

Multicultural Based Learning Management in Early Childhood Education

Abdullah¹, Agus Nu'man², Zamroni³, Dwi Irma Wahyuni⁴, Arbaiyah⁵

¹Islamic Education Department, Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

²Arabic Education Department, Sekolah Tinggi Agama Islam Nurul Huda Kapongan,
Situbondo, East Java, Indonesia

³Islamic Educational Management Department, Universitas Islam Negeri Sultan Aji
Muhammad Idris Samarinda, Borneo, Indonesia

^{4,5}Early Childhood Islamic Education Department, Universitas Nurul Jadid, Probolinggo,
East Java, Indonesia

Email : abdullah@unuja.ac.id¹, agusnu'man@stainh.ac.id², iceisa.iainsmd18@gmail.com³,
dirni09dirni@gmail.com⁴, arbaiyah02@gmail.com⁵

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Abstract:

This study aims to understand the management of multicultural-based learning at the level of early childhood education. The method used in this study used a qualitative descriptive approach. PAUD Hidayatul Muttaqin conducted this research. In order to get an overview of the object, the researcher made observations at the location and interviewed several components in the school, including; the principal, three teachers, and two guardians. The results showed that multicultural-based learning management was carried out by; planning for multicultural education, strengthening human resources for educators, implementing multicultural education, and evaluating multicultural cultures. The implications obtained through multicultural-based learning management can foster a sense of nationalism and care for others in students. For this reason, the management of multicultural education is a place to instill the spirit of nationalism so that it can unite the existing diversity.

Keywords: *Management, Multicultural Education, Early Childhood*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang manajemen pembelajaran berbasis multikultural pada jenjang pendidikan anak usia dini. Metode yang digunakan dalam penelitian ini menggunakan pendekatan deskriptif kualitatif. Penelitian ini dilakukan PAUD Hidayatul Muttaqin. Guna mendapatkan gambaran terhadap objek, peneliti melakukan observasi pada lokasi dan menginterview beberapa komponen yang ada disekolah diantaranya; kepala sekolah, tiga guru serta dua wali murid. Hasil penelitian menunjukkan bahwa konsep manajemen pembelajaran berbasis multikultural dilakukan dengan cara; perencanaan pendidikan multikultural, penguatan SDM tenaga pendidik, pelaksanaan pendidikan multikultural, dan evaluasi budaya multikultural. Implikasi yang diperoleh melalui manajemen pembelajaran berbasis multikultural mampu menumbuhkan rasa nasionalisme dan rasa peduli sesama pada anak didik. Untuk itu manajemen pendidikan multikultural merupakan wadah untuk menanamkan jiwa nasionalisme sehingga mampu mnyatukan keberagaman yang ada

Kata Kunci: *Manajemen, Pendidikan Multikultural, Anak Usia Dini*

INTRODUCTION

Management can be said as a strategy to achieve a goal. The nine most essential tasks are mission formulation, analysis of internal conditions, external environment assessment, analyzing options, knowing profits, planning long-term goals, developing long-term and annual goals, implementing strategies, and evaluating (Nurhadi, 2020; Rozi et al., 2020). The world of education requires a management strategy in managing the processes that are made and planned to be achieved. It is hoped that quality institutions can be realized (Karna, 2018; Hefniy et al., 2022). Management is needed to manage and minimize threats in dealing with diverse situations in education.

Indonesia is a pluralistic society consisting of various ethnic groups, races, customs, classes, religions, and social strata (Zammit, 2021). Diversity of ethnicity, ethnicity, and religion often triggers the emergence of contra conflicts that occur, even to the point of causing an event that results in division and casualties that are not small among specific regional communities (Perdana et al., 2019). The word of Allah Subhanahu wa ta'ala in QS. al-Gujarat (49): 13.

This means O people! Indeed, We created you from a male and a female; then We opened you into nations and tribes so that you might know one another. Verily, the most honorable of you in the sight of Allah is the most pious one. Indeed, Allah is All-Knowing, All Thorough (Nugraha et al., 2020).

It is appropriate that there are differences, so there must be a mutual understanding. Mutual understanding of tolerance must be formed or stimulated from an early age to grow as a strong foundation in form; therefore, multicultural education management is needed from an early age to create high tolerance. Multicultural education is a set of beliefs and explanations that recognize the importance of cultural and ethnic diversity in lifestyle, social experience, personal identity, educational opportunities from individuals, groups, or a country (Ekwandari et al., 2020)

Togetherness is essential for human life. Because together we can make things easier for us. Togetherness cannot be built instantly or quickly but through education or habituation so that children are accustomed to applying the values of togetherness in their lives (Sholeha & Anggraini, 2022). The formation of the importance of togetherness will indirectly shape the child's character. To use the value of togetherness, especially in schools, teachers must have their strategy so that students can understand and apply the importance of togetherness (Syahrial et al., 2019).

One aspect of 21st-century education is collaboration. For this reason, it is necessary to build the character of togetherness in students without distinguishing ethnicity or religious status. So that later they have the skills to collaborate. Previously described 21st-century skills such as communication, collaboration, critical thinking and problem solving, creativity, and innovation. Of course, as a teacher, you must be creative in creating problem-solving activities, considering that problem solving is one aspect that students must have in the 21st century (Arsil, 2019). Furthermore, teachers also need to use particular strategies to accept learning.

In the era of the industrial revolution 4.0 and the violence of the globalization era, adequate skills are needed (Astuti et al., 2019; Zamroni et al.,

2021). The multicultural education movement is a movement to reform educational institutions to provide equal opportunities to everyone, regardless of ethnic origin, culture, and gender, to acquire the knowledge, skills, and attitudes needed. To function effectively in ethnically and culturally diverse nation-states and world societies (Zamroni et al., 2021). To instill a nationalist character, it needs to be done as early as possible, namely by providing multicultural understanding that is carried out in early childhood to be able to form characters who can accept differences, able to mingle with anyone regardless of race, ethnicity, culture or religion (Sulaiman, 2020).

The problems that bring life to life in this era are many social factors with various factors. With the world of digitalization that can threaten the younger generation, including at an early age, it is easy to find the emergence of violence and incompatibility that often occurs in the media and the real world. Strengthening character is needed to instill a solid foundation in building diversity in this country. The most important thing is that students come from various groups; at this institution, some students come from outside the region, then from multiple statuses ranging from kyai's children, teachers, officials, farmers, traders, and others. This will cause a barrier between one group and another if it is not optimal.

In avoiding a phenomenon feared by the outside world for the golden generation of the nation's successor, PAUD Hidayatul Muttaqin created a breakthrough in building togetherness and creating high solidarity with all people by setting up multicultural management education. The management of multicultural education is expected to be able to stimulate students to socialize in all aspects both within the school, school environment, and community with no distinction and can accept all cultures, ethnicities, nations, and languages that exist in its institution in particular and the Indonesian people in general.

Referring to several previous researchers about the importance of multicultural education management in educational institutions that can build a sense of nationalism towards students, including; Arifin, (2012), said multicultural education as a social engineering instrument encourages an educational institution to play a role in instilling awareness in a multicultural society and developing tolerance and tolerance to realize needs and the ability to cooperate with all existing differences. Then the definition expressed by Fajrussalam et al. (2020) multicultural education significantly affects pluralist attitudes and civic virtue. So multicultural education is considered essential to be implemented in everyday life to prevent conflicts in society.

Then also delivered by Syahrial et al., (2019) Multicultural education requires an introduction to the various cultures possessed by humanity from different ethnic groups, races or ethnicities, and religions. With the differences in ethnicity, race, and faith in schools, teachers must be actively involved in the learning process to teach multicultural education with the value of togetherness. Rohman & Ningsih (2018) Conveying the importance of understanding multicultural education for the younger generation because, in the era of the industrial revolution 4.0, one of the competencies needed in the world of education is the ability of the younger generation to solve problems

(problem-solving), the following definition was expressed by Fida (2016) The concept of multiculturalism is essential to be developed and implemented in the process of transforming the values of a diverse society and nation.

In various descriptions, the researchers explain the importance of implementing multicultural education in educational institutions; this is done to stimulate students to accept multiple cultures and not discriminate against caste, race, ethnicity, culture, language, etc. The difference from previous researchers in this study was carried out in early childhood who would provide a solid stimulus for a sense of nationalism, which makes it different from previous research.

Departing from this, the researchers are interested in integrating curriculum management into multicultural-based learning in early childhood. Multicultural education management was developed to foster a high sense of nationalism in early childhood at PAUD Hidayatul Muttaqin. This research focuses on analyzing and understanding the direction of multicultural-based learning in early childhood education.

RESEARCH METHODS

This study used a qualitative descriptive approach. Used to find more in-depth information about the management of multicultural education in early childhood institutions, while the type of research used is case studies that are focused on some instances to be observed and analyzed carefully. Until finish. This study seeks to describe the current symptoms, events, and events. This research will photograph the events that focus on the research and tell them (Anggraini & Putri, 2019).

Research data was obtained through interviews, observation, documentation. The study's sources of informants through interviews conducted with the principal, three teachers, and two students. Observations were made related to the PAUD Hidayatul Muttaqin, especially in multicultural education management. In strengthening research, data is obtained through documents supporting and improving research results. All the data obtained are grouped, made taxonomy, and reduced according to need. The data source is accompanied by data analysis in data selection (data reduction), displaying data, and concluding the research results obtained. Furthermore, in data selection or data reduction, the researcher selects raw data in the form of annotations, then displays the data by understanding the following step data, and finally concludes.

RESULTS AND DISCUSSION

Multicultural Education Planning

Planning is done with careful preparation so that it runs effectively. An analysis of what is needed and prepared to mature and realize the planning as needed (Rozi et al., 2022). Research of preparation and planning is required before starting educational activities to make it easier for teachers to implement the program. Academic preparation can be used as a basis for preparing educational plans and, simultaneously, as a reference in carrying out learning

activities so that they are more focused and run efficiently and effectively (Astuti, Muslim, & Bramasta, 2020)

RMLH as the principal of PAUD Hidayatul Muttaqin, said that planning for multicultural education results from a rational and systematic thought process in determining the goals and objectives. This plan has been structured through the curriculum 2013. DMF As a teacher said that the multicultural education plan had been contained in the annual program (PROTA), semester program (PROSEM), weekly learning implementation plan (RPPM), as well as daily learning implementation plan (RPPH) and prepared a theme peak program related to stimulation multicultural education.

In the review of the curriculum books, it can be seen that several points of multicultural-based learning management are contained in extracurricular learning, there are traditional dance lessons which introduce several types of traditional dances in Indonesia, then the introduction of local culture carried out in the top learning activities of the themes contained in PROTA such as visits to traditional markets, visits to cultural heritage (jabung temples), then performing arts programs which are carried out in the introduction of several conventional clothes, conventional musical instruments and introduction to regional languages (Javanese and Madura).

LTH, one of the teachers, also emphasized that the planning for implementing multicultural education was carried out in several stages that were explicitly designed with modifications to the curriculum used in the PAUD Hidayatul Muttaqin institution. The application of classroom education is neat so that students can get along with anyone. We also introduce local languages , which are carried out every Friday and Saturday, on full Fridays using smooth Madurese and on Saturdays using Javanese mixed with Indonesian.

Planning for multicultural education is carried out in a structured manner scheduled by the waka in the curriculum field by making various preparations including PROTA, PROSEM, RPPM, and RPPH, which are then discussed in detail with all educators in planning multicultural education. Educators will contribute ideas related to multicultural learning and carry out the mutual agreement; then, educators can implement multicultural education that has been agreed upon.

Strengthening Human Resources Educators

It is unavoidable that Human Resources (HR) is the essential element of an institution in achieving the vision, mission, programs, and activities proclaimed. HR is the central pillar of an organization to develop (Yuwono et al., 2020). Preparing human resources through a change in mindset is certainly not easy; therefore, it must be designed carefully, and the involvement of educators in PAUD Hidayatul Muttaqin about the implementation of multicultural programs, educators who are needed are needed understand the sense of nationalism to print the optimally correct cadres of the nationalist generation.

RMLH explained that in strengthening human resources, school principals and foundations agreed to conduct training for teachers by diligently involving teachers in training, seminars, and parenting related to multicultural activities to optimize further the knowledge of educators in implementing multicultural activities in schools.

Teachers involved in the application of multicultural education have gone through the competency test stage in multicultural education. The existing human resources are trained in the application of multicultural education-based learning. Before realizing multicultural education management activities, the school had screened human resources. It provided special training for the human resources involved by going through the multicultural education training stage, attending multicultural seminars, and following the evaluation stage of selecting trained teachers in multicultural education.

IDN as teacher also explained that teachers were greatly helped by participating in training both inside PAUD Hidayatul Muttaqin school and outside school, with training activities we are more optimistic in the realization of multicultural programs, especially for our students even though they are still in the category of young children early. Implementing multicultural education for teachers is motivated by the principal in attending seminars and training on the implementation of multicultural education to carry out their duties according to procedures but still focus on developing talents in students' interests. The supportive environment can be seen from the surrounding community where there are indeed several people from outside the area who live around the school so that it can provide a color of cultural diversity for students; this gives an overview of variety but is still in harmony with upholding tolerance and mutual respect among others.

Implementation of Multicultural Education

The implementation of multicultural education, as stated in the curriculum that the school has modified, is carried out in various stages, including;

Student Place Design

The design of the seats is made the same; there is no difference between students from one another, there is no difference between students in terms of social status, culture, regional origin, and so on (Widat et al., 2022). This is evidenced when researchers make direct observations in the field; it can be seen that the seating design is carried out in groups and filled in by students who the teacher has arranged. A place will be rolled out at some predetermined time to interact with all their friends in different groups. Group designs that blend into one and are filled with various characteristics can understand tolerance (Makful & Pirawati, 2019).

DMF said that in two weeks, there would be a place rolling with a schedule that has been carried out by the homeroom teacher so that students can interact with all their friends. When two weeks ago, student A was in a group with B, for now, student A will be in a group with student C and student B will be in a group with student D, and so on so that by rolling this place can

provide closeness and establish a neutral relationship between all students. The application of moving sites is also based on the stimulation of independence from an early age because early childhood is a period that requires guidance and development of self-development to train independence (Rozi et al., 2022).

Design activities are carried out through place on children from different regions, social status, economic status, culture, etc. The mixing of students from the other areas will establish communication, exchange ideas, discussions, etc., indirectly will form a nationalist character. Mutual tolerance and respect. The fair treatment of PAUD Hidayatul Muttaqin educators without discriminating against students' regional origin and social status also affects the multicultural culture carried out in the institution.

Multicultural Learning

Multicultural-based learning is essential to support the success of programs that have been run at educational institutions based on multicultural education. However, because this application will be carried out in early childhood, the delivery or presentation of learning to children must be engaging, energetic, creative, and innovative so that children are interested in the learning delivered by the teacher (Harmonis et al., 2021).

As stated by DMF, the implementation of multicultural education is carried out while maintaining the six aspects of children's development. Still, the most emphasized is the social-emotional aspect of children because, with good emotional, social development, children will respect each other more. In fostering passionate social action to create a multicultural education, educators get used to all activities carried out together by cultivating mutual respect and appreciation.

IDN states that the activities programmed in the curriculum include multicultural culture, which is then described in the daily learning implementation plan and then implemented for students based on the existing RPPH and combined with innovation and creativity of educators. Videos and picture books are also provided with the introduction of Indonesian culture, ranging from traditional houses, traditional clothes, regional dances, regional specialties, and so on.

LTH also emphasized that the activities carried out include queuing before entering class, washing hands with a queue culture, dhuha prayer activities every Wednesday and Thursday, queuing for ablution, gymnastics, and sports activities together every Friday, swimming together every day. Saturday. There is also an introduction to regional languages, which is carried out every Friday and Saturday, on full Fridays using the acceptable Madurese language, and on Saturdays using Javanese mixed with Indonesian. Togetherness is not only in activities outside the classroom but in the classroom; learning is also carried out together with group divisions and group rolling; picture book reading activities are carried out every day in the reading corner accompanied by the teacher. Watching cultural introduction videos is carried out every two weeks on Monday.

RMLH conveyed that the peak program theme also involved multicultural culture in the school environment; at the peak of the article, an

introduction to the surrounding culture was carried out by visiting cultural heritage such as the Jabung temple, visiting various professions such as police, farmers, fishers and so on. With activities carried out mingle or together, it will be easier for students to understand the existing culturalism; with this activity, tolerance and mutual respect will be formed, of course with the help of educators and guardians of students by providing examples of easy tolerance understood by young children.



Figure 1: Activities of Multicultural Stimulation of PAUD Hidayatul Muttaqin

In the application of multicultural education, not only in the school environment but in the residential environment, it is also mandatory to carry out a multicultural climate involving the guardians of students; with the continuity between the school and the family environment, the stimulation will be quickly absorbed by students. School programs also involve parental collaboration, which is carried out on school communication books.

LDY, as the student's guardian, said that the parents supported the multicultural program held by PAUD Hidayatul Muttaqin in shaping the character of nationalist children. We also introduce children to various cultures according to the teachers' instructions in the communication book and combine with the habit of mingling with neighbors to introduce children to multiple characters and differences.

Multicultural education is held to develop students' ability to view life from various cultural perspectives different from their own and positively embrace cultural, racial, and ethnic differences (Yanti, 2018). IF6 as the student's guardian, also emphasized that with the introduction of various cultures carried out by the school, their children were able to understand the diversity that existed in Indonesia, as seen when children asked about the culture of their father, mother, grandfather, and grandmother.

Multicultural education needs to be formed as early as possible in providing good stimulation for the development of students, with multicultural understanding from an early age it will print the next generation of people who

are tolerant of all human beings, the positive impact obtained by the diversity that exists in Indonesia will remain strong and not robust defeated by the tides of time.

Multicultural Culture Evaluation

Evaluation is used as a follow-up weapon in measuring and improving programs already running. The purpose of the evaluation is so that the plans that have been arranged can achieve the goals set and be implemented. The evaluation results are intended to re-plan and serve as the final administration and management (Wibowo & Hasanah, 2021).

The evaluation was carried out by the principal by involving various elements inside and outside the school, from within the principal involving the foundation then from outside the principal involving the education office supervisor to be able to contribute to program evaluation regarding multicultural management applied.

RMLH emphasized that we also supervise teachers tasked with implementing multicultural education. Supervision is carried out every six months, namely at the end of semester I and semester II; supervision activities are carried out by school principals who are accompanied by foundations or education office supervisors who will later carry out continuous assessments and improvements.

Based on interviews conducted with PAUD Hidayatul Muattaqin teachers, LTH said the evaluation method was carried out through direct observation during the learning process. The evaluation program system implemented can provide an overview of the extent to which multicultural culture is embedded in the soul of early childhood with the application of programmed multicultural culture. Evaluation can encourage students to be more active in continuous learning, encourage teachers to further improve the quality of the learning process, and enable schools to strengthen additional facilities and the quality of student learning (Rozi & Firdausiah, 2021).

This evaluation is helpful to be used as an assessment archive which is manifested in a portfolio and used as a reference for subsequent assessments; the assessment is carried out as objectively as possible according to actual conditions in the field so that results can be obtained that can conclude an overview of the steps that need to be taken for the next level.

CONCLUSION

Multicultural education teaches about diversity or inequality in culture, ethnicity, race, economy, and others. However, this multicultural education gives equal rights to students in developing all their talents in one place; the privilege of multicultural education can introduce other cultures and increase tolerance and appreciation for cultural differences, to foster more harmonious, harmonious, and creative relationships among various groups of people in society.

Based on the description of the research results and analysis of research data on the management of multicultural education conducted by PAUD

Hidayatul Muttaqin, the following picture is obtained; Multicultural education instilled in early childhood is carried out in two stages, first-place design, with mixed-use place design and a rolling system so students can make friends with anyone. Secondly, multicultural learning activities are carried out in several activities such as doing group activities (together) introducing traditional culture (dance, cultural heritage, customs, language, etc.). The implications obtained by the application of multicultural-based learning management are being able to foster a sense of tolerance and a high understanding of caring for others to be able to realize the dreams of educators and guardians of students to shape the character of the nation's next golden generation that has a sense of nationalism. The management of multicultural education in this institution cannot be generalized to all early childhood education institutions. This is casuistic and by the characteristics of educational institutions and analysis of the internal and external environment at the institution. This allows further researchers to study and research with different cases and features.

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