



MULTICULTURAL EDUCATION TRANSFORMATION: BUILDING SOLIDARITY, TOLERANCE AND GLOBAL PEACE THROUGH THE GLOBAL CITIZENSHIP EDUCATION (GCED)

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Abstract:

This study aims to analyze the implementation of multicultural education and Global Citizenship Education (GCED) in fostering solidarity, tolerance, and global peace at Pondok Pesantren Nurul Jadid in Paiton, Probolinggo. The pesantren hosts students from diverse cultural, ethnic, religious, and national backgrounds, including Indonesia, Malaysia, and Thailand. The research employs a qualitative approach, with data collection techniques including in-depth interviews, observations, and document studies involving various research subjects, namely the pesantren leadership, teaching staff, guardians, and students. The collected data are analyzed using Miles, Huberman, and Saldana's data analysis techniques, which involve data reduction, data presentation, and drawing conclusions. The results show that the implementation of multicultural education and GCED at Pondok Pesantren Nurul Jadid has successfully created an inclusive environment where students learn to appreciate differences and develop solidarity among themselves. Cultural attribution, the internalization of multicultural values, and behaviors supporting diversity have been applied in the students' daily activities through various programs such as cultural discussions, communal work projects, and social activities. However, challenges such as inter-ethnic conflicts and bullying persist, requiring more effective policies and approaches for resolution. In conclusion, the implementation of multicultural education and GCED at Pondok Pesantren Nurul Jadid has had a positive impact in strengthening solidarity, tolerance, and peace among students. However, for the sustainability and development of this program, continuous evaluation and improvement are necessary, as well as increased collaboration among stakeholders to create a generation that is not only sensitive to diversity but also actively contributes to global peace and well-being.

Keywords: *Multicultural Education, Global Citizenship Education, Solidarity, Tolerance, Global Peace, Pondok Pesantren Nurul Jadid*

INTRODUCTION

Amid the advancement of technology and the increasingly interconnected world, the challenges to intercultural tolerance and world peace have become more complex (Abdullah et al., 2023). Education that integrates multicultural values and global citizenship is expected to contribute positively to building solidarity, tolerance, reducing conflicts, and creating peace in the world. Multicultural education and the concept of Global Citizenship have become increasingly relevant issues in the context of rapid

globalization (Akkari & Maleq, 2020). The world's growing interconnectedness is illustrated by Marshall McLuhan's concept of the "global village," which portrays the world as a global village due to the development of electronic technologies and the rapid and instant flow of information.

Multicultural education has become an important aspect in shaping a generation that is tolerant and understands diversity in this era of globalization. In Indonesia, known for its diversity of ethnicities, religions, cultures, customs, and languages, multicultural education plays a vital role in fostering harmonious relationships between individuals from various backgrounds (Diniah et al., 2024). Pondok Pesantren Nurul Jadid in Paiton, Probolinggo, as one of Indonesia's leading Islamic educational institutions located in East Java, serves as a microcosm of a multicultural society, with students from different regions of Indonesia as well as neighboring countries like Malaysia and Thailand.

Ideally, this diversity should be a source of strength; however, in reality, there are significant challenges in creating solidarity, tolerance, and peace among the students. Issues such as bullying and ethnic conflicts often arise, triggered by cultural, ethnic, racial, traditional, and linguistic differences, as well as nationality. These differences often become sources of tension that, if not managed well, can lead to mistrust, discrimination, and even inter-group conflicts (Hatami & A'yuni, 2023). Students from diverse backgrounds, although living under the same roof of education, often face challenges in interacting harmoniously. Differences in language, customs, and religious understanding can fuel prejudice and harmful stereotypes. This potentially hinders the creation of an inclusive, peaceful, and respectful educational environment, which can affect the learning process and personal development of the students in the pesantren (Al Fitria & Diantoro, 2022).

Several studies have explored the role of multicultural education in fostering tolerance among students. Research by Sakti et al. (2023) reveals that the implementation of a multicultural curriculum in secondary schools in Indonesia significantly improves students' attitudes towards religious and cultural differences, especially through teaching programs that involve group discussions (Sakti et al., 2023). Meanwhile, Al Fitria and Diantoro (2022) in their study of pesantren emphasize the importance of a multicultural education approach to strengthen harmony among students from diverse cultural and ethnic backgrounds, with their findings showing that awareness of diversity helps reduce inter-group conflicts (Al Fitria & Diantoro, 2022). Additionally, Irayanti and Komalasari (2023) in their research at educational institutions identify that integrating Global Citizenship values into the multicultural curriculum not only enhances tolerance but also strengthens students' social responsibility for world peace, as evidenced by increased participation in cross-religious and cultural social activities (Irayanti & Komalasari, 2023). These three studies show that multicultural education plays a crucial role in creating a more tolerant and harmonious atmosphere in society.

This study offers a new approach by combining multicultural education and Global Citizenship Education (GCED) to build solidarity, tolerance, and global peace. The uniqueness of this research lies in linking these two concepts to create a more harmonious and tolerant society, while instilling a sense of global responsibility in students. Unlike previous studies that focused solely on diversity in a local or national context, this study explores how Global Citizenship Education (GCED) can be applied in various educational institutions, including pesantren. With this approach, the research contributes to a deeper understanding and practice of education that is more inclusive and relevant to the current global challenges.

By integrating these values into the curriculum and daily life at the pesantren, Pondok Pesantren Nurul Jadid in Paiton, Probolinggo is expected to become an educational center that not only teaches religious knowledge but also prepares a generation ready to face the challenges of an increasingly interconnected world, with tolerance and a spirit of peace. Therefore, it is essential to examine the transformation of multicultural education, with a focus on the application of the Global Citizenship

Education (GCED) concept. This aims to assess how the integration of multicultural education and GCED can shape students' character to be more tolerant, appreciate differences, and play a role in creating global peace (Usmi, 2023; Sakti et al., 2023). This research is expected to provide valuable insights for the development of curriculum in pesantren and contribute to the formation of a more harmonious and peaceful society at the local, national, and international levels.

RESEARCH METHODS

This study uses a descriptive qualitative method with a combination of case study and literature study, aimed at describing issues and analyzing problems that occur, both from direct research subjects and various literary sources (Ratnaningtyas et al., 2023). The researcher collected data through several stages, including: observation, directly observing the research site; interviews, interviewing key informants at the research site; field visits, conducting visits to the research location; document analysis, examining documents related to the research; and literature review, reviewing data from various reference books and previous research results relevant to the study. The research was conducted at Pondok Pesantren Nurul Jadid, an institution under the Ministry of Religious Affairs, located in Paiton District, Probolinggo Regency. Accurate data were obtained from several informants who were able to provide information and describe the events in the field (Pahleviannur et al., 2022). The informants who provided insights into the field conditions can be seen in Table 1.1.

Table 1.1 Sources of Research Informants

No.	Informant	Vol	Initial
1	Head of Education Bureau	1	AZ
2	Secretary of Education Bureau	1	MNT
3	Head of Education Curriculum Division	2	SA, RH
4	Head of Guidance, Counselling and Guardianship	2	RHT, FY
5	Head of Security and Public Order	2	AYH, FTR
6	Foster Parents of Santri	5	MJB, MS, DR, AY, MHB
7	Santri (Students)	10	AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD

Here is the translation in correct English vocabulary:

"It can be seen in the table above that the sources of information were obtained from twenty-three informants who served as primary research subjects, including the Head of the Education Bureau, the Secretary of the Education Bureau, the Head of the Curriculum Division, the Head of the Counseling and Welfare Division, the Head of the Security and Order Division, followed by the guardians who accompany the students in the field, and finally, the students themselves. As secondary research subjects, the researcher analyzed previous studies and books relevant to the research object.

In this study, data collection techniques employed a qualitative approach with an interactive model developed by Miles, Huberman, and Saldana. This model consists of three main stages: data collection, data condensation, and data display (Mey, 2022).

In the first stage, data collection, data were gathered through in-depth interviews, participatory observation, and document studies at Pondok Pesantren Nurul Jadid. Interviews were conducted with students, teachers, and the pesantren administrators to obtain perspectives related to the implementation of multicultural education and Global Citizenship within the pesantren curriculum. Participatory observation allowed the researcher to directly observe the interactions between students from various backgrounds, as well as the management of activities that support solidarity and tolerance. Relevant documents, such as syllabi, curricula, and pesantren policies, were also analyzed to complement the collected data.

In the second stage, data condensation, the researcher filtered and sorted the information obtained from interviews, observations, and documentation. Data deemed relevant to the research topic were grouped according to main themes such as solidarity, tolerance, and Global Citizenship education. This process aimed to simplify complex data into more focused information, which would then be further analyzed.

In the third stage, data display, the researcher presented the data in the form of narratives, tables, and diagrams to facilitate understanding and interpretation of the research results. The presentation of this data aimed to comprehensively illustrate how multicultural education and Global Citizenship are applied at Pondok Pesantren Nurul Jadid and their impact on solidarity and tolerance among students.

Through this approach, it is hoped that the research can provide a deeper, holistic, and comprehensive understanding of the transformation of multicultural education and Global Citizenship in fostering tolerance, peace, and solidarity at Pondok Pesantren Nurul Jadid, as well as identifying the challenges and opportunities within this process."

RESULTS AND DISCUSSION

"Indonesia, as a country with a rich diversity, faces various challenges in maintaining harmony among religious, cultural, racial, ethnic, and customary groups. Conflicts in different regions are often triggered by these differences, although in many cases, these issues are also influenced by more complex political, economic, and socio-historical factors (Kambarova, 2024) (Khan, 2014). Based on the results of secondary data research through literature studies, several data and information related to inter-group conflicts in Indonesia, which intersect with differences in religion, culture, race, ethnicity, and customs, were obtained and presented in the form of a table (Abdullah et al., 2023):"

Table 1.2 data and information related to conflict between groups in Indonesia which intersects with differences in religion, culture, race, ethnicity, ethnicity and customs

No	Type of Conflict	Example Cases	Main Causes	Impacts
1	Interreligious Conflict	<ul style="list-style-type: none"> □ Ambon Conflict (1999–2004) □ Poso Conflict (1998–2007) □ Ahmadiyah Case 	<ul style="list-style-type: none"> □ Differences in religious beliefs □ Political instability □ Persecution of minority religious sects 	<ul style="list-style-type: none"> □ Thousands of casualties □ Internal refugees □ Social fragmentation
2	Ethnic/Tribal Conflict	<ul style="list-style-type: none"> □ Dayak-Madura Conflict (West Kalimantan, 1997) □ Sampit Conflict (2001) □ Papua Conflict 	<ul style="list-style-type: none"> □ Ethnic and cultural differences □ Economic competition □ Disputes over land or resources 	<ul style="list-style-type: none"> □ Many casualties □ Mass displacement □ Social and economic polarization
3	Cultural/Traditional Conflict	<ul style="list-style-type: none"> □ Tension between Bali and Tourism □ Local Wisdom Conflict in Lombok 	<ul style="list-style-type: none"> □ Clash between traditional customs and modernity □ Differences in lifestyle between local and foreign communities 	<ul style="list-style-type: none"> □ Changes in community lifestyles □ Tension between tradition and modernity
4	Racial Conflict	<ul style="list-style-type: none"> □ May 1998 Riots □ Discrimination against the Chinese Ethnic Group 	<ul style="list-style-type: none"> □ Racial and ethnic differences □ Negative stereotypes against certain racial groups 	<ul style="list-style-type: none"> □ Physical violence □ Property damage □ Rape □ Continued discrimination
5	Citizenship Conflict	<ul style="list-style-type: none"> □ Citizenship Issues in Papua □ Rohingya Immigrant Issue 	<ul style="list-style-type: none"> □ Inequality in citizenship status □ Sense of alienation from national identity 	<ul style="list-style-type: none"> □ Social tension between immigrants and local residents □ Politicization of citizenship issues
6	Bullying Among Students	<ul style="list-style-type: none"> □ Conflicts among students in Pesantren 	<ul style="list-style-type: none"> □ Differences in cultural background, language, and citizenship among students from various regions 	<ul style="list-style-type: none"> □ Feelings of isolation □ Tension between groups □ Need for integration efforts

The table above provides an overview of the types of conflicts that have occurred in Indonesia related to differences in religion, culture, race, ethnicity, tribe, customs, and citizenship, as well as the impacts caused by these conflicts. The above facts serve as concrete evidence that our nation, Indonesia, is not in a good state. The events that have occurred should serve as a lesson to continuously improve our education system and way of life as a nation, in order to create harmony amidst diversity.

Each student at Pondok Pesantren Nurul Jadid holds various identities that shape who they are, including national identity, gender, social class, age, religion, and race or ethnicity. The students come from various regions in Indonesia and even from other countries, with diverse citizenship backgrounds, but all are taught to respect one another and live in unity. In terms of gender, the pesantren treats male and female students equally, providing them with the same opportunities to learn and grow. The students' social classes also vary, but at this pesantren, there is no difference in treatment based on socioeconomic status. Furthermore, the students have different age ranges, from teenagers to young adults, who share experiences and guide each other. The majority of students are Muslim; however, religious diversity is still valued, with lessons on interfaith tolerance. Lastly, the racial and ethnic diversity, such as Javanese, Madurese, Batak, and others, enriches social life at the pesantren and provides opportunities to learn from and respect cultural differences (Zubaidi, 2024). With this diversity, Pondok Pesantren Nurul Jadid teaches its students to embrace differences and foster mutual respect, solidarity, and peace..

Figure 1.1 Identity attributes of each individual Indonesian and Global Citizens



The image above illustrates that individual attribution reflects various characteristics that shape a person's identity, including citizenship, gender, age, culture, religion, social class, and race or ethnicity. Citizenship determines a person's legal status in a country, while gender refers to roles, behaviors, and identities that are socially or biologically constructed. Age encompasses biological and psychological dimensions that influence life experiences, whereas culture refers to values, norms, and traditions that shape an individual's worldview and behavior. Religion underscores the spiritual beliefs that influence a person's ethics and morals, while social class reflects economic and social status that affects access to resources. Race and ethnicity, often linked to physical traits and cultural heritage, are crucial elements in understanding diversity and the challenges individuals face in social interactions (Hummelstedt, 2022). The combination of these attributes forms a unique perspective that influences how individuals view the world and how they interact with their environment.

Research on the Transformation of Multicultural Education in Building Solidarity, Tolerance, and Global Peace through Global Citizenship Education at Pondok Pesantren Nurul Jadid, with research subjects consisting of the Head of the Education

Bureau, Secretary of the Education Bureau, Head of the Curriculum Division, Head of the Counseling and Welfare Division, Head of the Security and Order Division, Guardians, and Students, has provided data, which the researcher presents in the following table.

Table 1.3 Data from interviews and observations with research subjects

No	Research Subjects	Position / Position	Description and Insights Gained
1	AZ	Head of Education Bureau	AZ explained that multicultural education at the Nurul Jadid Islamic Boarding School aims to form the character of students who are tolerant and respect differences. AZ emphasized the importance of a Global Citizenship approach in managing the diversity of students from various cultural and nationality backgrounds.
2	MNT	Secretary of the Education Bureau	MNT revealed that the Islamic boarding school curriculum integrates the values of tolerance through social activities and inclusive cultural and religious-based teaching. MNT also highlights the need for cooperation between educators and students in strengthening solidarity between groups.
3	SA & RH	Curriculum Field	A curriculum that includes cultural and religious diversity, although there are challenges in acceptance by students from different backgrounds. Global citizenship-based education strengthens awareness about peaceful coexistence. A curriculum that includes cultural and religious diversity, although there are challenges in acceptance by students from different backgrounds. Global citizenship-based education strengthens awareness about peaceful coexistence.
3	RHT & FY	Field of Guidance Counseling and Guardianship	RHT and FY explained that the field of guidance and counseling focuses on understanding personal and cultural differences between students. They implement mentoring programs that help students overcome differences and build psychological tolerance.
4	AYH & FTR	Security and Order Sector	AYH and FTR revealed that security problems often arise due to tensions between students from various ethnicities and cultures. They implement preventive procedures involving communication between groups to maintain security and prevent conflict.
5	MJB, MS, DR, AY, MHB	Foster Guardian	Foster carers emphasize that they play an important role in creating an environment that is inclusive and supports diversity. They guide students to understand the importance of solidarity, and develop respect for existing differences.

6	AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD	Santri	Santri revealed that they felt more comfortable interacting with friends from different ethnicities, religions and backgrounds after participating in activities that supported multicultural education. They feel this education builds a sense of unity and peace.
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The data presented in the table above were analyzed by the researcher through data collection, followed by a data reduction process, enabling the researcher to present the data as shown. This study aims to explore the transformation of multicultural education at Pondok Pesantren Nurul Jadid in building solidarity, tolerance, and global peace through the approach of Global Citizenship Education. The data presented involve various research subjects who provide insights into the implementation of education based on cultural, ethnic, religious, and citizenship diversity. The research findings indicate that the multicultural education applied at this pesantren not only helps reduce tensions among students from different backgrounds but also promotes the creation of an inclusive and harmonious atmosphere, fostering social responsibility and peace within a global context (Irayanti & Komalasari, 2023).

Diversity and Tolerance: All research subjects agree that multicultural education at Pondok Pesantren Nurul Jadid plays a crucial role in shaping the character of students to be more tolerant of differences. Activities such as group discussions, cross-cultural social activities, and counseling that emphasize diversity provide students with space to appreciate differences and reduce the potential for inter-group conflicts (Zubaidi, 2024).

Role of Global Citizenship: The development of Global Citizenship values is integrated into the pesantren curriculum through training on social responsibility, world peace, and international cooperation (Usmi, 2023). This approach aims to raise students' awareness of the importance of tolerance not only in the local context but also on a global scale.

Challenges Faced: Several guardians and heads of bureaus mentioned the challenges in managing tensions among students from different ethnic and cultural backgrounds. Students often feel offended when individuals practice their culture in public spaces where others do not understand the intent or values behind it. However, this can be minimized through open dialogue and the implementation of deeply rooted values of togetherness.

Impact on Students: From the students' perspective, activities involving cross-cultural collaboration and the teaching of peace values have helped them see differences as strengths rather than threats. They feel more integrated into this diverse pesantren community. Although this is not easy to apply to students who are deeply rooted in the culture, traditions, and customs of their respective regions.

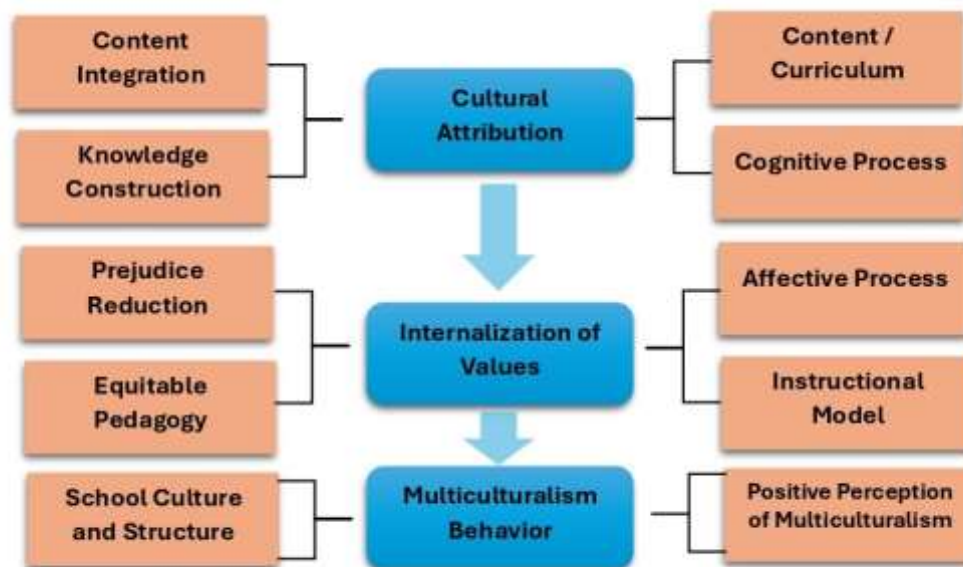
Implementation of Multicultural Education in Islamic Boarding Schools

Multicultural Education is an approach in education aimed at appreciating, understanding, and celebrating cultural, ethnic, religious, racial, and other social background differences in society (Liu, 2022). This education focuses on the development of mutual respect, tolerance, and cooperation among individuals from various cultural groups. Through multicultural education, students are taught to understand and appreciate diversity, as well as to develop the ability to interact positively and constructively with people from different backgrounds (Mahmudah & Noor, 2023). The primary goal is to create an inclusive, harmonious, and just society, while fostering broader social awareness, both locally and globally.

The implementation of multicultural education at the pesantren (Islamic boarding school) includes several core notions, which consist of cultural attribution, internalization of values, and multiculturalism behavior. All of these are integral, inseparable components in creating a tolerant, conducive, safe, peaceful, and welcoming environment for students to learn and develop according to their individual nature, without discrimination, intimidation, or dichotomy (Al Fitria & Diantoro, 2022)

(Simatupang & Arifianto, 2022). The core ideas of this multicultural education can be presented in the following framework.

Figure 1.2 Concept of Multiculturalism Education Implementation



This study discusses how Pondok Pesantren Nurul Jadid applies the principles of multicultural education in its curriculum. The main focus is on introducing and teaching the values of diversity, including those related to religion, ethnicity, culture, and language. The goal of this education is to create an environment that supports harmonious interactions among students from diverse backgrounds, and to introduce them to the importance of mutual respect and understanding differences through cultural attribution, which is further developed into the internalization of values of diversity—ranging from local to national and even global values (Mahmudah & Noor, 2023). The implication of this multicultural education is a shift in attitude towards greater appreciation and tolerance for the diversity of the nation and the global community.

The research findings on the application of the core ideas of multicultural education at Pondok Pesantren Nurul Jadid show that the concepts of cultural attribution, internalization of values, and multiculturalism behavior have been effectively implemented in the daily lives of the students. Cultural attribution is an important first step in creating mutual understanding among students from diverse cultural backgrounds (Aderibigbe et al., 2023). In this pesantren, students come from various regions in Indonesia, as well as countries like Malaysia and Thailand. The Head of the Education Bureau, AZ, emphasized that understanding cultural diversity through various cultural activities and cross-cultural meetings is key to creating a climate of mutual respect. The Secretary of the Education Bureau, MNT, also added that education on global culture is crucial to help students understand diversity without prejudice.

In addition to cultural attribution, the internalization of multiculturalism values becomes a crucial element in the educational process (Aslan, 2022). At Pondok Pesantren Nurul Jadid, social and humanitarian values, such as human rights, social justice, and peace, are integrated with religious teachings to create students who not only understand religion but also possess the skills to live harmoniously in a diverse society. The Head of the Curriculum Division, SA & RH, explained that the existing curriculum integrates religious education with principles of tolerance and cross-cultural cooperation. The guardians, such as MJB, MS, DR, AY, and MHB, also play an important role in guiding students to internalize these values in their daily behavior. They provide

guidance to ensure that students understand the importance of mutual respect and tolerance toward differences in culture, language, customs, and traditions.

Multiculturalism behavior, which reflects tangible actions in supporting diversity, is also seen in students' interactions at the pesantren (Diniah et al., 2024). The Head of the Security and Order Division, AYH & FTR, revealed that although minor conflicts occurred due to cultural differences, overall, students' behavior has become more inclusive and supportive. They show empathy by helping others, collaborating in various activities, and working together on joint projects. The students interviewed also stated that their experiences in various multicultural education programs made them more open to friends from different cultures. They feel more comfortable sharing stories about their traditions, and many are actively involved in activities aimed at building solidarity and peace, such as communal work (gotong royong) and cross-cultural discussions.

Overall, the application of the core ideas of multicultural education has had a positive impact on building solidarity, tolerance, and global peace at Pondok Pesantren Nurul Jadid. Although there are some challenges related to cultural and traditional differences, efforts made through education based on global citizenship values have successfully created a more harmonious and supportive environment among students.

The implementation of multicultural education at Pondok Pesantren Nurul Jadid involves all parties, from the pesantren administrators and caretakers to the students, with an approach focused on strengthening moral and spiritual values as well as setting examples. This multicultural education aims to instill awareness of diversity and the importance of mutual respect among individuals from various ethnic, religious, racial, and citizenship backgrounds (Hartinah et al., 2023) (Hatami & A'yuni, 2023). The approach applied does not only focus on academic aspects but also on the development of character and spiritual values that are relevant to everyday life and to life in religious, national, and state contexts as an integrated whole.

Moral and Spiritual Approach. Pondok Pesantren Nurul Jadid Paiton Probolinggo integrates multicultural education with a strong moral and spiritual approach. As a religious institution, this pesantren teaches students to understand and practice universal principles found in Islamic teachings, which emphasize the importance of unity and mutual respect among all human beings. Moral values such as compassion, empathy, and tolerance are taught in every aspect of life at the pesantren. The students are taught not only to respect differences but also to celebrate diversity as a gift from God that should be appreciated. Furthermore, the pesantren also provides space for students to explore the values of other religions with a sense of mutual respect, creating an inclusive environment for all parties involved.

Stakeholder Involvement in Multicultural Education. The implementation of multicultural education at Pondok Pesantren Nurul Jadid involves various stakeholders, from the pesantren leadership, teachers, and guardians, to the students' parents. The pesantren leadership, in this case, the Head of the Education Bureau and caretakers, plays a central role in creating policies that support multicultural education (Al Fitria & Diantoro, 2022). They ensure that all educational activities, both academic and extracurricular, reflect inclusive multiculturalism values. The guardians, who are responsible for accompanying students in the field, also play a key role in instilling these values through direct guidance and daily interactions. They set a concrete example of maintaining harmonious interfaith and intercultural relationships. Parents are also involved in multicultural education by encouraging them to understand and support the importance of education that prioritizes harmony and diversity.

Role Modeling as a Teaching Method. The implementation of multicultural education at Pondok Pesantren Nurul Jadid relies heavily on role modeling as the main teaching method. The pesantren leaders and caretakers strive to be role models in applying the values of tolerance, unity, and respect for differences. By demonstrating an inclusive attitude and valuing diversity, they provide tangible examples to the students on how to live together with various cultural and religious differences (Zubaidi, 2024). Moreover, senior students are also expected to set an example for younger students by

promoting mutual respect, sharing experiences, and fostering harmony in their interactions.

Strengthening Solidarity and Peace through Collaborative Activities. In addition to classroom education, Pondok Pesantren Nurul Jadid also involves students in various collaborative activities aimed at strengthening solidarity and peace among students from diverse backgrounds. Activities such as interfaith discussions, celebrations of religious holidays, and social programs involving students from different backgrounds help to strengthen relationships between them (Yanniris, 2021). Through these activities, students are taught to work together, support each other, and understand one another, despite differences in religion, ethnicity, or culture. This is part of an effort to build peace in a broader context.

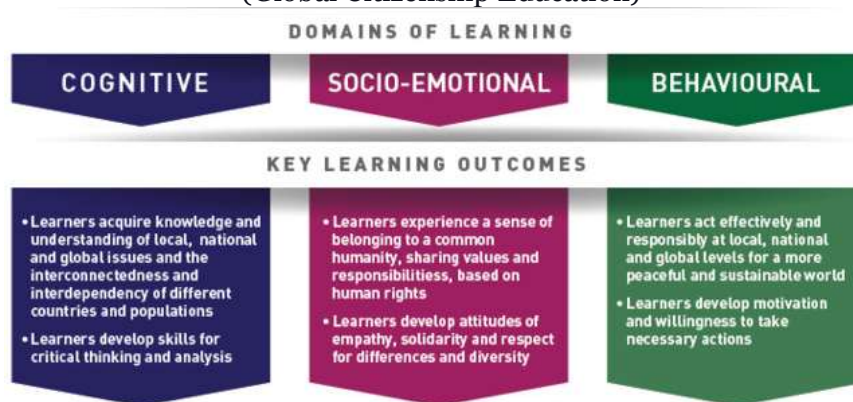
Character Education Based on Diversity. The pesantren also instills character education based on diversity through an approach that centers on respecting individuals as beings with equal rights and dignity (Simatupang & Arifianto, 2022) (Al Fitria & Diantoro, 2022). Students are not only taught to accept differences but also to develop empathy and a spirit of mutual assistance. In practice, this is done through the teaching of moral values that emphasize the importance of cooperation and tolerance in daily life, as well as how to maintain harmony in a pluralistic society.

Through this moral and spiritual approach involving all stakeholders, Pondok Pesantren Nurul Jadid Paiton Probolinggo has successfully created an environment that supports the implementation of multicultural education. This pesantren does not only focus on intellectual aspects but also on the formation of character and the development of deep spiritual values, which enable students to not only excel academically but also appreciate differences and contribute to the creation of global peace.

The Role of Global Citizenship Education (GCED) in Building Tolerance and Peace

Global Citizenship Education (GCED) is a holistic approach to learning that transcends national boundaries (Akkari & Maleq, 2020). This approach aims to develop individuals who understand the interconnectedness of the world and can be actively involved in overcoming global challenges. This approach is an integral part of modern results-based e-learning techniques. This education is more than just acquiring knowledge; this approach fosters skills such as critical thinking, cultural awareness, empathy, and a sense of responsibility towards the global community (Fitrian & Ratri, 2024)(Gaus, 2021). Global Citizenship Education (GCED) at the Nurul Jadid Islamic Boarding School focuses on developing the cognitive, social-emotional and behavioral aspects of students in facing global challenges and cultural diversity.

Figure 1.3 Global Citizenship Education Scheme (Global Citizenship Education)



Cognitive Aspects in global citizenship education aim to enhance students' understanding of global issues such as human rights, world peace, social justice, and cultural diversity. Students are provided with knowledge about the importance of

tolerance, rights and duties as global citizens, as well as the impact of social and environmental changes. This learning material involves discussions on various relevant global issues such as poverty, climate change, inequality, and international conflicts (Haynes, 2019). The primary goal of this cognitive aspect is to ensure that students gain a broad perspective on the dynamics of the world and understand their role as part of the global community.

Social-Emotional Aspects focus on developing empathy, respect for differences, and the ability to build harmonious relationships with people from various cultural, religious, and ethnic backgrounds. Students are trained to understand and empathize with the experiences of people around the world, as well as develop a caring and sharing attitude. Activities such as group discussions, collaboration between students from different regions, and cultural exchanges can enhance their social-emotional skills (Irayanti & Komalasari, 2023). Through this aspect, students learn to appreciate diversity and resolve conflicts through peaceful and respectful approaches.

Behavioral Aspects emphasize the application of the values learned in everyday life. Students are expected not only to understand the theory of global citizenship but also to implement these values in concrete actions. This includes behaviors of mutual respect, cooperation, tolerance, and responsibility towards the surrounding environment. In the context of the pesantren, this can be reflected in social activities such as community service, sustainable natural resource management, and participation in maintaining harmony among fellow students (Jannah et al., 2021). These behaviors are also evident in students' efforts to become peace agents and spread messages of tolerance and solidarity both within and outside the pesantren.

Global Citizenship Education (GCE) is an educational approach aimed at shaping individuals who have awareness, understanding, and responsibility for global issues and actively contribute to creating a more just, peaceful, and sustainable world (Khan, 2014). This education emphasizes the importance of values such as human rights, international solidarity, respect for cultural diversity, and environmental sustainability (Mazid & Istianah, 2023). Through Global Citizenship Education, students are expected to develop the skills and attitudes to collaborate with people from diverse backgrounds, understand global challenges, and participate in decision-making processes that affect local, national, and global communities. The goal is to shape a generation that is not only concerned with their own society but also with humanity as a whole, with the awareness that they are part of the global community.

This discussion examines how the concept of Global Citizenship Education (GCED) is implemented to teach students about their social responsibility within a broader context, as global citizens, which is one of the main pillars of global citizenship education (Mulyani et al., 2024) (Usmi, 2023). By introducing values such as international solidarity, tolerance, respect for human rights, and efforts for world peace, this education aims to shape students who are not only spiritually, intellectually, and emotionally intelligent, and tolerant of differences, but also active in creating peace at the global level.

Figure 1.3 Pillars of Global Citizenship Education (GCED)



The relationship between the four pillars of Global Citizenship Education (GCED) above and the values of pesantren at Pondok Pesantren Nurul Jadid is highly relevant in shaping students who possess high awareness, critical thinking abilities, social responsibility, and the capacity to collaborate effectively. The researcher seeks to explore the relationship between each pillar of GCED and the values of the pesantren, as well as its application in enhancing solidarity, tolerance, and global peace among students.

The implementation of multicultural education at Pondok Pesantren Nurul Jadid to promote solidarity, tolerance, and global peace through Global Citizenship Education (GCED) can be understood by involving various stakeholders and pesantren management, including the Head of the Education Bureau (AZ), the Secretary of the Education Bureau (MNT), the Head of the Curriculum Division (SA and RH), the Head of the Security and Order Division (AYH and FTR), as well as the caregivers and students themselves.

Cultural Awareness and Respect. Stakeholders such as AZ and MNT play a role in facilitating the introduction of cultural diversity to students through programs that emphasize understanding diversity. In direct observation, caregivers such as MJB, MS, DR, and AY develop positive interactions between students from different cultural, ethnic, religious, and national backgrounds. Students, coming from various regions in Indonesia and even abroad, such as Malaysia and Thailand, are encouraged to appreciate and respect these differences. This is reflected in their daily interactions at the pesantren, where they are accustomed to respecting and understanding one another. Through this approach, students not only develop tolerance but also build stronger solidarity in facing social and global challenges.

Critical Thinking and Problem Solving. Under the guidance of division heads such as SA and RH, who are responsible for managing curriculum design and learning practices, students are encouraged to think critically in addressing various problems. Caregivers like MHB use problem-solving techniques based on open discussions and rational reasoning to resolve conflicts among students, often triggered by differences in cultural and ethnic backgrounds. Additionally, learning platforms such as E-Learning are introduced to enhance students' critical thinking skills in addressing global issues such as social inequality and climate change. These critical thinking skills help students develop a broader perspective on the problems around them and the world, as well as seek more effective and sustainable solutions within the framework of global education.

Social Responsibility and Ethical Decision-Making. The Heads of the Security and Order Division, such as AYH and FTR, play a vital role in instilling social responsibility values among students. They involve students in decision-making related to pesantren life, such as policies on order and conflict resolution among groups. Through decision-making that takes into account ethical considerations, social justice, and its impact on collective well-being, students are encouraged to make choices that

contribute to peace within the pesantren and the broader community. This aligns with the pesantren values that teach principles of justice and care for others. Through guidance from caregivers such as DR and MHB, students are directed to realize the importance of their decisions in creating a more just and peaceful world, both locally and globally.

Effective Communication and Collaboration. During their interactions at Pondok Pesantren Nurul Jadid, communication and collaboration among students with diverse backgrounds, such as AJ, FS, MRH, FRZ, and others, are key in strengthening their relationships. Under the guidance of caregivers, they are taught to communicate openly, listen to one another, and resolve issues together. Programs such as group discussions, peer teaching, and other collaborative projects strengthen their skills in working together to face existing challenges. By involving all parties—whether the Head of the Bureau, counseling division, or caregivers—students are encouraged to develop better interpersonal skills, enabling them to collaborate in achieving common goals. Effective communication also helps foster solidarity and reduce the potential for conflicts arising from differences.

In addition to the four pillars above, Global Citizenship Education (GCED) also has a central idea that can be seen in the form of a diagram in Figure 1.4 below (Mazid & Istianah, 2023).

Figure 1.4 Three Main Ideas (3 core notions) Global Citizenship Education (GCED)



The results of the research conducted at Pondok Pesantren Nurul Jadid regarding the implementation of multicultural education can be viewed from the perspective of the three core ideas in Global Citizenship Education (GCED), namely Respect for Diversity, Solidarity, and Shared Humanity. These three ideas are highly relevant in the context of a pesantren that consists of students with diverse cultural, religious, and regional backgrounds. This study highlights how these ideas are applied in everyday life at the pesantren through the involvement of various research subjects, including the head of the education bureau, the head of the curriculum division, caregivers, and the students themselves.

Respect for Diversity. Pondok Pesantren Nurul Jadid considers respecting diversity as a fundamental step towards creating peaceful social relations among students. The concept of respecting diversity is closely related to the principles of global citizenship, which teach students to understand and appreciate differences, whether cultural, linguistic, or traditional (Aderibigbe et al., 2023). At the pesantren, multicultural education focuses on understanding that diversity is not something to be opposed but rather a source of strength that can enrich life experiences. The Head of the Education Bureau (AZ) explained that teaching about diversity is carried out through various activities involving students from different regions and countries. Activities such

as cultural celebrations, intercultural discussions, and screenings of films with diversity themes serve as media for teaching the value of respecting diversity. The Secretary of the Education Bureau (MNT) also emphasized that the multicultural education programs implemented at the pesantren provide insight into the importance of maintaining national unity and the nation's integrity, which also aligns with the principles of global citizenship (Akkari & Maleq, 2020). Students are taught to avoid prejudice and discrimination against others based on cultural or ethnic backgrounds. The research results also show that the implementation of this concept has successfully reduced tensions among student groups. Despite significant differences in customs and ways of thinking, students at the pesantren demonstrate mutual respect and acceptance of these differences. This can be seen in their more peaceful interactions, both in academic activities and in daily social life.

Solidarity. Solidarity, as a core concept in global citizenship education, teaches the importance of generosity, hospitality, and equitable socio-economic development in community life (Azzahra et al., 2023). At Pondok Pesantren Nurul Jadid, solidarity is not only manifested in the form of social assistance but also in the attitude of mutual support among students in facing the challenges of life at the pesantren, which is full of differences. The Head of the Curriculum Division (SA & RH) stated that education about solidarity is implemented through learning that emphasizes the importance of helping one another. This program involves students in various social projects and humanitarian activities that encourage them to contribute to improving the collective well-being, such as fundraising for educational assistance or cleaning activities involving all elements of the pesantren (Fitrian & Ratri, 2024). Caregivers (MJB, MS, DR, AY, MHB) also play an important role in nurturing this sense of solidarity by providing examples of hospitality and service, both in relations between students and in their interactions with the surrounding community. Solidarity is also seen in the pesantren's efforts to provide equal and inclusive education for students from various socio-economic backgrounds. Students feel valued and given equal opportunities to develop. Although most students come from families with varying economic backgrounds, the pesantren strives to provide equal facilities for all, reduce social gaps, and strengthen the sense of unity.

Shared Humanity. The concept of shared humanity emphasizes the importance of food security, harmony with the natural environment, and care for others (Gaus, 2021). At Pondok Pesantren Nurul Jadid, this sense of humanity is applied in the context of preserving nature and ensuring the well-being of students and the surrounding community. The Head of the Security and Order Division (AYH & FTR) emphasized that this sense of humanity is reflected in the students' attitude of caring for the environment and others, whether through waste management activities, tree planting, or food security programs involving the pesantren community. Additionally, students (AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD) shared that they are involved in various activities that support harmony with nature, such as organic farming and maintaining the cleanliness of the pesantren environment. These activities not only help maintain ecological balance but also teach values about sustainability and responsibility for the environment as part of global responsibility. This approach aligns with the principles of global citizenship, which encourages students to play an active role in preserving the earth and contributing positively to others, both locally and globally (Haynes, 2019).

Overall, the implementation of the three core ideas of Global Citizenship Education at Pondok Pesantren Nurul Jadid has successfully created an atmosphere that supports the achievement of multicultural education goals, namely building solidarity, tolerance, and global peace. Although challenges still exist, such as cultural differences and difficulties in adapting to a new environment, education based on these three core ideas has had a positive impact in shaping students' attitudes to be more open, caring, and ready to contribute to a more inclusive and harmonious global community.

Impact and Challenges in Implementing the Integration of Multicultural Education and Global Citizenship Education (GCED)

In this discussion the researcher identified the positive impact of multicultural education at the Nurul Jadid Islamic Boarding School, such as increasing tolerance between groups and reducing conflict. However, this research also discusses the challenges faced in the implementation process, such as tensions between students from very different backgrounds and obstacles in integrating Global Citizenship values into the daily life of Islamic boarding schools. The following is a table that describes the impact and challenges of implementing the integration of multicultural education and Global Citizenship Education (GCED) at the Nurul Jadid Paiton Islamic Boarding School in Probolinggo, based on the subjects involved in the research.

Figure 1.4 Research Results on Impacts and Challenges

Aspect	Positive Impact	Challenges	Research Subjects
Multicultural Education	1. Increasing students' understanding of the importance of respecting cultural differences.	1. Resistance from some students who find it difficult to adapt to different cultures.	Head of the Education Bureau (AZ), Secretary of the Education Bureau (MNT), Head of Curriculum Division (SA & RH)
	2. Creating an inclusive environment that facilitates cooperation among students from various regions and countries.	2. Tensions among student groups due to significant cultural differences.	Caregivers (MJB, MS, DR, AY, MHB), Students (AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD)
Solidarity	1. Building a sense of social responsibility among students, such as mutual assistance and helping others.	1. Differences in social awareness levels among students, leading to inequalities in solidarity actions.	Head of Guidance and Counseling and Care Division (RHT & FY), Head of Security and Order Division (AYH & FTR)
	2. Students becoming more active in social and humanitarian activities, promoting hospitality and generosity.	2. Challenges in the equitable distribution of social facilities within the pesantren, such as access to solidarity-focused activities.	Caregivers (MJB, MS, DR, AY, MHB), Students (AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD)
Tolerance	1. Increasing tolerance among students from various cultural and religious backgrounds.	1. Tensions arising in interactions between groups with different religious and ethnic backgrounds.	Head of the Education Bureau (AZ), Head of Curriculum Division (SA & RH), Students (AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD)
	2. More effective and peaceful conflict resolution, emphasizing multicultural values.	2. Differences in understanding tolerance, sometimes hindering the application of this value in daily life.	Caregivers (MJB, MS, DR, AY, MHB), Head of Guidance and Counseling and Care Division (RHT & FY)
Global Citizenship	1. Fostering a sense of connection with the global community, not just the local one.	1. Challenges in internalizing global values into daily actions, especially in a more traditional environment.	Secretary of the Education Bureau (MNT), Head of Curriculum Division (SA & RH), Students (AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, MHD)
	2. Teaching students to become global citizens concerned with global issues, such as food security and environmental harmony.	2. Limited direct exposure to global issues, which can make the understanding of global citizenship feel abstract.	Head of Security and Order Division (AYH & FTR), Caregivers (MJB, MS, DR, AY, MHB)

The table above shows that there are positive impacts, challenges, and the involvement of research subjects who participated in the implementation of the integration of multicultural education and global citizenship education (GCED) to enhance solidarity, tolerance, and world peace. Positive Impacts: This indicates the achieved results from the implementation of multicultural education and GCED at Pondok Pesantren Nurul Jadid, including increased tolerance, solidarity, cultural understanding, and involvement in global issues. Challenges: Identifying the obstacles faced in implementing this program, such as cultural resistance, intergroup tensions, or limitations in applying global values in everyday life. Research Subjects: Refers to the parties involved in data collection and providing insights into the impacts and challenges faced in the implementation of this education. Thus, this table provides a comprehensive picture of how multicultural education and GCED can be implemented with positive impacts and challenges that need to be addressed at Pondok Pesantren Nurul Jadid.

Pondok Pesantren Nurul Jadid has successfully implemented the principles of multiculturalism and GCED with positive outcomes in building solidarity and tolerance among the students. AZ stated that multicultural education and GCED were able to create awareness among the students about the importance of respecting differences and building peaceful social relationships. Programs such as cross-cultural activities, interfaith dialogues, and meetings between groups from different cultural backgrounds successfully reduced tensions and increased cooperation among students (Khan, 2014; Mulyani et al., 2024). This shows that multicultural education can be an effective means of creating an inclusive environment in the pesantren, even though it consists of students from various regions, ethnicities, and even countries.

MNT revealed that one of the greatest impacts of GCED implementation is the students' ability to be more open and tolerant toward others, despite coming from very different backgrounds. The application of solidarity and humanitarian values in the curriculum, such as mutual assistance in cleaning the environment, helping others, as well as understanding food security and environmental welfare, strengthens the students' sense of social and global responsibility. This shows that GCED not only teaches tolerance but also prepares students to contribute to addressing global social issues, such as poverty, climate change, and social inequality (Usmi, 2023).

Meanwhile, MJB, MS, DR, AY, and MHB added that another positive impact is seen in the relationships between students. The caregivers observed that students became more sensitive to differences; they were more willing to accept and help each other in situations that required assistance, even though ethnic and cultural differences remained. The solidarity built was not only within personal relationships but also extended to the wider community, both within the pesantren and in interactions with the surrounding society.

Although these positive impacts are very clear, the challenges in implementing multicultural education and GCED at Pondok Pesantren Nurul Jadid are also significant. SA & RH noted that one of the biggest challenges is resistance to cultural change among some students who come from areas with very different cultures. Sometimes, differences in viewpoints and accepted norms among students become sources of conflict (Simatupang & Arifianto, 2022). For instance, differences in religious practices, communication styles, or daily habits often lead to tensions. However, with continuous learning about the importance of respecting differences, these tensions can be minimized.

In addition, AYH & FTR revealed that despite many efforts to create a harmonious environment, challenges related to stronger identity differences remain a barrier. Some students may find it difficult to integrate with other groups that have different backgrounds, especially those coming from more conservative or homogeneous areas (Zubaidi, 2024). This sometimes leads to misunderstandings or even small conflicts that disrupt intergroup relationships.

AJ, FS, MRH, FRZ, MH, SA, HF, MJ, AW, and MHD, who were interviewed, stated that although they are aware of the importance of multiculturalism and GCED principles, they sometimes feel confused about applying them in daily life. When interacting with friends from different cultural or religious backgrounds, sometimes awkwardness or confusion arises, especially during their early days at the pesantren. This adaptation process becomes a challenge, but with the right guidance from the caregivers and other mentors, these differences can be overcome over time.

Therefore, MNT also reminded that the challenges in creating solidarity and global peace require a considerable amount of time. Values such as generosity and equitable socio-economic development still need to be further emphasized in the curriculum and activities at the pesantren. Although the pesantren has provided inclusive education, there are still inequalities in terms of access to education and facilities that can be accessed by all students, especially those from economically disadvantaged regions.

Follow-up Plan

The follow-up plan for the research on the implementation of multicultural education and Global Citizenship Education (GCED) at Pondok Pesantren Nurul Jadid Paiton Probolinggo aims to strengthen and expand the positive impacts of this program, as well as address the various challenges faced. One of the initial steps that can be taken is to enhance understanding and awareness of the importance of multicultural education and GCED. To achieve this, training and workshops should be organized involving teachers, students, and pesantren staff. These sessions can be enriched with materials from practitioners or experts in the field of multicultural education who can provide new perspectives on cultural diversity and global citizenship. In addition, socialization programs that reach all layers of the pesantren need to be conducted so that all parties, both students and caregivers, have a shared understanding of global issues related to diversity, tolerance, and solidarity.

Furthermore, to strengthen the values of tolerance and solidarity among students, collaborative activities between groups are necessary, such as community service or social services involving students from various cultural and religious backgrounds. These activities can serve as a means to strengthen relationships among students, while fostering mutual respect and cooperation. Additionally, forming inter-cultural discussion groups that bring together students from different regions and countries will provide opportunities for them to share experiences and perspectives, which will enhance their sense of solidarity.

Regarding the application of Global Citizenship values in daily life, one of the follow-up actions that can be taken is to integrate materials on global citizenship and related issues into the pesantren curriculum. Topics such as food security, environmental sustainability, and the active role of students in building global peace can become part of the learning process, broadening the students' horizons. Moreover, collaboration with international educational institutions or global social organizations could help the pesantren develop student exchange programs or study tours, which would provide students with direct experience regarding their role as part of the global community.

It is also important to strengthen the infrastructure supporting the implementation of multicultural education and GCED. This includes providing facilities that support multicultural-based learning, such as cultural discussion rooms or libraries with a collection of global literature. In addition, a strong security and order system must be reinforced to ensure the creation of a safe environment for students from diverse backgrounds. This will help create a conducive atmosphere for students to interact and learn about the values of tolerance and peace.

To ensure the sustainability of the program, regular evaluations should be conducted on the implementation of multicultural education and GCED at the pesantren. This evaluation can be carried out through surveys with students and caregivers, interviews with teaching staff, and analysis of the social and cultural impacts arising from the program. A feedback forum can also be opened to provide space for students and others to express any challenges they face and offer suggestions for program improvements.

Lastly, empowering students as peace ambassadors should also be part of this follow-up plan. The peace ambassador program can involve students with leadership potential to educate their peers on the importance of tolerance and solidarity. These peace ambassadors can serve in various activities, both within and outside the pesantren, with the goal of spreading the values of peace and diversity. Mentoring and guidance programs for students selected as peace ambassadors will further strengthen their leadership skills in the context of multiculturalism and global issues.

Overall, this follow-up plan aims to strengthen the implementation of multicultural education and GCED at Pondok Pesantren Nurul Jadid by involving all stakeholders, both internal and external to the pesantren. With a holistic and integrated approach, it is hoped that this pesantren will produce a generation that not only has a deep understanding of diversity and tolerance but is also ready to play an active role in creating global peace and solidarity.

CONCLUSION

Kesimpulan dari penelitian tentang Transformasi Pendidikan Multikultural dalam Membangun Solidaritas, Toleransi, dan Perdamaian Global melalui Global Citizenship Education di Pondok Pesantren Nurul Jadid Paiton Probolinggo menunjukkan bahwa penerapan konsep pendidikan multikultural dan *Global Citizenship Education (GCED)* dapat menjadi alat yang efektif dalam membangun nilai solidaritas, toleransi, dan perdamaian di kalangan santri. Meskipun pesantren ini memiliki keberagaman latar belakang budaya, suku, dan agama, melalui integrasi pendidikan multikultural dan GCED, tercipta lingkungan yang lebih inklusif di mana para santri belajar untuk saling menghormati, memahami perbedaan, dan bekerja sama dalam menjaga keharmonisan. Proses ini melibatkan berbagai pihak, mulai dari pimpinan pesantren, staf pengajar, hingga para wali asuh dan santri itu sendiri, yang secara aktif berpartisipasi dalam upaya menumbuhkan nilai-nilai kedamaian dan solidaritas.

Penerapan pendidikan multikultural di Pondok Pesantren Nurul Jadid berhasil mengintegrasikan atribut budaya, nilai-nilai multikulturalisme, dan perilaku yang mendukung keberagaman dalam keseharian santri. Hasil penelitian menunjukkan bahwa keberagaman latar belakang yang ada justru menjadi kekuatan dalam menciptakan lingkungan belajar yang lebih dinamis. Para santri, yang berasal dari berbagai daerah di Indonesia serta luar negeri seperti Malaysia, dan Thailand, saling belajar mengenai keunikan masing-masing budaya melalui berbagai kegiatan dan interaksi sosial yang terstruktur. Namun, tantangan dalam mengelola perbedaan tetap ada, terutama dalam hal perundungan dan konflik kesukuan yang muncul dari perbedaan identitas, yang harus dihadapi dengan kebijakan yang lebih tegas dan pendekatan edukatif.

Secara keseluruhan, meskipun terdapat tantangan dalam penerapan pendidikan multikultural dan GCED, hasil penelitian menunjukkan bahwa pendekatan ini telah memberikan dampak positif dalam membangun solidaritas dan perdamaian di pesantren. Program-program berbasis multikultural yang melibatkan seluruh unsur pesantren, mulai dari pengasuh, pengajar, hingga santri, mampu menciptakan pemahaman yang lebih luas tentang pentingnya toleransi dan solidaritas dalam kehidupan bersama. Untuk kedepannya, perlu dilakukan evaluasi berkala terhadap program ini agar dapat terus berkembang dan memberikan dampak yang lebih signifikan dalam membentuk generasi yang tidak hanya peduli terhadap kemajuan sosial, tetapi juga berperan aktif dalam mewujudkan perdamaian dan kesejahteraan global.

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