Jurnal Ilmiah Pendidikan Citra Bakti

p-ISSN 2355-5106 || e-ISSN 2620-6641

http://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil

INVESTIGATION OF THE CHARACTER VALUE TOLERANCE IN MULTICULTURAL LEARNING IN ELEMENTARY SCHOLL

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Article history

Received:
June, 21 2023

Accepted:
August, 4 2024

Published:
August, 20 2024

Abstract

Instilling the character values of tolerance in multicultural learning is a process of integrating attitudes of mutual respect and acceptance of differences in culture, religion, ethnicity, and other backgrounds in education. Therefore, this study aims to determine the validity of the instrument for instilling the character values of tolerance in multicultural learning. Data were obtained through the PISA database, 2018 edition, with code numbers SC017 and SC061. Data were analyzed with the help of the JASP (Jeffrey's Amazing Statistics Program) application with the CFA (Confirmatory Factor Analysis) analysis method. This study used primary data with 335 respondents from schools in Indonesia. The indicators used to measure the character value instillation instrument are the curriculum and multicultural learning. The CFI value = 0.999, NFI = 0.985, IFI = 0.999, and RNI = 0.999 have also been in accordance with the criteria applied to obtain the fit model. Thus, the character value instillation instruments whose validity was tested is included as fit. The implications of this study indicate that valid and fit assessment instruments can be applied in Indonesian schools to instill tolerance values through a multicultural curriculum. This helps policymakers and educators develop more inclusive and tolerant education programs, supporting harmonious living in diverse societies.

Keywords: Character Value, Multicultural Learning, Elementary School, Curriculum

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Abstrak. Penanaman nilai karakter toleransi dalam pembelajaran multikultural merupakan proses mengintegrasikan sikap saling menghormati dan menerima perbedaan budaya, agama, etnis, dan latar belakang lainnya dalam pendidikan, Untuk itu, penelitian ini bertujuan untuk mengetahui validitas instrument penanaman nilai karakter toleransi dalam pembelajaran multikultural. Data diperoleh melalui database PISA edisi penyelenggaraan tahun 2018 dengan nomor kode SC017 dan SC061. Data dianalisis dengan bantuan aplikasi JASP (Jeffrey's Amazing Statistics Program) dengan metode analisis CFA (Confirmatory Factor Analysis). Penelitian ini mengggunakan data primer dengan jumlah responden adalah sebanyak 335 sekolah di Indonesia. Indikator yang digunakan untuk mengukur instrument penanaman nilai karakter adalah kurikulum dan pembelajaran multikultural. Nilai CFI=0.999, NFI=0.985, IFI=0.999 dan RNI=0.999 juga telah sesuai dengan kriteria yang diterapkan untuk memperoleh model fit. Dengan demikian instrument penanaman nilai karakter yang diuji validitasnya sudah termasuk fit. Adapun implikasi penelitian ini menunjukkan bahwa instrumen penilaian yang valid dan fit dapat diterapkan di sekolah-sekolah Indonesia untuk menanamkan nilai toleransi melalui kurikulum multikultural. Hal ini membantu pembuat kebijakan dan pendidik mengembangkan program pendidikan yang lebih inklusif dan toleran, mendukung kehidupan harmonis dalam masyarakat yang beragam.

Kata kunci : Nilai Karakter, Pembelajaran Multikultural, Sekolah Dasar, Kurikulum

Introduction

Character education is a system of instilling character values in school members, which includes the components of knowledge, awareness, or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality, so that they become human beings who insan kamil (Sajadi, 2019). (Saputra, Huriati, et al., 2023). In order to strengthen character education, the Ministry of National Education has formulated 18 character values originating from religion, Pancasila, culture, and national education goals (Hermawan & Hasanah, 2021).

Meanwhile, character education, according to the Ministry of Religion through the Directorate General of Islamic Education, establishes four character values, which include *siddiq* (true), *amanah* (trustworthy), *tabligh* (conveying the truth), and *fathanah* (intelligent) (Japar, 2018). The 18 characters, according to the Ministry of National Education through the Central Curriculum Research and Development Agency, include religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, national spirit, love of the country, respect for achievement, communicative, love of peace, likes reading, cares about the environment, social care, and responsibility (Purnamasari, 2017).

These characters include religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievements, communication, love of peace, love of reading, care for the environment, care for the social, and responsibility. Each of these characters not only underlines important moral values but also social and personality competencies that are considered essential in building empowered and responsible individuals in society (Kusumawati et al., 2023). This approach reflects a serious effort to build a strong moral foundation among Indonesian

students, with the hope that they will not only become an academically intelligent generation but also have high moral integrity and an awareness of the importance of positive contributions to society (Suhifatullah, 2023). By integrating these character values into every aspect of the curriculum and school activities, character education plays an important role in forming positive attitudes and behaviors, as well as preparing them to face the challenges of an increasingly complex and diverse world (Kamila, 2023).

Developing character education, especially tolerance, can be done by implementing multicultural-based education so that human resources with noble character and strong character are formed (Sakti et al., 2023). The relevance of education and multiculturalism is a solution to the reality of diverse cultures as a potential development process that respects plurality and heterogeneity as part of the consequences of cultural, ethnic, tribal, and religious diversity (Nasution et al., 2022). This is clearly visible, one of the things in the scope of schools in Indonesia where there is diversity in terms of ethnicity and religion. One effort to fight for multiculturalism is through character education in a multicultural environment (Sanur & Dermawan, 2023). Character education not only teaches universal values such as tolerance, respect for differences, and justice but also integrates understanding and respect for various cultures and traditions (Tunnazah et al., 2024). By implementing character education in a multicultural context, schools not only educate students to become academically competent but also individuals who have strong social skills and empathy and are able to interact and work together with people from different cultural backgrounds (Saputra, Tawil, et al., 2023). This helps shape inclusive and harmonious school communities, which prepare young people for life in an increasingly connected and diverse global world.

Indonesia's PISA 2018 national report on the official website kemdikbud.go.id explains that Indonesia's system is the fourth largest in the world, with 53 million students attending 270 thousand schools under 3.4 million teachers. Based on this data, PISA Indonesia respondents involved 12,098 students from grades 7 to 12 from 397 schools throughout Indonesia. PISA 2018 was held from March 19 to April 19 by surveying students' reading, mathematics, and science abilities, with reading being the main subject of PISA 2018 (Referensi Data Kemdikbud, 2020). Reports and analysis results carried out by the OECD through PISA have been used by several countries, including developed countries, to be used as consideration or evaluation material regarding education policies (Ulkhaq, 2023).

PISA data is the first international-level assessment to be presented free to the public. PISA analysis reports and results are limited to the variables offered, and the rest can be developed and enriched based on existing variables. Apart from reading, mathematics, and science abilities, PISA 2018 data also provides an overview of the curriculum and learning

process (Suleman & Idayanti, 2023). One of the points of the instrument related to the curriculum is multicultural learning, which includes character education (Sismanto, 2022). Character education that is emphasized is tolerance between citizens of the world. Students are introduced to cultures, customs, traditions, and languages from various countries (Bachrudin & Kasriman, 2022). Students learn about cultural differences, different points of view, and how to behave towards students from different cultures (Sipuan et al., 2022). At the end of the lesson, students are directed to display the multicultural form they have learned and practiced in the form of a performance. Multicultural learning has occupied a key position in modern education, serving as an important foundation for strengthening tolerance and deepening cross-cultural understanding among students (Suleman & Idayanti, 2024).

This process is, of course, related to school quality. Apart from a supporting curriculum, teaching staff, infrastructure, and learning materials must also be adequate. Achieving good school quality will have a positive influence on school welfare (Suleman, 2024). This will certainly reduce undesirable phenomena and have a positive influence on the school environment (Xu & Fang, 2021). Plus, cultivating self-concept will form a good student personality. Thus, students are able to control themselves and avoid phenomena such as students leaving class, not respecting teachers, not respecting each other, and so on (Gutiérrez et al., 2022). Multicultural learning not only gives students an understanding of tolerance but also provides different personal experiences. Students can learn about other countries' cultures, languages, customs, and different perspectives and open their minds to see the world at large or discover their talents and abilities (Mercader Rubio et al., 2022). In this way, they can broaden their view of global diversity and discover new talents and abilities that they may not have been aware of before (Hidayat, 2022). This not only benefits them academically, but also shapes their character to become more open and tolerant individuals in an increasingly connected global society.

Based on this explanation, this research wants to measure the validity of multicultural curriculum and learning instruments, whether the resulting fit model is feasible, or whether there are several factors that influence it. Thus, this research aims to determine the validity of the instrument for cultivating the character value of tolerance in multicultural learning.

Method

This research includes quantitative research. Data was obtained through the 2018 edition of the PISA database with code numbers SC166 and SC167. Data with code SC166 discusses the implementation of multicultural-based learning that teachers apply in classroom learning. Meanwhile, the SC167 code data discusses curriculum that includes multicultural learning. The sample consisted of 335 schools throughout Indonesia. From the

two data points, four variables were taken, each of which was felt to be related. The data was analyzed with the help of the JASP (Jeffrey's Amazing Statistics Program) application with the CFA (Confirmatory Factor Analysis) analysis method. Instruments for instilling tolerance and character values in multicultural learning can be seen in the following table.

Table 1. Instrument to measure the instillation of tolerance and character values in multicultural learning

No.	Code	Variable	Abbreviation
1	SC167Q01HA	Communicate with other people from foreign cultures or different countries.	K1
2	SC167Q02HA	Knowledge of different cultures.	K2
3	SC167Q03HA	Openness to intercultural experiences.	K3
4	SC167Q04HA	Respect cultural diversity.	K4
5	SC166Q02HA	It is important for students to learn that other people from different cultures have different values.	PM1
6	SC166Q03HA	Respect foreign cultures and start learning as early as possible.	PM2
7	SC166Q05HA	In the classroom, it is important for students to recognize the similarities that exist between them.	PM3
8	SC166Q06HA	Students are encouraged to resolve arguments by finding similarities	PM4

Results and Discussion

The results of the analysis with CFA (confirmatory factor analysis) produce the following model fit analysis:

Table 2. Model Fit

Chi-square test

Model	X^2	df	p
Baseline model	1336.738	28	
Factor model	20.110	19	0.388

In the analysis using the Chi-square test above, a comparison was made between the baseline model and the factor model. The Chi-square test results show that there is a significant difference between the two models. The Chi-square value for the basic model is 1336.738 with a degree of freedom (df) of 28. Meanwhile, the Chi-square value for the factor model is 20.110 with a df of 19. Although there are differences in the Chi-square value between the two models, the value obtained is 0.388, indicating that the difference is not statistically significant. Therefore, it cannot be concluded that the factor model is significantly better than the basic model based on the results of this Chi-square test.

In the fit indices analysis above, several indices are used to evaluate the extent to which the model used matches the observed data. The analysis results show quite high values for most of the fit indices used. Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Bentler-Bonett Non-normed Fit Index (NNFI), Bentler-Bonett Normed Fit Index (NFI), Bollen's Relative Fit Index (RFI), Bollen's Incremental Fit Index (IFI), and the Relative

Noncentrality Index (RNI) have a value of around 0.999. A value close to 1 in the fit indices indicates that the model has a very good level of fit to the observed data.

Table 3. Additional fit measures

Fit indices

Index	Value
Comparative Fit Index (CFI)	0.999
Tucker-Lewis Index (TLI)	0.999
Bentler-Bonett Non-normed Fit Index (NNFI)	0.999
Bentler-Bonett Normed Fit Index (NFI)	0.985
Parsimony Normed Fit Index (PNFI)	0.668
Bollen's Relative Fit Index (RFI)	0.978
Bollen's Incremental Fit Index (IFI)	0.999
Relative Noncentrality Index (RNI)	0.999

However, there are differences in the Parsimony Normed Fit Index (PNFI), which has a value of 0.668. A lower value on this index indicates that the model may not be optimal in terms of parsimony, that is, the model's ability to explain the data using the minimum number of parameters. Nevertheless, the overall evaluation shows that the model is generally quite good and fits the observed data, with a few exceptions in the PNFI that need to be noted and evaluated further.

Table 4. Koefisien Determinan

R-Squared	
	R^2
K1	0.469
K2	0.637
K3	0.492
K4	0.927
PM1	0.564
PM2	0.697
PM3	0.516
PM4	0.484

The data above shows different variations in the R-squared level for each variable. Variable K1 has an R-Squared value of 0.469, while variable K2 has a higher R-Squared value of 0.637. Variable K3 has an R-Squared value of 0.492, while variable K4 has a very high R-Squared value of 0.927. For the PM1 variable, the R-Squared value is 0.564, while the PM2 variable has a higher R-Squared value, namely 0.697. The PM3 variable has an R-squared value of 0.516, while the PM4 variable has an R-squared value of 0.484. Based on these R-Squared values, it can be concluded that the variables K4 and PM2 have a very

good ability to explain variations in the data, while the variables K1, K2, K3, PM1, PM3, and PM4 have a lower ability to explain variations in the data. that data.

Table 5. Parameter Estimates Factor loadings

Factor	Indicator	Symbol	Estimate	Std. Error	z-value	p	95% Confidence Interval	
							Lower	Upper
Curriculum	K1	λ11	0.591	0.043	13.837	< .001	0.507	0.675
	K2	λ12	0.648	0.038	16.997	< .001	0.574	0.723
	K3	λ13	0.647	0.045	14.354	< .001	0.559	0.736
	K4	λ14	0.622	0.027	22.721	< .001	0.568	0.675
Multicultural Learning	PM1	λ21	0.712	0.047	15.101	< .001	0.620	0.805
	PM2	λ22	0.650	0.037	17.405	< .001	0.577	0.723
	PM3	λ23	0.659	0.047	14.167	< .001	0.568	0.751
	PM4	λ24	0.591	0.044	13.513	< .001	0.505	0.677

Based on the factor loadings data above, for the "Curriculum" factor, the K1 indicator has an estimated factor loadings (λ11) of 0.591 with a standard error of 0.043, resulting in a z-value of 13.837 with a very significant p-value (less than 0.001). The 95% confidence interval range for λ11 is between 0.507 and 0.675. A similar thing can be seen for the K2 indicator (λ12) with an estimate of 0.648, the K3 indicator (λ13) with an estimate of 0.647, and the K4 indicator (λ14) with an estimate of 0.622. All of these factor loadings have highly significant p-values and 95% confidence intervals that do not include the value 0.

For the "Multicultural Learning" factor, the PM1 indicator has estimated factor loadings (λ21) of 0.712 with a standard error of 0.047, resulting in a z-value of 15.101 with a highly significant p-value (less than 0.001). The 95% confidence interval range for λ21 is between 0.620 and 0.805. A similar thing can be seen for the PM2 indicator (λ22) with an estimate of 0.650, the PM3 indicator (λ23) with an estimate of 0.659, and the PM4 indicator (λ24) with an estimate of 0.591. All of these factor loadings have highly significant p-values and 95% confidence intervals that do not include the value 0.

The results of the factor loading analysis show that all indicators used in the research have a significant relationship with the specified factors, both the "curriculum" factor and the "multicultural learning" factor. Significant factor loading estimates and confidence intervals that do not include the value 0 indicate the success of these indicators in measuring the factors studied.

Table 6. Factor Variances Factor variances

Factor	Estimate	Std. Error	z-value	p	95% Confidence Interval Lower	Upper
Curriculum	1.000	0.000			1.000	1.000
Multicultural Learning	1.000	0.000			1.000	1.000

At the 95% significance level, the estimated factor variance value for the "curriculum" factor and the "multicultural learning" factor is 1.000 with a standard error of 0.000. This results in a z-value of 0 and a p-value of 1, indicating that the estimated value is not significantly different from the actual value. The 95% confidence intervals for the two factors also cover a range of values from 1,000 to 1,000, indicating that the variations present in the “curriculum” factor and the “multicultural learning” factor are estimated to be equal to the actual values. This indicates that these factors have stable variations and do not have significant variations. The results of this factor variance analysis concluded that there was no significant variation in the "curriculum" factor or the "multicultural learning" factor. The value of the variance estimate that remains at 1,000 and the 95% confidence interval that includes this value indicate that these factors have consistent and reliable variation in the context of the research conducted.

Table 7. Factor Covariances Factor Covariances

		Estimate	Std. Error	z-value	p	95% Confidence Interval Lower	Upper
Curriculum ↔	Multicultural Learning	0.591	0.042	13.917	< .001	0.508	0.674

At the 95% significance level, the estimated value of the covariance between the two factors is 0.591, with a standard error of 0.042. This results in a z-value of 13.917 with a very significant p-value (less than 0.001). The 95% confidence interval for this covariance covers a range of values between 0.508 and 0.674. This shows that there is a significant and positive relationship between the "curriculum" factor and the "multicultural learning" factor. The significant estimated value and the 95% confidence interval that does not include the value 0 indicate the existence of a strong covariance relationship between the two factors. Factor covariance analysis found that the "curriculum" factor and the "multicultural learning" factor had a significant and positive covariance relationship. The estimated covariance value is quite high, and the confidence interval does not include the value 0, indicating that there is a strong relationship between these two factors in the context of the research being conducted.

Table 8. Residual Variances

Residual variances

					95% Confidence Interval	
Indicator	Estimate	Std. Error	z-value	p	Lower	Upper
K1	0.395	0.033	11.913	< .001	0.330	0.460
K2	0.239	0.023	10.434	< .001	0.194	0.284
K3	0.432	0.036	11.966	< .001	0.362	0.503
K4	0.031	0.011	2.720	0.007	0.009	0.053
PM1	0.392	0.039	10.075	< .001	0.315	0.468
PM2	0.184	0.024	7.770	< .001	0.137	0.230
PM3	0.408	0.039	10.503	< .001	0.332	0.484
PM4	0.372	0.035	10.668	< .001	0.303	0.440

Based on the data above, the K1 indicator has an estimated residual variance of 0.395 with a standard error of 0.033, resulting in a z-value of 11.913 with a very significant p-value (less than 0.001). The 95% confidence interval range for residual variance K1 is between 0.330 and 0.460. A similar thing can be seen for the K2, K3, PM1, PM3, and PM4 indicators, where all of them have significant residual variance estimates and 95% confidence intervals that do not include the value 0. However, the K4 and PM2 indicators show slightly different results. . The K4 indicator has an estimated residual variance of 0.031 with a standard error of 0.011, resulting in a z-value of 2.720 with a p-value of 0.007. The 95% confidence interval for the K4 residual variance is between 0.009 and 0.053. The PM2 indicator has an estimated residual variance of 0.184 with a standard error of 0.024, resulting in a z-value of 7.770 with a very significant p-value (less than 0.001). The 95% confidence interval range for PM2 residual variance is between 0.137 and 0.230.

Discussion

The results of the residual variance analysis conclude that the indicators K1, K2, K3, PM1, PM3, and PM4 have significant residual variability, which indicates that there are other factors that influence these indicators and cannot be explained by these factors, which have been specified. The K4 and PM2 indicators also show significant residual variability, although with relatively lower values compared to the other indicators. This suggests that there are other factors that need to be considered in explaining variations in the data for these indicators. In general, the research results show that the instruments analyzed have met the model fit standards, namely CFI = 0.999, NFI = 0.985, IFI = 0.999, and RNI = 0.999. The two indicators, curriculum and multicultural learning, can be used as an effort to instill character values, especially tolerance.

However, apart from the multicultural-based curriculum and learning model, there are also other factors that play a role in instilling the character value of tolerance at the same time. Ikhya Ulumuddin, in his research, explained that teachers play an important role in guiding students during the learning process and helping students improve their metacognitive abilities (Ulumudin, 2020). Metacognitive abilities can help students control their cognitive abilities so they are able to plan, monitor, and evaluate. This is in accordance with research by Safitri et al. showing that good metacognitive skills can shape students' personalities (Ulumudin, 2020). This is also supported by data from linear regression results showing that the Reading Metacognition Strategy Index has a positive and significant effect, with a reading score of 13.40 points better compared to those who do not (Nur'aini et al., 2021).

Apart from teaching staff or teacher factors, there are many other factors that also have the potential to influence the process of instilling character values during learning (Frianda, 2023). Research by Husnul Fuadi and his colleagues highlights five crucial factors that have an impact on students' literacy skills in Indonesia, including selecting appropriate textbooks, misconceptions that need to be corrected, less contextual learning, low reading abilities, and a learning environment that is not conducive (Fuadi et al., 2020). These factors, while directly linked to literacy, can indirectly influence character development by shaping students' cognitive and emotional growth.

Extending this analysis to character value instillation, it becomes evident that a holistic approach is necessary. While curriculum and multicultural learning are foundational, other factors such as parental involvement, peer influence, school climate, community engagement, and media exposure can significantly impact character development (Mukhlis et al., 2024). A supportive home environment, for instance, can reinforce values learned in school, while a negative peer group can counteract positive influences (Hewi & Shaleh, 2020). Moreover, the role of technology cannot be overstated. While digital tools can be used to enhance character education, excessive screen time and exposure to inappropriate content can have detrimental effects. Therefore, it is crucial to implement digital literacy programs that equip students with the skills to navigate the digital world responsibly and ethically.

Furthermore, the research results show that instruments such as K1, K2, K3, K4, PM1, PM2, PM3, and PM4, which have been described previously, play an important role in forming character values, including the value of tolerance. The study also identified factors that influence increased tolerance, such as the learning methods used, the role of teachers, parental support, and an inclusive school environment. By strengthening these elements in the context of the curriculum and implementing inclusive learning, schools can create an

environment that supports the holistic character development of students and helps them understand and appreciate the diversity of cultures and views in an increasingly connected global society.

Conclusion

The research findings robustly support the efficacy of the K1, K2, K3, K4, PM1, PM2, PM3, and PM4 instruments in fostering tolerance through multicultural curriculum and learning within Indonesian schools. The proposed model demonstrates an exceptional fit to the data, as evidenced by the excellent fit indices (CFI = 0.999, NFI = 0.985, IFI = 0.999, RNI = 0.999). Crucially, the study establishes a significant and positive correlation between multicultural curriculum and learning and the cultivation of tolerance. However, the research also underscores the complementary roles of teacher influence and students' metacognitive abilities in this process. In conclusion, the validated model provides compelling evidence that multicultural curriculum and learning constitute effective strategies for developing tolerance among Indonesian students.

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