Humanistic-Based Learning Management: Harmonizing Multiculturalism in Building An Inclusive Learning Environment

Nuryadin[1], Salamah[2], Galuh Nashrulloh KMR[3], Norlaila[4]

[1]Islamic Education Department, Universitas Islam Negeri Antasari, Banjarmasin, South Kalimantan, Indonesia
[2]Islamic Educational Management Department, Universitas Islam Negeri Antasari, Banjarmasin, South Kalimantan, Indonesia
[3]Sharia Economic Law Department, Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, South Kalimantan, Indonesia
[4]Islamic Education Department, Universitas Islam Negeri Antasari, Banjarmasin, South Kalimantan, Indonesia
Email: nuryadin@uin-antasari.ic.id[1], salamah@uin-antasari.ac.id[2], nashrulloh@uniska.ac.id[3], norlaila@uin-antasari.ac.id[4]

Abstract:

This research aims to analyze humanistic-based learning management in building an inclusive learning environment at one of Banjarmasin's multicultural madrasa educational institutions. This research used a qualitative case study approach, where researchers conducted interviews with 12 informants, consisting of madrasah leaders, teachers, and students, using purposive sampling techniques. Observations were carried out on managerial and learning activities at the madrasah, while documentation was carried out to complete various needs to strengthen the results of interviews and observations. Data analysis starts with data collection, reduction, display, and conclusion. The research results show that multicultural-based inclusive policies first form humanistic learning management. Second, humanistic-based learning management is carried out through needs analysis, policy development, harmonization of multiculturalism, and an inclusive learning environment. Third, continuous monitoring and evaluation. The implications of this research emphasize the importance of an educational approach that prioritizes humanistic, inclusive, and sustainable aspects of creating a learning environment that supports the holistic development of students from various cultural backgrounds.

Keywords: *Humanistic Management, Harmonization of Multiculturalism, Inclusion*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang manajemen pembelajaran berbasis humanistik dalam membangun lingkungan belajar inklusif pada salah satu lembaga pendidikan madrasah di Banjarmasin yang multicultural. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti melakukan interview terhadap 12 informan dengan teknik purposive sampling, yang terdiri dari pimpinan madrasah, guru, dan siswa. Observasi dilakukan terhadap kegiatan manajerial dan pembelajaran yang berlangsung di madrasah, sedangkan dokumentasi dilakukan untuk melengkapi berbagai kebutuhan untuk memperkuat hasil interview dan observasi. Analisis datanya dimulai dari koleksi data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil

penelitian menunjukkan bahwa manajemen pembelajaran humanistic dilakukan dengan cara; pertama, pembentukan kebijakan inklusif berbasis multikultural. Kedua, manajemen pembelajaran berbasis humanistik dilakukan melalui; analisis kebutuhan, pengembangan kebijakan, harmonisasi multikulturalisme, lingkungan belajar inklusif. Ketiga, pemantauan dan evaluasi berkelanjutan. Implikasi penelitian ini menegaskan tentang pentingnya pendekatan pendidikan yang mengutamakan aspek-aspek humanistik, inklusif, dan berkelanjutan untuk menciptakan lingkungan belajar yang mendukung perkembangan holistik siswa dari berbagai latar belakang budaya.

Kata Kunci: *Manajemen Humanistik, Harmonisasi Multikulturalisme, Inklusif*

INTRODUCTION

Education is an essential foundation in the formation of character and potential of students (Fikriyah et al., 2022). In the complexity of an increasingly plural global society, the need to create inclusive learning environments that accommodate diverse cultural and individual backgrounds is a significant challenge (Livermore et al., 2022; Diamond & Huda, 2022). Humanistic-based learning management is one approach that has emerged as a relevant solution to achieve harmonization of multiculturalism in building an inclusive learning environment (Purwanti et al., 2022; Munadi & Nurulhaq, 2023).

An inclusive environment in the context of education provides significant benefits to all community members (Williams et al., 2020; Iniesto et al., 2021). Feitosa et al. (2022) and Kurdish (2023) revealed That inclusive environments create spaces that recognize and value social, cultural, and individual diversity. This helps create a richer and more varied learning experience, respecting and integrating each individual's unique background and characteristics. Next, Sabila et al. (2021) and More et al. (2023) say that Inclusive environments can provide students with more substantial social and emotional support. By embracing differences and encouraging mutual understanding, students feel more accepted and valued, which in turn can improve their psychological well-being (Widhiati et al., 2022).

An inclusive environment encourages student involvement in the learning process. Providing a learning approach that suits each student's needs and learning style makes them more likely to be active and participate in learning activities (Maultsaid & Harrison, 2023). Salas-Pilco et al. (2022) insist that inclusive environments foster academic achievement because increased student engagement and appropriate support for diverse learning styles can improve academic achievement. Students feel more motivated and can explore their academic potential optimally. Next, Murray et al. (2020) Convey that an inclusive environment helps shape positive attitudes toward diversity. Students learn to respect and understand differences, thus preparing them to live in an increasingly global and multicultural society. Thus, building an inclusive environment positively impacts students' learning experiences and shapes individuals who are more tolerant, sensitive to differences, and ready to take on the challenges of an increasingly diverse world.

The phenomenon around the educational environment, namely the application of an inclusive environment, has begun to erode the times, marked by a dwindling level of care. Namely, educational priorities are more often directed at academic achievement and performance evaluation so that aspects of concern for individual needs can be ignored, the occurrence of Differentiation of social strata between regular and special needs or between those who are and do not have adolescent taurine that is increasingly rampant and difficult to control, oppression for the weak, illegal levies, even bullying that can be life-threatening.

To overcome these negative phenomena, it is necessary to carry out preventive measures and effective interventions. Awareness-raising, training for educators and school staff, and implementing anti-bullying and anti-discrimination policies can help create a safe and inclusive environment. Support from the school community, parents, and authorities is also needed to ensure that the rights and well-being of students in an inclusive environment remain protected and respected.

The humanistic approach in learning management places learners as the main subject in the teaching-learning process, emphasizing the development of learners' psychological, emotional, and social aspects. This approach recognizes the uniqueness of each individual and encourages empowerment and appreciation of diversity as key elements in effective learning. In multiculturalism, humanistic-based learning management can help create a learning environment that respects different cultures, values, and traditions. Harmonization between humanistic values and multiculturalism will provide a solid foundation for addressing educational inequalities and promoting equality of opportunity for all learners (Hidayat & Nurjanah, 2023).

Madrasah Aliyah Negeri (MAN) 1 Banjarmasin, as an educational institution under the auspices of the Ministry of Religious Affairs of Banjarmasin City, aims to provide quality education to its participants. Humanistic-based learning management is considered the most effective approach to achieving these goals. This approach places human and human values at the center of the learning process. This is in line with the vision of the madrasah, which prioritizes the holistic development of students, not only in academic aspects but also in moral, social, and emotional aspects.

One of the main challenges in the context of education in MAN 1 Banjarmasin is the diversity of cultures and backgrounds of students. Multiculturalism is a characteristic that must be managed wisely and harmoniously. This diversity includes differences in religion, ethnicity, language, and tradition, affecting social interaction and integration in the learning environment. Therefore, it is essential to integrate the harmonization of multiculturalism in learning management so that each student feels welcome and valued in the learning environment. The humanistic approach in learning management views each student as unique, with their individual needs and potential. Humanistic principles, such as student empowerment, a positive learning climate, and an emphasis on personal development, can help create an inclusive learning environment at MAN 1 Banjarmasin. With a focus on developing the potential of each student, humanistic-based learning management

can be a foundation for achieving diversity and harmony of multiculturalism in schools.

Humanistic-based learning management also emphasizes the critical role of teachers as facilitators of learning, not just as informers. Teachers at MAN 1 Banjarmasin use this approach to design learning activities that consider student diversity, respect various cultural backgrounds, and increase the active participation of all students in the learning process. Thus, the integration of humanistic-based learning management and harmonization of multiculturalism in MAN 1 Banjarmasin is expected to create an inclusive learning environment, support the development of all students, and prepare them to face global challenges with broad understanding and high tolerance for differences.

Humanistic-based learning management through harmonizing multiculturalism has been a significant focus of several previous studies. Various studies highlight the importance of integrating humanistic values and multicultural elements to build an inclusive learning environment that supports students' holistic development. One study noted that a humanistic approach to learning management can positively impact student motivation and well-being. Applying principles such as empathy, respect for diversity, and a focus on personal development can enhance teacher-student interaction and create a positive atmosphere in the classroom (Chasanah & Ningsih, 2023).

Further research Hajirah et al. (2023) The humanistic approach emphasizes recognition of human values, which involves empathy, respect for the uniqueness of each individual, and a focus on personal development. It provides the foundation for a learning environment that values diversity and treats each student as valuable. Also emphasized by Dei., (2022) Is that humanistic-based learning management and multiculturalism ensure inclusivity and justice in education. By respecting and acknowledging cultural diversity and special needs, the learning environment becomes more equitable and supportive for all students.

Other research emphasizes that harmonizing multiculturalism in learning management opens doors to recognizing and appreciating students' cultural, linguistic, and background diversity (Raudhah et al., 2024). Integrating multicultural aspects in curriculum and teaching methods can create an inclusive learning environment where every student feels valued and accepted. Some studies are: Baharuddin & Saidang (2020); Sibarani et al., (2024). It also highlights the importance of involving parents to create a harmonious and inclusive learning environment. Through open communication between teachers, students, and parents with cultural diversity in mind, partnerships can be created that support children's learning effectively.

Empirical research has shown that inclusive learning environments built through humanistic-based learning management and harmonization of multiculturalism can improve students' academic outcomes and emotional well-being. In this context, these studies provide a theoretical and practical foundation for developing more inclusive educational policies and practices centered on humanistic values and recognition of diversity.

A deep understanding of how humanistic-based learning management can be effectively integrated with the principles of multiculturalism is essential in

today's educational context. Research and implementation of related practices will help create an inclusive learning environment and prepare learners to become empowered, tolerant, and globally aware citizens of school and community environments. Therefore, researchers are interested in analyzing and studying with the main focus, namely, how education management implements harmonization of multiculturalism to build an inclusive learning environment in MAN 1 Banjarmasin.

RESEARCH METHODS

This research uses a qualitative approach to the type of case study to describe the problem and conduct a deep analysis of the problems. The site of this research is Madrasah Aliyah Negeri (MAN) 1 Banjarmasin, located in Central Banjarmasin District, Banjarmasin City, South Kalimantan, Indonesia. Researchers collect data through several stages, including direct observation at the research site by doing documentation. Second, interviews with several informants who were at the research site. Third, observations are made directly in the field to understand the application of harmonization of multiculturalism in building an inclusive learning environment in the institution. The source of information was obtained through interviews with several stakeholders of the institution, including the principal, seven teachers, three employees, and two students.

Data analysis is carried out in stages, from data collection, reduction, and presentation to conclusions. As Ahmad and Nasution (2018) revealed, data collection is carried out from the research location. Data reduction is done by summarizing, choosing basic things, and focusing on essential things, themes, and patterns. Furthermore, the data is presented in various forms, such as brief descriptions, charts, relationships between categories, flowcharts, and the like, to facilitate understanding and planning further actions based on that understanding. Finally, conclusions are drawn gradually to gain a high level of confidence. Thus, the steps of qualitative data analysis in this action research are carried out from the very beginning of the implementation of the action. Researchers analyze the collected data at this stage, including the interview results, observations, and documentation.

RESULTS AND DISCUSSIONS
Formation of Multicultural-Based Inclusive Policy

Forming inclusive, multicultural-based policies is critical in ensuring that education systems support diversity and provide a welcoming learning environment for all individuals, regardless of background or exceptional circumstances (Acep et al., 2023). MAN 1 Banjarmasin is committed to forming an inclusive policy based on multiculturalism, where this school has a variety of diverse backgrounds from all school components.

Based on the results of an interview with Abdul Latif, a teacher at the madrassa, said, "I am thrilled to see that all madrasah residents pay serious attention to students who are inclusive and have diverse backgrounds. With this policy, students will grow up in an environment that respects their background, and that is a big step for a better future" (AL/W/2023). Meanwhile, Fathurrahman has concerns about the readiness of educators for the policies implemented. He

said that "with this policy, we fully support it. However, we also hope that there will be adequate training for us, the teachers. We need to understand how to deal with diversity in the classroom without leaving students who may need a different approach to learning" (FT/W/2023).

Establishing an inclusive multicultural-based policy at MAN 1 Banjarmasin is essential in increasing diversity and creating a welcoming learning environment for all students. Through an in-depth study of the challenges and potential of students' cultural diversity, the school sees it essential to design policies supporting inclusivity and respect for multiculturalism.

Based on observations, data was found that the school's initial step was to conduct research and analyze the social and cultural dynamics in the MAN 1 Banjarmasin environment. The results showed significant diversity in ethnicity, religion, language, and customs among students. This condition is the basis for understanding that an inclusive and multicultural approach must create a balanced learning environment and empower every student.

Naimah, the Head of the Madrasah, said that "in the process of policy formation, MAN 1 Banjarmasin involves various parties, including the teacher council, staff, parents, and students themselves. This all-stakeholder engagement helps create policies that reflect shared values and real school needs. Open and participatory dialogue allows exploring creative ideas to increase inclusivity" (NI/W/2023).

The informant's statement shows that MAN 1 Banjarmasin actively involves various parties in the policy formation process, including teacher councils, staff, parents, and students. The involvement of all these stakeholders is critical in creating policies that reflect shared values and meet real needs in madrassas (Juharyanto et al., 2020; Handoyo et al., 2021). Through open and participatory dialogue, the school allows the exploration of creative ideas from different points of view to increase inclusivity (Messiou et al., 2020). This indicates that MAN 1 Banjarmasin adopts an inclusive approach in the decision-making process, where every stakeholder can contribute and share their perspective.

This was reinforced by Gusti Nuardi, who said that "the resulting inclusive policy does not only focus on academic aspects but also includes social and cultural aspects. Implementing a curriculum that supports understanding and appreciation of various cultures is one of the concrete steps taken. In addition, the school also encourages extracurricular activities involving students from various cultural backgrounds to strengthen bonds between individuals and knit diversity into strength" (GN/W/2023).

The interview results showed that the madrasah's inclusive policy was focused on academic, social, and cultural aspects. One of the concrete steps taken is the implementation of a curriculum that supports understanding and appreciation of various cultures (Istiqomah et al., 2023; Purnomo, 2023). The importance of understanding and appreciating cultural diversity is reflected in the school's efforts to encourage extracurricular activities involving students from various cultural backgrounds. It aims to strengthen bonds between individuals and knit diversity into a force that enriches the learning experience at MAN 1 Banjarmasin.

Thus, this approach provides a solid academic foundation and promotes social and cultural inclusivity among students. These measures underscore the school's commitment to creating a well-rounded learning environment where every student feels recognized, valued, and supported in academically, socially, and culturally developing their potential.

Humanistic-Based Learning Management

Implementing humanistic-based learning management in MAN 1 Banjarmasin positively impacts student participation rates. The humanistic approach provides space for student empowerment, increases learning motivation, and strengthens student involvement in learning activities. The effectiveness of humanistic-based learning management reflects an educational approach that focuses on students' personal development and individual needs (Nasution et al., 2022). This approach focuses on positive teacher-student relationships, recognition of individual diversity, and student empowerment. Teachers in learning management are not only conveyors of information but also facilitators of learning who care and are sensitive to the needs of students.

Mardiah Hayati th, the madrasah public relations, said that "humanistic-based learning management is seen as an effort to provide an active role to students in the learning process. They are encouraged to develop initiative, take responsibility for their learning, and explore personal interests" (MH/W/2023). This approach creates a sense of ownership towards learning, which in turn increases students' intrinsic motivation. Furthermore, Raudhatun Nisa said that "focusing on student's personal development is a key element of the effectiveness of humanistic-based learning management. Teachers seek to shape the holistic development of students, not only in academic aspects but also in social, emotional, and work-ethical skills. Encouraging student collaboration and communication is also a strategy to create an inclusive learning environment" (RN/W/2023).

Teachers who apply humanistic-based learning management show flexibility in teaching methods. They tailor their approach to student needs and preferences, creating more personalized and relevant learning. The process of reflection and self-evaluation is also emphasized, helping students understand learning objectives and plan steps for personal improvement. Ultimately, humanistic-based learning management increases student motivation and participation, paying particular attention to their psychological and emotional aspects. Students who feel valued, accepted, and have control over their learning are likelier to be engaged and motivated. By integrating humanistic principles in learning management, the school creates an educational environment that supports the full development of each student's potential (Suryadi, 2023).

Several steps taken in humanistic-based learning management at MAN 1 Banjarmasin can be seen in Figure 1, which provides a visual overview of the processes of needs analysis, policy development, harmonization of multiculturalism, inclusive learning environments, and continuous monitoring and evaluation, which are an integral part of this approach.
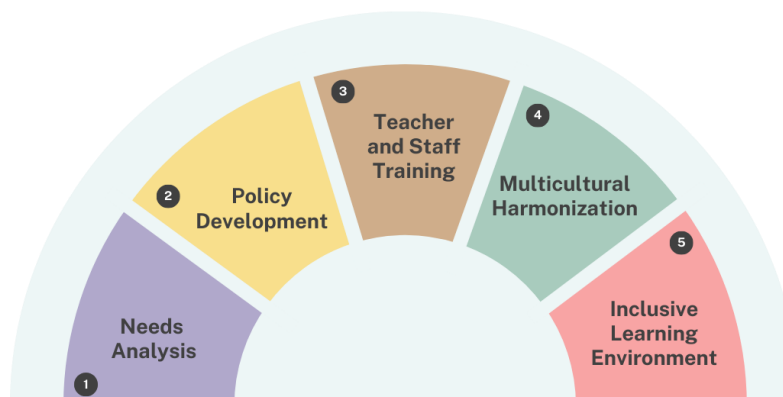
Figure 1. Steps for Implementation of Humanistic-Based Learning

Needs Analysis

Needs analysis is a systematic process of understanding and assessing the needs that must be met to achieve a particular goal. In the context of the formation of Humanistic-Based Learning in creating an inclusive environment in MAN 1 Banjarmasin, needs analysis is the basis for designing adequate and relevant approaches.

Based on a statement from Aulia Hayati said that "the needs analysis process begins with the collection of comprehensive data and information about the learning environment, students, and specific needs that must be met. This involves several steps: stakeholder identification, qualitative and quantitative data collection, learning environment analysis, student needs assessment, cultural and diversity assessment, parent and community engagement assessment, and teacher and staff engagement analysis" (AH/W/2023).

According to Gusti Nuardi, "the needs analysis of the school identifies all parties involved in the educational process, including students, teachers, parents, school staff, and community members, collecting qualitative data through interviews, group discussions, or direct observation. Meanwhile, quantitative data collection can involve surveys or statistical analysis to provide a more objective picture of existing needs, identifying cultural factors and diversity in the learning environment. This helps identify barriers or potentials that could affect establishing an inclusive environment (GN/W/2023).

The results of this need analysis form the basis for designing educational programs that are more targeted and responsive to the needs of students and the educational community. By understanding the context and needs thoroughly, the formation of humanistic-based learning can be directed to create an inclusive environment that suits the diversity and potential of each student (Sumadi et al., 2023).

Policy Development

This policy development process includes in-depth analysis, stakeholder participation, and impact evaluation to ensure the policy achieves its desired objectives. By involving the involvement of relevant parties and a deep understanding of the issues at hand, policy development becomes a solid foundation to guide decision-making and action in various contexts.

Based on observations in the field, it was found that the development of humanistic learning management policies in MAN 1 Banjarmasin is a structured effort to create an inclusive learning environment that focuses on diversity and the holistic development of students. This process involves identifying specific needs and challenges within the school environment. By involving the participation of stakeholders, such as teachers, students, parents, and school staff, the policy is designed to support a learning approach that respects student diversity and encourages their personal development. Implementing this policy is expected to create an inclusive learning atmosphere where students feel valued and empowered to reach their full potential.

Teacher and Staff Training

Through teacher and staff training, gain a deep understanding of the values of multiculturalism, recognize students' cultural differences, and design instructional strategies that reinforce inclusion (Magdalena et al., 2023). Naimah expressed that "the training includes the development of intercultural communication skills, a deep understanding of the values underlying each culture, and applying learning strategies that create an inclusive climate. Teachers and staff are involved in discussions and simulations to help them identify ways to design curricula that reflect diversity and build positive and mutually supportive relationships among students" (NI/W/2023).

Training teachers and staff at MAN 1 Banjarmasin aims to prepare them to implement humanistic-based learning to form an inclusive environment. This training emphasizes developing interpersonal skills, deeply understanding student diversity, and applying teaching methods supporting inclusion (Rukiyanto et al., 2023; Ibrahim et al., 2023). Teachers and staff are involved in practical activities and in-depth discussions to ensure they have the necessary skills and knowledge to create a learning environment supporting each student's holistic development. With this training, it is hoped that teachers and staff at MAN 1 Banjarmasin can provide effective and inclusive support for all students in their school environment.

Harmonization of Multiculturalism

Harmonization of multiculturalism in MAN 1 Banjarmasin is a strong foundation for forming an inclusive learning environment and embracing cultural diversity. The school encourages tolerance, respect, and intercultural understanding among students and staff. Teachers and staff at MAN 1 Banjarmasin are involved in training programs to understand and implement the values of multiculturalism in an educational context. The training includes an understanding of cultural diversity and strategies for integrating elements of multiculturalism into the curriculum and daily activities.

The school actively encourages celebrating and inculcating cultural values through various activities such as cultural festivals, student presentations on their cultural heritage, and collaborative projects that embrace multiple perspectives. Thus, the madrasah strives to create a learning environment that focuses on academic achievement and developing students' open and inclusive character. There is an increased awareness and appreciation of cultural diversity among

students and teachers in madrasas. Key factors supporting the harmonization of multiculturalism include extracurricular activities that embrace different cultures and increased sensitivity of teachers to cultural differences.

Mardiah Hayati said, "Extracurricular activities at MAN 1 Banjarmasin opened our students' eyes to cultural diversity. We learned much about traditions, languages, and values from friends from different cultural backgrounds. Extracurricular activities also allow us to celebrate the cultural diversity of different regions. Every activity provides an inclusive atmosphere where we can learn from each other and respect each other's differences" (MH/W/2023).

Extracurricular activities of multiculturalism that are packaged attractively can foster a high sense of tolerance towards the cultures in the school environment. Some extracurricular activities encourage all components of the madrasah to support each other to create an inclusive environment, especially in collaborative project activities with several related parties to open the insight of all school stakeholders about the importance of harmonizing multiculturalism that is echoed at school.

Through this approach, MAN 1 Banjarmasin seeks to bridge intercultural understanding, overcome stereotypes, and create an environment that values student diversity. Thus, the school plays a role in preparing students to become global citizens who can interact with the world wisely and are open to cultural differences.

Inclusive Learning Environment

Implementing an inclusive learning environment in MAN 1 Banjarmasin is a strong foundation for realizing the vision of harmonizing multiculturalism. The school creates an atmosphere that supports cultural diversity and ensures that every student feels recognized and has a place in the educational community.

Hasanuddin Pali said that "teachers and staff play an active role in integrating the values of multiculturalism in various aspects of learning. The curriculum is carefully structured to reflect cultural diversity, and teaching methods are designed to be responsive to various student learning styles and backgrounds" (HP/W/2023). MAN 1 Banjarmasin can create a space for students to celebrate and share their cultural richness through cultural events, festivals, and collaborative activities. At the same time, regular training is provided to teachers and staff to deepen their understanding of the challenges and opportunities in creating an inclusive environment.

Furthermore, Mardiah Hayati revealed that "by providing a collaborative learning approach, supporting students with special needs, and creating a friendly and supportive school climate, the madrasah is committed to developing individuals with academic excellence and intercultural sensitivity. Implementing this inclusive learning environment is a concrete step in realizing harmonization of multiculturalism, creating a solid foundation for positive and inclusive growth for all school community members" (MH/W/2023).

The above statement shows that collaborative learning approaches, support for students with special needs, and the creation of a welcoming and supportive school climate are strategies implemented by madrasahs to develop individuals

who possess not only academic excellence but also intercultural sensitivity. Through this approach, the madrasah affirms its commitment to creating an inclusive learning environment that allows students to feel recognized, valued, and supported in developing their potential (Dalimunthe et al., 2023). Implementing this inclusive learning environment is a concrete step in realizing the harmonization of multiculturalism in the madrasah environment, creating a solid foundation for positive and inclusive growth for all school community members.

By strengthening this framework, madrasahs not only strengthen the academic aspects of students but also promote the development of social and cultural skills that are essential in facing the challenges of an increasingly complex and diverse society. Thus, this approach enriches students' learning experience and supports creating an inclusive and equitable society.

Continuous Monitoring and Evaluation

Continuous Monitoring and Evaluation in the management program of Humanistic-Based Learning harmonization of multiculturalism in creating an inclusive environment is a continuous effort to measure, evaluate, and improve the effectiveness of applied learning methods. This process is carried out consistently to ensure that the goals of inclusion and humanistic approaches continue to be implemented and positively impact (Arifin, 2020).

Naimah said that "continuous monitoring and evaluation, the approach is not only focused on students' academic achievement but also on aspects of personal and social development. School teachers and staff actively track student progress, paying attention to social skills development, independence, and student participation in learning activities" (NI/W/2023).

Furthermore, Mardiah Hayati added, "During the monitoring process, teachers observe classroom dynamics, pay attention to student responses to teaching methods, and look for signs of strong involvement. Feedback from students is also obtained through class discussions, formative evaluations, and individual reflections to understand their learning experience" (MH/W/2023). Ongoing evaluation also includes collaboration with parents. Teachers communicate openly with parents to understand how they view their children's development. This helps create a solid support network between home and school, supporting students' holistic development (Suryani, 2023).

Continuous monitoring and evaluation not only assesses teaching effectiveness but also identifies areas of improvement. The collected data is used to make strategic decisions, adjust learning approaches, and design necessary interventions to support students with special needs (Nur & Junaris, 2023). Through a continuous cycle of monitoring and evaluation, the Humanistic Based Learning management program instills a culture of reflection and continuous improvement. It is not just about achieving the goals of inclusive education but also developing a responsive, adaptive environment and ensuring that every student feels recognized and supported and has opportunities to develop optimally.

CONCLUSION

Several important conclusions can be drawn by integrating an inclusive learning environment through harmonizing multiculturalism in MAN 1 Banjarmasin. These applications create an accepting and inclusive learning environment, enrich intercultural understanding, and enhance student engagement. Improving the quality of learning, developing intercultural skills, and students' emotional well-being are also positive impacts of this effort. Teachers who engage in training on inclusion and multiculturalism can play a more effective role, while school communities become more empowered and actively involved in supporting educational goals. Thus, these measures not only form school citizens committed to diversity but also significantly benefit the positive growth of students and the school's image in the community. The implementation of humanistic-based learning management through the application of harmonization of multiculturalism can improve the inclusive learning environment in MAN 1 Banjarmasin. Recommendations include strengthening teacher training, developing extracurricular programs, and collaborative efforts with out-of-school communities to support this approach on an ongoing basis. The program's success at each institution has differences caused by several factors, such as the environment and character of each institution. Therefore, the results of this study cannot be generalized. Thus, researchers hope other researchers will refine existing research and make this research a reference.

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