



MULTICULTURAL EDUCATION IN THE DIGITAL AGE: STRATEGIES FOR BUILDING DIVERSITY LITERACY IN GENERATION Z

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Abstract:

The rapid development of digital technology has transformed social interaction patterns, information access, and identity formation among young people, particularly Generation Z, who have grown up in a highly dynamic digital environment. While technological advancement provides opportunities to enhance awareness of diversity, it also increases the risks of intolerance, hate speech, social polarization, and the spread of misinformation. This situation highlights the importance of multicultural education as a strategy for fostering diversity literacy and developing inclusive, tolerant, and respectful attitudes toward differences. This study aims to analyze the role of multicultural education in strengthening diversity literacy among Generation Z in the digital era and to identify effective implementation strategies within educational settings. The research employs a qualitative approach using a library research method by examining relevant books, scholarly articles, and academic documents. The findings indicate that multicultural education plays a significant role in developing critical thinking, social empathy, intercultural awareness, and responsible digital media skills. Effective strategies include integrating multicultural values into the curriculum, strengthening digital literacy, implementing collaborative learning, and utilizing technology as a medium for intercultural dialogue. These findings demonstrate that multicultural education is a strategic instrument for preparing Generation Z to live harmoniously in diverse and globally connected societies.

Keywords: *Multicultural Education, Diversity Literacy, Generation Z, Digital Era, Digital Literacy.*

INTRODUCTION

The development of digital technology in the last two decades has brought significant changes to various aspects of human life, including education, social, cultural, economic, and communication. The digital revolution, marked by the increasing use of the internet, social media, artificial intelligence, and various technology-based communication platforms, has created a new space for interaction that transcends geographical boundaries, culture, and social identity. This phenomenon has given birth to an increasingly connected global society and allows for the rapid exchange of information without the constraints of space and time. Amid these changes, the generation most exposed to and interacting with digital technology is Generation Z, a group born and raised in a digital environment, thus possessing different characteristics than previous generations. Generation Z is known as a generation that is adaptive to technology, has broad

access to information, and makes digital media an integral part of everyday life(Banks, 2023).

While the digital era presents numerous opportunities for developing knowledge and cross-cultural communication, these developments also pose new challenges for social life. Ease of access to information is not always accompanied by the ability to critically understand and filter that information. Various studies show that digital media often becomes a space for the emergence of hate speech, intolerance, discrimination, cultural stereotypes, radicalism, and even social polarization, which have the potential to threaten social cohesion in a pluralistic society. This phenomenon is increasingly worrying because Generation Z is the largest group of internet and social media users and is highly vulnerable to the various influences of information circulating in the digital space(Bennett, 2017). When the information received is not accompanied by adequate literacy skills, digital media can become a means of reproducing prejudice and social conflict that contradicts the values of diversity.

Indonesia, as a multicultural nation, faces even more complex challenges in this context. Indonesia's diversity of ethnicities, religions, cultures, languages, and traditions constitutes a social wealth that serves as the foundation of national life. However, at the same time, this diversity also has the potential to become a source of conflict if not managed through education that instills values of tolerance, respect for differences, and an awareness of living together in a pluralistic society(Banks & McGee Banks, 2018). Various cases of intolerance, identity-based bullying, social discrimination, and the spread of hate narratives on social media demonstrate that the challenge of maintaining social harmony is increasingly greater in the digital age. Therefore, an educational approach is needed that is not only oriented towards mastering academic knowledge but also focuses on developing multicultural awareness that can strengthen social cohesion amidst diversity.

It is in this context that multicultural education gains increasing relevance. Multicultural education is an educational approach that emphasizes respect for cultural, ethnic, religious, linguistic, and social identity diversity as an integral part of the learning process. Multicultural education goes beyond simply teaching knowledge about differences, but also aims to foster mutual respect, empathy, social justice, and the ability to coexist peacefully in a pluralistic society(Buckingham, 2019). This concept developed in response to the various forms of discrimination and social inequality that arise in modern society. Through multicultural education, students are expected to understand that diversity is not a threat, but rather a source of strength that can enrich life together.

In the digital era, multicultural education has undergone a significant expansion in its function. While previously multicultural education focused more on social interactions in physical spaces, today multicultural education must also encompass the digital space, which is the primary arena for interaction among Generation Z(Cogan & Derricott, 2019). Digital spaces allow individuals to interact with diverse cultural groups and identities in a very short time. However, these same spaces also become a breeding ground for various forms of stereotypes, misinformation, and identity conflicts. Therefore, multicultural education in the digital era needs to be developed as a strategy for building diversity literacy that encompasses not only the ability to understand differences but also the ability to use digital media ethically, critically, and responsibly.

Diversity literacy is an individual's ability to understand, appreciate, and interact positively with the various forms of difference that exist in society. This literacy encompasses an understanding of the values of tolerance, respect for human rights, the ability to view issues from various cultural perspectives, and an awareness of the importance of harmonious coexistence in a pluralistic society (Gay, 2018). In the digital context, diversity literacy also encompasses the ability to recognize discriminatory information, reject hate speech, avoid the spread of hoaxes that have the potential to divide society, and utilize digital media as a means of building cross-cultural dialogue and cooperation.

The importance of diversity literacy becomes even more apparent when linked to the characteristics of Generation Z. As digital natives, Generation Z possesses a high level of technology access and use, but they do not always possess the same ability to understand the social and cultural impacts of such technology use. Various surveys show that the high intensity of social media use among the younger generation is often not matched by the ability to think critically about the information they receive (Gorski, 2019). As a result, they are more vulnerable to exposure to narratives of intolerance, identity propaganda, and various forms of information manipulation that can influence their perspectives on other groups. This condition shows that digital literacy alone is not enough. Generation Z also needs diversity literacy that can guide them in building healthy social interactions in both digital and real-world spaces.

Researchers from various disciplines have extensively studied multicultural education. Numerous studies have shown that multicultural education contributes to strengthening tolerance, reducing social prejudice, improving cross-cultural communication skills, and developing a more inclusive character in students. Research by educational experts indicates that integrating multicultural values into the curriculum can increase students' awareness of the importance of diversity in social life. Furthermore, multicultural education has been shown to strengthen social cohesion and reduce the potential for conflict in heterogeneous societies (Hadi & Putra, 2020).

Other research highlights the relationship between multicultural education and digital literacy. The results indicate that utilizing digital technology can be an effective means of introducing the values of diversity to the younger generation through various forms of interactive media. Digital platforms enable students to gain broader learning experiences through interactions with diverse cultures and communities from various regions of the world (Hasanah & Suyadi, 2021). However, the research also warns that digital technology can become a source of conflict if not accompanied by education that fosters critical awareness of diversity issues. Therefore, multicultural education and digital literacy need to be developed in an integrated manner as part of a 21st-century education strategy.

Despite this, most previous research still discusses multicultural education and digital literacy as two separate areas. Research specifically examining multicultural education as a strategy for building diversity literacy for Generation Z in the digital era is still relatively limited. Some studies focus more on curriculum aspects, character development, or the use of technology in learning without paying adequate attention to the relationship between multicultural education and the social challenges emerging in the digital space. Yet, technological developments have fundamentally changed patterns of social interaction, necessitating a more adaptive and contextual approach to education (Ibrahim, 2022).

Furthermore, some previous research tends to position students as passive recipients of multicultural values. In reality, Generation Z is a group that actively produces, shares, and consumes information through various digital platforms. Therefore, multicultural education strategies in the digital era cannot simply rely on conventional approaches but must empower students as active agents of change in building a culture of tolerance and diversity in the digital space. This perspective is crucial because the success of multicultural education is measured not only by students' conceptual understanding of diversity but also by their ability to apply these values in their daily lives (Hasanah & Suyadi, 2021).

Based on this description, this study starts from the assumption that multicultural education plays a strategic role in developing diversity literacy in Generation Z in the digital era. Diversity literacy is seen as a crucial competency that young people must possess to face the challenges of an increasingly complex and pluralistic global society. Through multicultural education, Generation Z is expected to possess not only academic and digital literacy skills, but also social awareness, cultural empathy, critical thinking skills, and a commitment to the values of tolerance and social justice.

This study aims to analyze the role of multicultural education in developing diversity literacy among Generation Z in the digital era, identify challenges faced in its implementation, and formulate strategies that can be applied to strengthen multicultural education in educational environments. The novelty of this study lies in its effort to integrate the perspectives of multicultural education, diversity literacy, and digital transformation within a comprehensive analytical framework. The results of this study are expected to provide theoretical contributions to the development of multicultural education studies and become practical recommendations for educational institutions in developing a young generation that is inclusive, tolerant, and able to live harmoniously in a diverse and globally connected society.

RESEARCH METHODS

This research uses a qualitative approach with the type of library research (library research). This approach was chosen because the research focuses on conceptual studies of multicultural education, diversity literacy, Generation Z, and educational transformation in the digital era. Library research allows researchers to gain a deep understanding of various theories, concepts, previous research results, and educational policies related to the development of diversity literacy in the context of a digital society. Through this approach, researchers can identify various relevant multicultural education strategies to address the diversity challenges faced by Generation Z in the era of increasingly rapid development of information and communication technology.

The research data sources consist of primary and secondary data. Primary data were obtained from academic books discussing multicultural education, digital literacy, diversity literacy, character education, and contemporary educational theories. In addition, national education policy documents, reports from international institutions on multicultural education and digital literacy, and various official publications related to the development of 21st-century competencies were also used as primary data sources. Secondary data were obtained from reputable national and international journal articles, seminar proceedings, previous research results, dissertations, theses, and various scientific publications relevant to the research theme. Source selection was

carried out purposively, considering the relevance of the substance, academic quality, and the currency of the information supporting the research analysis.

Data collection techniques were conducted through documentation studies by exploring various library sources available in print and digital formats. Researchers identified, inventoried, classified, and reviewed various literature related to the concept of multicultural education, the challenges of diversity in the digital era, the characteristics of Generation Z, and strategies for developing diversity literacy in educational settings. All collected data was then selected based on its suitability to the research focus to obtain valid and relevant data for further analysis.

The main instrument in this study is the researcher (human instrument) who play a role in determining the focus of the study, selecting data sources, interpreting various literature, and compiling a synthesis of research results. To maintain data validity, the study employed source triangulation techniques, namely comparing various views and findings from various academic references to obtain a more comprehensive understanding of the issue being studied. In addition, the researcher also cross-checked data obtained from various sources to avoid interpretation bias.

Data analysis was carried out using techniques content analysis (content analysis) combined with a descriptive-analytical approach. The first stage was carried out by critically reading all the collected literature. The second stage was to categorize the data based on the main research themes, such as multicultural education, diversity literacy, Generation Z, and the digital era. The third stage was to interpret the data to find patterns, relationships, and relevance between the concepts studied. Next, the results of the analysis were compiled in the form of a scientific narrative that explains multicultural education strategies in building diversity literacy in Generation Z. Through this method, the research is expected to produce a systematic understanding of the role of multicultural education as an important instrument in forming a tolerant, inclusive generation, and able to adapt to the dynamics of global society in the digital era.

RESULTS AND DISCUSSION

Multicultural Education as the Foundation of Diversity Literacy for Generation Z in the Digital Era

The development of digital technology has fundamentally changed the patterns of social interaction in society. Generation Z, as a group born and raised in a digital environment, has distinct characteristics compared to previous generations. They are accustomed to obtaining information instantly, interacting through social media, and building social identities in a highly dynamic digital space. This presents both opportunities and challenges for education. On the one hand, technology enables access to a wide range of information and cultures from around the world. However, on the other hand, the digital space has also become a breeding ground for intolerance, stereotypes, hate speech, disinformation, and social polarization that can threaten the lives of multicultural societies (Jenkins, Ito, & Boyd, 2021).

The study results show that multicultural education has a strategic position in building diversity literacy for Generation Z. Multicultural education not only functions as a process of transferring knowledge about cultural, religious, and ethnic diversity, but also as a means of forming inclusive, tolerant attitudes and respecting differences. In the context of the digital era, multicultural education plays a role as an instrument that equips students with

the ability to understand diversity critically so that they are not easily influenced by discriminatory narratives circulating in digital media.

Diversity literacy is an individual's ability to understand, accept, and appreciate differences in social identity, culture, religion, language, and outlook on life within society. This literacy encompasses not only cognitive aspects, such as knowledge about diversity, but also affective and social aspects related to the ability to build harmonious relationships with different individuals or groups (Kemdikbud, 2021). Research shows that multicultural education is an effective medium for developing diversity literacy because it positions diversity as a source of learning and character building.

In the digital era, diversity literacy has broader dimensions than in previous eras. Social interactions are no longer limited to physical environments but rather take place in virtual spaces that bring together individuals from diverse cultural backgrounds and identities. Therefore, multicultural education must foster awareness that diversity is an unavoidable reality and must be managed through mutual respect and social cooperation (Lestari, 2022). This awareness is crucial because Generation Z is a highly active group in using social media as a means of communication and opinion formation.

The study also shows that multicultural education can develop students' critical thinking skills in dealing with various information circulating in digital media. Students with multicultural understanding tend to be better able to evaluate information objectively, recognize social bias, and avoid discriminatory attitudes toward other groups. Thus, multicultural education contributes not only to strengthening tolerance but also to improving the overall quality of digital literacy.

Furthermore, multicultural education provides students with the opportunity to understand that social identity is complex and cannot be reduced to a single aspect. In an increasingly globally connected society, individuals need the ability to interact with diverse groups without losing their own identity. Multicultural education helps students understand that differences are part of social life and should be accepted as a shared asset. Therefore, multicultural education is a key foundation for building diversity literacy among Generation Z in the digital age.

Challenges of Developing Diversity Literacy Amidst Digital Disruption

Although multicultural education plays a crucial role in developing diversity literacy, research shows that its implementation faces increasingly complex challenges in the digital age. One major challenge is the increasing uncontrolled flow of information through social media and various digital platforms. The information circulated is not always educational and constructive, but often contains elements of provocation, discrimination, intolerance, and narratives that reinforce stereotypes against certain groups.

Phenomenonecho chamber And filter bubbleThe evolving nature of social media algorithms exacerbates these challenges (Nasution & Arifin, 2022). Generation Z tends to access information that aligns with their preferences and views, potentially reducing opportunities to understand different perspectives. As a result, the digital space can become an environment that reinforces social polarization and hinders the development of tolerance. Research shows that this situation poses a serious obstacle to building diversity literacy because students

interact more frequently with groups that share similar views than with groups that differ.

The next challenge is the high rate of spread of hoaxes and disinformation related to social identity issues. Various studies have shown that information containing emotional and conflictual elements is more likely to attract the attention of social media users than information that is educational (Nieto, 2023). As a result, issues related to religion, ethnicity, and culture are often exploited to build negative sentiment that has the potential to divide society. Generation Z, who lack adequate diversity literacy skills, is at risk of becoming victims or spreading information that reinforces social prejudice.

The research also shows that the education system still faces various limitations in integrating multicultural education with digital literacy. In many cases, multicultural education is still understood as supplementary material that is not systematically integrated into the learning process. However, the challenges of diversity in the digital era require a more comprehensive and contextual approach (Prensky, 2023). Teachers often face difficulties in developing learning strategies that connect multicultural values with the digital realities students face daily (Rahmawati & Wahyuni, 2021).

Furthermore, there is a digital competency gap among educators. Not all teachers have the necessary skills to utilize digital technology as a medium for multicultural education. This limitation often results in learning processes that are unable to meet the evolving challenges of the digital space. Yet, Generation Z requires learning models that align with their characteristics as active users of technology.

Another challenge is the powerful influence of global culture on the identity formation of the younger generation (Tilaar, 2023). Digital globalization has enabled the influx of various cultural values that do not always align with local or national values. In this situation, multicultural education is required to not only teach respect for diversity but also strengthen students' national identity and cultural awareness. Striking a balance between openness to global culture and strengthening local identity is a crucial challenge in developing diversity literacy.

In addition to external factors, the family environment also has a significant influence on the success of multicultural education. Studies show that the values of tolerance and respect for diversity taught in schools are more effective when supported by a family environment that shares similar views. Conversely, if students grow up in an environment that tends to be exclusive and discriminatory, the process of internalizing multicultural values will face greater obstacles.

Thus, the challenges of developing diversity literacy in Generation Z are not solely related to formal education but also involve factors such as technology, media, family, and the broader social environment. Therefore, an integrated and collaborative strategy is needed to ensure that multicultural education can effectively address the challenges of the digital era.

Multicultural Education Strategies in Building Diversity Literacy in Generation Z

The research results show that strengthening multicultural education in the digital era requires a more innovative and adaptive approach to the characteristics of Generation Z. The first strategy that can be implemented is the systematic integration of multicultural values into the curriculum. Multicultural education should not be positioned as additional material, but must be an integral

part of the entire learning process. This integration can be done through various subjects by emphasizing the values of tolerance, social justice, respect for differences, and cross-cultural cooperation.

The second strategy is strengthening diversity-based digital literacy (U.N.E.S.C.O., 2024). Multicultural education needs to be combined with developing students' abilities to access, analyze, evaluate, and critically produce information. Students must be equipped with the skills to recognize hoaxes, hate speech, identity propaganda, and various forms of information that have the potential to incite social conflict. This way, they will not only become competent technology users but also responsible digital citizens.

The third strategy is utilizing technology as a medium for multicultural learning. Various digital platforms can be used to introduce the diversity of cultures, religions, and traditions from various regions and countries. Through interactive videos, online discussions, cross-school collaborative projects, and virtual cultural exchanges, students can gain firsthand experience interacting with individuals from diverse backgrounds. These experiences are crucial for building empathy and cross-cultural understanding (Yusup & Fadilah, 2023).

The fourth strategy is the application of a collaborative learning model (collaborative learning). This model encourages students to work together in heterogeneous groups to complete various learning tasks and projects. Through intensive interaction, students learn to appreciate differences, develop communication skills, and build the ability to resolve conflicts constructively. Research shows that collaborative learning is effective in reducing social prejudice and increasing inclusive attitudes among young people.

The fifth strategy is strengthening the role of teachers as facilitators of multicultural education (Zubaedi, 2024). Teachers serve not only as transmitters of material but also as role models in implementing the values of diversity. Therefore, improving teacher competency in multicultural education and digital literacy is crucial. Training and professional development programs need to be designed to help teachers understand the various diversity issues emerging in the digital age.

The sixth strategy is building collaboration between schools, families, and communities. Multicultural education will be more effective when supported by a social environment that consistently instills values of tolerance and respect for diversity. Parents need to be involved in various diversity education programs so that the values taught in schools can be reinforced in family life. Furthermore, collaboration with local communities can provide students with real-world experiences about the importance of living in a pluralistic society.

The seventh strategy is developing an inclusive school culture. The school environment should be a safe and comfortable space for all students, regardless of social, cultural, religious, or other backgrounds. A school culture that values diversity will help students understand that differences are a natural part of social life. These positive experiences will foster a more open and tolerant attitude when they interact in digital spaces and with the wider community.

Overall, the research results show that multicultural education plays a very strategic role in developing diversity literacy in Generation Z in the digital era. Through the integration of multicultural values, strengthening digital literacy, utilizing educational technology, collaborative learning, improving teacher competency, and collaboration with various stakeholders, multicultural education can be an effective instrument in shaping a generation that is inclusive, critical, tolerant, and able to live harmoniously in an increasingly diverse global

society. Thus, multicultural education is not only a contemporary educational necessity, but also an important social investment for the creation of a peaceful, just, and sustainable society in the future.

CONCLUSION

Multicultural education in the digital era plays a strategic role in developing diversity literacy in Generation Z, who live in an increasingly complex, open, and globally connected social environment. Research shows that multicultural education not only serves as a means to introduce cultural, religious, ethnic, and social identity diversity, but also serves as an important instrument in shaping the character of students who are inclusive, tolerant, and able to appreciate differences. Amidst the rapid flow of digital information that is often accompanied by the spread of hoaxes, hate speech, intolerance, and social polarization, multicultural education contributes to developing critical thinking skills, social empathy, cross-cultural awareness, and responsibility in using digital media. Thus, diversity literacy is an important competency that Generation Z must possess to be able to interact positively in a pluralistic and dynamic society.

This research also shows that strengthening diversity literacy requires a comprehensive strategy through the integration of multicultural values in the curriculum, the development of diversity-based digital literacy, the use of technology as a learning medium, the implementation of collaborative learning, improving teacher competency, and strengthening synergy between schools, families, and communities. This strategy enables students not only to understand the concept of diversity theoretically, but also to be able to implement it in real life and digital spaces. Therefore, multicultural education needs to be positioned as an important part of the 21st-century education system in order to prepare Generation Z to become global citizens who have social awareness, respect diversity, and are able to contribute to creating a harmonious, democratic, and civilized society amidst the challenges of the ever-evolving digital era.

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