tolerance, sympathy, and social solidarity. Multicultural education reflects concern and willingness to understand differences, as well as political recognition of individuals from minority groups. (Suluri, 2019) Therefore, multicultural education not only strengthens the value of solidarity in society, but also promotes a deeper understanding of diversity, strengthens peace, and addresses conflicts that may arise.

Thus, Islamic education can be a solution to building a peaceful society amid diversity. From the Islamic perspective, multicultural education in a heterogeneous society, each society has a special role and responsibility in social relations, both locally and globally, in a society of diverse ethnicities, cultures, and religions. Every individual and group has a significant role in strengthening solidarity, and building togetherness to achieve a common existence and should maintain sustainability, tranquility, and prosperity in creating peace regardless of differences. (Muhammad Yusuf, 2023). Ibn Kathir rahimahullah explained the interpretation of verse 22 of surah Ar-Rum that plurality is an inevitable necessity. And in his interpretation, he also emphasizes that multicultural education is strongly reflected in the teachings of Islam. Because Islam respects and appreciates differences. (Prayoga et al., 2021) In Islamic history, the Prophet Muhammad PBUH implemented a multicultural education system when he led in Medina. The Prophet Muhammad PBUH succeeded in upholding the principle of tolerance with other religions besides Islam. Since the time of the Prophet Muhammad, Islam has established relationships with other religions such as Jews and Christians. In addition, when forming a new social structure in Medina, the Prophet did not reject non-Islamic groups, but he was very concerned about their

interests and invited them to work together. In history, this event is known as the “Charter of Medina”. One of the principles of freedom stated by the prophet includes: equality, justice, deliberation, cooperative work and solidarity, a spirit of brotherhood, and rejection of violence. (Muhammad Yusuf 2023)

Ganeva Gay, one of the pioneers of multicultural education, sees the importance and necessity of multicultural education is to provide educational services that improve the education of students who experience backwardness and diversity so that they can improve their achievements optimally. In addition, the process of multicultural education will develop social awareness of the students' need to be active in social life, both in the scope of local, national, and global. The development of the population, both due to birth and migration, requires multicultural education. According to Ainul Yaqin, there are two goals of multicultural education, namely, the initial goal and the final goal, the initial goal is temporary because this goal only functions as an intermediary so that the final goal is achieved properly. The initial goal of multicultural education is to build educational discourse, policymakers in the world of education, and students majoring in education or general students. The hope is that if they have a good multicultural education discourse then they will not only be able to become transformers of multicultural education who can instill the values of pluralism, humanism, and democracy directly at school to their students. The ultimate goal of understanding multicultural education is that students are not only able to understand and master the subject matter they learn but it is also expected that students will have a strong character to always be democratic, pluralist, and humanist because these three things are multicultural education.

However the form and model of multicultural education should not be separated from the general objectives of multicultural education, namely:

1. Develop a fundamental understanding of the process of creating a system and providing equal educational services.
2. Connecting the curriculum with teacher character, pedagogy, classroom climate, school culture, and the context of the school environment to build a vision of an equal school environment.

The main goal of multicultural education is to change the approach to learning towards giving equal opportunities to every child so that no one is sacrificed for the sake of unity. For this, groups must be peaceful understand each other, and put an end to differences but still emphasize the common goal of achieving unity. Differences in students that must be recognized in multicultural education include ethnic and racial minorities, religious groups, religions, gender, economic conditions, regions of origin, physical and mental disabilities, age groups, and others. The purpose of multicultural education is to help :

1. Understand the background of self and group in society.
2. Respect and appreciate ethnic cultural and socio-historical diversity.
3. Resolve overly ethnocentric and prejudiced attitudes.
4. Understand the social, economic, psychological, and historical factors that lead to ethnic polarization inequality, and alienation.
5. Enhance the ability to critically analyze routine problems and issues through a democratic process with a vision of a better, fairer, and freer society.
6. Develop an identity that is meaningful to all people

The National Council for Social Studies (Gorski, 2001) proposes several functions that demonstrate the importance of multicultural education. These functions are :

1. Provide a clear self-concept.

2. Helps understand the experiences of ethnic and cultural groups in terms of their history.
3. Helps understand that the conflict between ideal and reality exists in every society.
4. Helps develop decision-making, social participation, and citizenship skills.
5. Recognize diversity in language use.

CONCLUSION

Multicultural education from an Islamic perspective emphasizes the importance of integrating cultural diversity into the education system to form democratic, humanist, and pluralist attitudes both in schools and in society. This approach teaches respect for cultural differences and promotes inclusive behavior. The history of multicultural education began to develop in Europe and the United States in the 1970s/1980s as a response to the civil rights movement aimed at eliminating racial discrimination. In Indonesia, this concept re-emerged in 2002, along with the 1998 reforms and 1999 regional autonomy, to maintain *Bhinneka Tunggal Ika* and ensure equal rights for all ethnic groups in education. In Islamic teachings, the Qur'an recognizes diversity as part of God's provisions (*sunatullah*), which teaches the importance of knowing and respecting each other amidst differences, as exemplified by the Prophet Muhammad in the Medina Charter. The journal emphasizes that multicultural education from an Islamic perspective instills values such as equality, harmony, wisdom, tolerance, humanism, freedom, solidarity, mutual assistance, nationalism, and kinship. These values are key to creating an inclusive and harmonious learning environment, as well as preparing individuals to adapt to challenges in the era of globalization. Thus, multicultural education is at the core of every aspect of education in forming a tolerant character, appreciating differences, and being ready to face the reality of a heterogeneous society.

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