
Implementation of Multicultural Education in Islamic Education Management

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Abstract: The aim of this research is to implement multicultural education at As-Salam High School in Islamic education management education. The study used a qualitative method with a library study approach which is then analyzed. The results of this research, Multicultural Education is a concept that must be implemented in everyday life, especially applied in schools in order that students' paradigm/mindset accept differences and mutual respect, tolerance, diversity, equality of rights and obligations to have the ideology of *Pancasila* philosophy in the root of *Bineka Tunggal Ika* even though we are different, we are one Indonesian unity. Diversities due to the essence of life, everything does not have to be the same, but how can these diversities bring a positive appearance towards happiness and prosperity. Instead, differences become classic problems that create complications based on race, religion and ethnicity which create disharmony. The conclusion is that pluralism cannot be eliminated, but how humans respond to diversities in terms of ethnicity, culture, ethnicity and religion so that they can be implemented in the management of Islamic education is seen from the multicultural urgency at SMA As-Salam Bandung.

Keywords:

As-Salam High School; Islamic Education Management; Multicultural; Urgency

Abstrak: Tujuan Penelitian ini untuk mengimplementasikan pendidikan multikultural di SMA As-Salam dalam pendidikan manajemen pendidikan Islam. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi perpustakaan yang selanjutnya dianalisis. Hasil dari penelitian ini, Pendidikan Multikultural sebuah konsep yang harus diimplementasikan dalam kehidupan sehari-hari, khususnya diterapkan disekolah-sekolah agar paradigma/ miansent atau pola berpikir siswa menerima perbedaan dan saling menghormati, toleransi, kebergaman, persamaan hak dan kewajiban berfalsafah pancasila dengan bingkai *bineka Tunggal Ika* meskipun berbeda-beda tetapi kita satu kesatuan Indonesia. Perbedaan karena hakikatnya hidup segala sesuatu tidak harus sama tetapi bagaimana perbedaan ini dapat membawa nampak yang positif menuju kebahagiaan dan kemakmuran. Alih-alih perbedaan dijadikan permasalahan yang klasik yang membuat komplik yang dilatarbelakangi suku, agama dan etnik yang membuat tidak harmonis. Simpulan bahwa kemajemukan tidak bisa dihilangkan tetapi bagaimana cara manusia menyikapi perbedaan dari segi suku, budaya, etnik dan agama agar dapat diimplementasikan dalam manajemen pendidikan Islam dilihat dari urgensi multikultural di SMA As-Salam Bandung.

Kata Kunci:

SMA As-Salam; Manajemen Pendidikan Islam; Multikultural; Urgensi

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INTRODUCTION

Indonesia is a diverse archipelago and its society has very heterogeneous. Starting from different tribes, cultures, languages, ethnicities and religions, these are all gifts that God has given to nature. Humans are the creation of civilization so that culture and language emerge (Izzah, 2020) from their ancestors until now, differences in terms of beliefs cannot be avoided. Indonesia is a multicultural and plural country. As proof, Indonesia has many islands, ethnicities, tribes, cultures and many kinds of religions. Multiculturalism is an understanding that differences cannot be eliminated but must be mutually respected and tolerant. All groups have the same rights and obligations in the eyes of God and state law. (Munif, 2019) Thus, this situation will lead to the disintegration of the nation (Gunawan et al, 2021) and the moral degradation of the nation (Fauzan, 2021). But with the multicultural concept it will create a moral and superior nation (Muhammad et al, 2021).

God created diverse humans from various tribes, ethnicities, languages and cultures (Mahdayeni et al, 2019). Islam teaches that diversities are a necessity that must be respected. Humans are creatures created by God who have the obligation to worship Him. In fact, the noblest human being is one who is devoted to God in the sense of carrying out commands and avoiding prohibitions. Humans as social creatures must respect each other and appreciate differences. Humans lead lives that have many obstacles and live in differences that must be lived in harmony. In order to become a superior country, it has morality for humans (Maas. 2019).

Humans as caliphs in the universe are guided to have good relationships with everyone, relationships with God and humans, even with animals and plants in the sky and on earth. Human relationships between humans must be manifested in everyday life, including mutual respect and respect for fellow humans. Differences in terms of language, ethnicity, customs and religion are certainties that must be implemented.

Multicultural education must be instilled from an early age, including being studied in schools so that it becomes a lesson and can be applied in human life. Humans essentially want happiness and harmony in life. Harmony in a pluralistic life requires mutual understanding of tolerance and respect for differences, respecting the rights and obligations as human beings who uphold heterogeneous life in terms of ethnicity, culture, language and religion as a dignified nation.

Multiculturalism is essentially an understanding that accepts differences from various aspects so that they can coexist. So multicultural understanding must be considered, including; First; something fundamental that humans will be bound by the culture in which they live as a society which creates a cultural structure of life so that interactions are based on the culture they adhere to. second Cultural differences are a necessity that must be respected as the color of life, differences and wise understanding will produce a representation of the value of appreciation to produce goodness from different understandings. Third;

A pluralistic culture will produce high views and values when carried out with mutual respect. (Bikhu, 2001)

Multicultural history is a concept of the idea that first appeared in America and European countries around 1960 (Setiawan: 2019). Where at that time there was discrimination by whites against blacks, who had a white culture and a Christian religion. So the African movement emerged. Human rights were born which demand justice in society to have equal rights and obligations before the law. African people who experience injustice are fighting for human rights. A multicultural understanding emerges which requires mutual understanding and respect for cultures and differences. Not only is it implemented in everyday life but has implications for the curriculum, it needs to be reformed in schools so that they understand

Multiculturalism can be taught by educational institutions or schools and madrasas so that each student respects and appreciates each other's culture. The implementation of multicultural education in Indonesia in schools and madrasas, especially As-Salam High School, is hampered by various problems such as geographical, demographic and economic and socio-cultural. In the application of the cultural curriculum as a basis for developing love of culture there are still problems. (Setiawan: 2019) The problems with multicultural implementation include, First, Cultural pluralism and regional cultural identity give rise to conflicts that can make each region proud. In this way, multicultural education is present in making each person and region aware that they have their own unique culture, which requires mutual respect, appreciation and respect for each region's culture with peace of mind. Second, lack of understanding of nationalism. Indonesian society is united by the principle of Pancasila, it is the unity that respects fellow human beings which can strengthen unity and integrity respecting regional and cultural, ethnic, linguistic and religious differences so that they work together in advancing the Indonesian state, one of which is by understanding multicultural education in schools or *madrasa* as institutions. education that instills an understanding of loving differences by maintaining unity and integrity.

Characteristics of religious education with a multicultural perspective that must be implemented in schools, (Muawaroh, 2019) *madrasa*, and SMA As-Salam Greetings are: First: learning to live with differences, these become the important thing until the end of the world will definitely happen, but how we respond to these differences becomes the strength of mutual respect so that we can live in harmony and peace. Second, instilling a sense of mutual trust, building mutual trust is the basis for multicultural education to be implemented in everyday life. Mutual trust must be instilled from an early age to create mutual respect. Third, maintaining mutual understanding, maintaining mutual understanding encourage us to understand each other in order to create harmony that is well implemented by ethnic, cultural and religious differences. fourth, having an attitude of mutual respect, a characteristic of multicultural education that respects culture, ethnicity and religion to be kind to each other and respect each other. Fifth, moderate thinking, Partial understanding can grow conflicts

between people who are not open-minded about differences. Sixth, appreciation and non-violence. Respect for ethnicity, culture and religion is something that must be cultivated in living a life of peace and harmony. Differences to find solutions by means of deliberation to achieve and strengthen unity and integrity, national and international identity (Ningsih et al, 2022).

There are some related previous studies on multicultural education. Those are conducted by researchers; First, it is conducted by Izzah, *The Urgency of Multicultural Education in Indonesia in Islamic Religious Education*. Explaining the importance of multicultural education in Indonesia in education Islamic religion to design the learning process and apply it in the curriculum. (Izzah, 2020).

Second, Khoeriyah et al.. *Multicultural Education: Conception, Urgency and Relevance in Islamic Education Management in Indonesia*. This research focuses more on explaining to look at Multicultural Education: Conception, Urgency and Relevance in the Management of Islamic Education in Indonesia. (Khoeriyah & Erihadiana, 2022)

Third, Afista et al, *Multicultural Education in the Transformation of Islamic Education Institutions in Indonesia*, the researcher places more emphasis on analyzing strategies for developing multicultural education in the transformation process of Islamic educational institutions, the researcher provides conclusions including, a. that multicultural education is based on religion, social culture, psychology, history and geography. b. Strategy development through qualitative and quantitative term strategies. Qualitative strategy through socialization, internalization of knowledge, multicultural innovation programs, building a culture of spirit of respect for cultural diversity. Meanwhile, the quantitative strategy is through offering programs that return to the Al-Quran and Al-Hadith, improving the curriculum and training for Islamic educators through local culture. (Afista et al, 2021).

Fourth, Jalaludin Assayuthi. *The Urgency of Religious Education Learning Islam Multicultural*. This research explains that multicultural education is an important education to apply in SMK Medina Bandung City. The result of the research is the learning of multicultural education as a means for students to instill moderate and tolerant attitudes Medina Vocational School, Bandung City. (Assayuthi, 2020)

Thus, the novelty of this research is examining the Implementation of Multicultural Education in Islamic Education Management at SMAAs-Salam Bandung. Hence, the aim of this research is to explain how multicultural education is implemented in Islamic education management at SMA As-Salam Bandung.

RESEARCH METHOD

This research used descriptive qualitative approach. This research does not use statistical figures, but uses descriptive explanations to describe symptoms, events and occurrences become the focus of attention. This research is also field in nature. The research location is at SMA As-Salam Bandung.

This research is called field research or field research because researchers carry out research directly at the location to collect data. Qualitative research is defined as: "Qualitative research methods are a type of method for describing, exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems," (McMillan: 2010) and (Creswell, 2017) . Qualitative research aims to understand the phenomena experienced by research subjects and collect descriptive data in the form of written or spoken words and observed behavior (Moleong, 2021). with the aim of understanding the phenomenon experienced by the researcher. So, research this is qualitative descriptive. This means that the author analyzes and describes the research in depth and objectively. Descriptive research is a type of research that aims to obtain information about the current status of a symptom, namely the circumstances or conditions that existed when the research was carried out, using data to reveal symptoms (Arikunto, 2004).

RESEARCH RESULT AND DISCUSSION

Definition of Multicultural Education

Etymologically, multicultural comes from two words multi and cultural, multi which means many different understandings. (Supriyoko, 2005), plural, has various meanings based on the language, ethnicity and religion believed by its adherents. Cultural has a cultural meaning, cultural pluralism, towards a plural understanding of culture that is owned and believed by every human being, a religious social creature. (Tilaar, 2004). A pluralistic culture which has diverse and heterogeneous cultural implications for mutual respect for ethnic, cultural and religious elements as a social lifestyle. Muhaemin el Mahadi believes that in simple terms multicultural education can be defined as "education about cultural diversity in response to demographic and cultural changes in the environment of a particular society or even the world as a whole (global)". (Gunawan et al, 2021). The word multicultural is often also termed multiculturalism, in the sense that there is the suffix ism which means sect or belief. (Suryana et al, 2015). Thus, what is meant by Multicultural Education is a diversity of different cultures to respect and respect each other's culture, ethnicity and religion. Especially in multicultural research at SMA As Salam, multiculturalism is not just a therapeutic theory implemented in everyday life and as a factor in the learning process as the cultivation of multicultural education.

The Urgency of Multicultural Education

Multicultural education is a basis for mutual respect and respect for fellow humans who have ethnicities, languages, cultures and religions as humans who want a harmonious life. There are some benefits of multicultural education namely; First, as a means to avoid complications among humans, even as a solution to resolve problems that occur in society to face the era of globalization to be responsible for culture, ethnicity and religion. Second, students will know and love the respective culture they adhere to as a preservation of the culture, ethnicity and religion they adhere to. Third; multicultural education is very

synergistic with the Indonesian state which is based on democratic of Pancasila. Fourth, maintaining the unity and unity of the Indonesian nation (Cahyono & Iswati, 2017). Differences are human nature but with good understanding so that Indonesian people can unite in differences. Fifth, as the basis of the National Curriculum. Education multiculturalism can be used as a reference in teaching as a national curriculum that must be studied in educational institutions.

Implementation of Multicultural Education at SMA As-Salam Bandung

Multicultural education as a concept and idea that must be implemented (Wulandari, 2020) in daily activities, especially in madrasas as educational institutions that teach understanding and mutual respect to be studied and practiced, the stages are as follows:

1. The development of the National curriculum that must be realized in everyday life.
2. The government's control over the curriculum implemented in educational institutions, schools and madrasas must be monitored to see whether it is in accordance with the objectives of the Pancasila principles.
3. Education or socialization of multicultural education must be emphasized as a tool for understanding the community, especially students and students of As-Salam High School.
4. The role of the government, especially the Minister of Education and Culture and the education office which has the authority to implement multicultural education, must be taught in schools and high schools of As-Salam

Problems of Developing Multicultural Education at SMA As-Salam

A nation that exceeds in the synergy between intellectual, moral and spiritual (Maas, 2019) so that society has multicultural morals. able to produce students who can be held accountable from an intellectual, social and spiritual perspective taught in the teachings of the Islamic religion. In everything, there are obstacles that hinder the problem. One of them is multicultural education but a solution must be found to solve the problem. The problems of multicultural education at As-Salam High School include: First, socio-cultural society which is very fanatical about its teachings so that it is very textualistic in its understanding of the book, both Muslims and non-Muslims. Second, political aspects that have an interest in tribal, cultural, language, ethnic and religious groups without caring about togetherness only care about their own group so that multicultural education is hindered in its implementation due to policies from the legislature and the executive not being on the side of the community. Third, aspects of education that understand the different concepts of multicultural education so that it is difficult to apply in national and local education curricula. Fourth, the influence of globalization is so rapid that it affects the understanding of culture, ethnicity, language, tribe and religion which can change the social and cultural order in society. Fifth, there is an understanding of radicalism towards ideas that do not like differences and diversity, resulting in conflict and violence in the lower and upper levels of society. Sixth, there is a secular understanding that separates

religion and state so that education multiculturalism is hampered by the understanding of the minds of the people, figures and leaders. Seventh, the concept of *Pancasila* and the *Bineka Tunggal Ikat* philosophy are forgotten so that the principle of mutual cooperation is implemented properly (Yeyen: 2021) and mutual respect for differences and diversity is not implemented according to the vision and mission of the Indonesian state so that it is hampered by the development of multicultural education in educational institutions.

Multicultural Education Development Strategy at SMA As Salam Bandung

Of course, there are solutions to the problems faced so that multicultural education can develop well in Indonesia, especially As-Salam High School. The strategies for developing education in Islamic educational institutions are as follows: First, a strategy that can be carried out by socializing and internalizing knowledge about the importance of multicultural education which must be implemented in society and in Islamic and non-Muslim educational institutions because all agencies must work together to understand the community, students and figures and leaders of the Indonesian nation. Second, multicultural education innovation programs are carried out by groups or institutions to carry out multicultural education learning as a basis for understanding that needs to be carried out in various groups (Yeyen: 2021). Third, building a multicultural spirit that makes culture respect differences and diversity in ethical understanding, language, culture, ethnicity and religion. Tolerance and cooperation must be upheld, which must be a habit from families, educational institutions and the government. Fourth, summarized as a national curriculum that teaches multicultural education which must be taught to educators and students as the successors of the Indonesian nation. Fifth, implemented in the learning method through discussion as an application of democracy.

Strategy is a concept that must be implemented in everyday life, especially in government and educational institutions which must make culture, ethnicity, language, tribe and religion a natural trait that must be upheld in order to respect each other and appreciate diversity as humans who want harmony and prosperity.

The Relevance of Multicultural Education at As-Salam Bandung High School in the Management of Islamic Education

Multicultural education as an understanding of mutual respect and respect for ethnicity, ethnicity, language, culture and religion (Amin, 2018) so that there can be harmony between society, especially education and between students of As-Salam Bandung High School in carrying out their lives as Indonesian citizens based on the *Pancasila* philosophy based on unity in diversity Ika . The Relevance of Multicultural Education in different Islamic Education Management is a gift that must be accepted and implemented in everyday life, for harmony and peace to be achieved effectively and efficiently towards Islamic values, so that they can accept, understand, realize that differences are something that must be respected, with the function of Islamic

education management in carrying out multicultural education through planning, actualizing and organizing, and controlling that multicultural education can be implemented in every line, especially in educational institutions such as schools and madrasas so that it can face the modern and globalization era which has many challenges to be able to live in diversity or diversity with harmony and peace as humans.

Islamic education management responds to the need to embody the implementation of the relevance of multicultural education which can integrate the education needs of society so as to produce superior people in facing the challenges and needs of the current and future eras to preserve culture, ethnicity, ethnicity and religion.

Islam teaches about the concept of diversity as contained in the teachings of Islam as a religion of *Rahmatal Alamin*, living in diversity, building mutual trust, appreciating and respecting fellow human beings, being open-minded and holistically universal about multicultural education, respecting and interdependence as a society that likes to work together, solving problems by deliberation. So that this concept can be used as a solution to avoid complications and violence in a peaceful society towards happiness in the afterlife.

CONCLUSION

Multicultural education at SMA As-Salam Bandung is going well and implemented in everyday life even though there are still shortcomings that must be developed in respecting and appreciating the diversity of tribes, ethnicities, languages and religions as a characteristic of a nation that has matured and shows a dignified nation. The multiculturalism which is implemented in SMAAs-Salam is the culture of the Indonesian nation based on *pancasila* and based on diversity as embedded in the founding fathers, multiculturalism has been implemented in the institutional curriculum at As-Salam High School as a solution to avoid conflicts between communities in order to abandon discrimination against humans which is not unfair and implemented in the management of Islamic education in Indonesia, especially at As-Salam Bandung High School.

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