

## Integration of Multicultural Education Values in Learning Pancasila and Citizenship Education in Catholic High Schools Saint Andrew Palu

Novlita Engyuluis Ambedale, Jamaluddin, Juraid Abdul Latief

Universitas Tadulako

Correspondent Email: novlitaea@gmail.com

### ABSTRACT

The integration of multicultural educational values is an effort to combine learning strategies that include multicultural educational values in accepting and affirming human differences and similarities that include diversity, race, language, religion, ethnicity, and gender. This study aims to find out how to plan, implement and evaluate the integration of multicultural education values in learning Pancasila and Citizenship Education at Santo Andreas Palu Catholic High School, specifically in Classes XA and XB. The research method used is qualitative research. The collection of data that has been used is observation, interviews, and documentation. The research subjects are teachers, students, and school principals. Data analysis uses a descriptive model through data reduction, data presentation, and conclusions. The results of the study show: 1) The teacher does the planning by first making a lesson plan (RPP) in which the values of multicultural education include inclusive values, tolerance, mutual help, equality and brotherhood, justice, and love for the motherland which are conveyed to the goal. learning and learning materials. 2) The implementation stage in PPKn learning is carried out by approaching students by introducing cultural diversity, race, custom, and religion owned by students associated with the students' living environment themselves and inserting multicultural education values, namely inclusive values (open), tolerance, please help, equality and brotherhood, justice, and love for the motherland. 3) Evaluation of Civics learning that integrates multicultural education values is carried out by providing question points that have been answered by students and given an assessment by the teacher according to the level of accuracy and ability of all students.

**Keywords:** *Integration, Value of Multicultural Education, PPKn*

### INTRODUCTION

Multicultural education can be carried out through three educational channels including education in the community environment (non-formal), education in the family environment (informal) and education in the school environment (formal). Pancasila and Citizenship Education (PPKn) is one of the subjects obtained or pursued through formal education or in the school environment, which can provide students with knowledge from the experience of multiculturalism if they are involved in society. Civics is a subject that is able to instill the principles of values contained in multicultural education which is a reality

in the life of the Indonesian nation. PPKn plays an important role in preparing students to be able to overcome and deal with various difficulties and problems that they will encounter in a multicultural society, appreciate and respect social and cultural differences and cultural diversity. Civics as a subject that seeks to integrate multicultural education into it must continue to enrich material according to the new paradigm, namely the values of tolerance, diversity and equality as well as values of justice, both in content and in learning methods.

PPKn which is based on multicultural education aims to equip students with knowledge and experiences that are socially and culturally different, however, as Indonesian citizens, as God's creatures, and with the same and equal rights and obligations in the unitary state of the Republic of Indonesia, because there is no citizen who is above or below the degree of other citizens. Nevertheless, PPKn based on multicultural education must still respect differences, both individual differences (physical, gender, age, skin color, and height), as well as cultural, social, religious, language, ethnic and class differences must be respected. The treatment of different cultural backgrounds needs to be taken into account, because these differences are necessary and important to be respected. The role of PPKn based on multicultural education is to increase public awareness about the importance of national unity and unity.

Santo Andreas Palu Catholic High School is one of the schools that has privileges in terms of diversity found in students and teaching staff. The diversity possessed by students and teachers includes diversity of ethnicity, culture, language, religion, social status, gender, ability, age and race. The total number of students registered at this school is 137 people with a total of 8 grades consisting of classes XA, XB, XI IPA 1, XI IPA 2, XI IPS, XII IPA 1, XII IPA 2 and XII IPS. This school has Catholic characteristics, namely every morning they carry out morning services and at exactly 12 noon they carry out the Angelus prayer which is a typical Catholic prayer. There were 51 Catholic students, 84 Christians and 1 Buddhist student. The area of origin of the most dominating students came from Palu City, and the other students came from Toraja, Manado, Ambon, Makassar, Morowali, Poso, Napu, Flores, Minahasa, and Batak. The tribes adopted by students also vary, starting from the Pamona, Banggai, Toraja, Batak, Javanese, Sanger, Mori and many more. There are 17 teaching staff at the Santo Andreas Catholic High School in Palu. In terms of religious diversity, there were 1 Muslim teacher, 10 Catholics, 4 Protestant Christians and 1 Hindu teacher. Likewise with the tribes and regional origins of the various teaching staff, some of whom came from Java, Mori, Poso, and Toraja.

In particular, in Classes XA and XB, there are several ethnic groups, starting from the Mori, Bugis, Javanese, Toraja, Banggai and so on with 2 religions adhered to by students in class XA and XB, namely Catholicism and Christianity. The number of students in Class XA who adhere to Catholic beliefs is 8 people and Christian is 10 people while in class XB there are 8 Catholics and 10 Christians. Students in Class X not only come from Palu City, but some students are immigrants from various regions. The diversity of regional cultures is indeed very rich in cultural treasures which is a valuable capital to further develop a multicultural Indonesia. Students at Santo Andreas Palu Catholic High School, especially in Class X, are synonymous with a collection of different ethnicities, cultures, races and backgrounds. in

Santo Andreas Palu Catholic High School, it is dominated by Christian students. There are quite a lot of differences that are highlighted by each student at Santo Andreas Palu Catholic High School, especially Class X. Because of course each region must have various kinds of differences such as culture, language, ethnicity, customs, character and different family backgrounds. different. These differences are often the reason for the conflict between them.

Based on initial observations made at Santo Andreas Catholic High School in Palu, especially in Class X, it is quite evident that students generally haven't been able to mingle with their classmates, because they are just getting to know each other and have not been able to adapt to one another. Students still have a primordial attitude and are still picky in terms of making friends, such as forming small groups whose members come from the same area and sit with groups of students from the same area. Because maybe they are more comfortable making friends with people from the same area. Apart from that, there are also many among students who reflect an attitude of not respecting differences because many of them form small groups. The existence of this shows that their interaction and association is limited, because they cannot mingle with other friends who they consider different from their group and between groups also sometimes tend not to be able to accept the differences that exist. The existence of these groups, makes students limited in terms of interacting and working with each other. In addition, in the learning process students who come from different areas sometimes cannot respect the opinions of other friends. They only think that their opinion is the most correct, because they do have a rough/tough character and don't want to give in, this can happen considering the different backgrounds they have.

The values contained in multicultural education are very important to be applied in education, because these values can educate and teach students to be able to respect each other's differences, accept differences and respect each other, in the learning process, a teacher must be able to instill these values. So that these messages and values can enter and grow within each student. The values of multicultural education are expected to shape the attitudes of students, to be able to accept and appreciate the various kinds of differences that are encountered around them, this attitude is called pluralism. The implementation of multicultural education values in the learning process at Santo Andreas Palu Catholic High School, especially in Class X, is integrated into the learning process of Civics and several other general subjects, but has not yet reached the maximum stage, because so far learning has more dominantly emphasized knowledge, not attitude. Seeing the phenomenon that is developing, it is not impossible that this condition has the potential to divide and become a fertile ground for conflict and social jealousy among students. The absence of communication and understanding in various other cultural groups can actually be a conflict and an obstacle to the process of multicultural education.

Through instilling the values of multicultural education in Civics subjects, students are expected to have an attitude that describes the values contained in multicultural education in everyday life such as the values of responsibility, discipline, cooperation, mutual respect, caring for others, democracy. and tolerance. Based on the description of

this background, the researcher is very interested in studying research with the title "Integration of Multicultural Education Values in Learning Pancasila and Citizenship Education (PPKn) at Santo Andreas Catholic High School, Palu"

## **METHOD**

The research method used is descriptive qualitative method. That is a type of research by describing, or describing a symptom, condition and situation based on the facts that appear as they are. According to Moleong (2018: 6) Qualitative research is "research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods." Qualitative research is based on trying to build the views of those who are researched in a detailed, worded, holistic and complex picture. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and others, holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing natural methods.

This research is intended to obtain information about the integration of multicultural education values in Civics learning at Santo Andreas Palu Catholic High School, especially class X based on actual facts. This research is expected to provide an overview or description of the integration of multicultural educational values in Civics learning which in the end is formulated to include three assessment domains namely affective, psychomotor and cognitive learners. Researchers collect data guided by explanations in the form of in-depth descriptions and analysis, so as to find truths that can be accepted by human common sense.

The research subjects were the school principal, 1 subject teacher, and students in class XA and XB, totaling 37 people. Data collection techniques used in this research are observation, interview and documentation techniques. With this observation technique, researchers can see the effectiveness of increasing the integration of multicultural education values in learning Pancasila and Citizenship Education (PPKn) in Classes XA and XB. The interview technique used by researchers to interview several students in class XA and XB, subject teachers, and school principals to obtain the necessary data by preparing several questions related to the values of multicultural education in the learning process of Pancasila and Citizenship Education (PPKn).

Data analysis according to Bogdan & Biklen (Moleong, 2018: 248) is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and decide what to tell others. data analysis in the field of researchers using the Miles and Huberman model (Sugiyono, 2013: 334)), namely data analysis in qualitative research, is carried out when data collection is carried out within a certain period, continuously to obtain data that is considered credible. Data processing techniques are carried out in three stages, namely data reduction, presentation or presentation, data verification or conclusion of data results. Data reduction was carried out to research informants (Head of Santo Andreas Palu Catholic High School and Class XA and XB students), then selected the most important data and

which became the focus of the research and then grouped them. In this study, the data presented is in the form of narrative text which describes the object under study, which tells about how to plan, implement and evaluate the integration of multicultural educational values in teaching Pancasila and Citizenship Education at Santo Andreas Palu Catholic High School in Class X. At this stage researchers make conclusions since the beginning of data collection. Conclusions are made clearly and in detail.

## **DISCUSSION**

### **Planning in Civics Learning that Contain Multicultural Education Values**

Learning planning that integrates the values of multicultural education in Civics learning carried out at the Santo Andreas Palu Catholic High School is inseparable from the vision, mission and objectives of the Santo Andreas Palu Catholic High School which are integrated with the values of multicultural education. From the K-13 Curriculum standard which contains the character values of students implemented in the vision, mission and goals of the school. The school's vision, mission and goals contain students who are qualified, have personality and have noble character.

Learning planning is carried out systematically with the existence of an RPP (Learning Implementation Plan). The learning objectives have shown the implementation of multicultural education values in social terms, namely developing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace) polite, responsive and pro-active behavior and showing attitudes as part of solutions to various problems in interacting effectively with the social environment reflecting the nation in world relations, this has reflected that the concept of Civics learning has been directed so that students have a plurality of souls who are good at getting along in life and are disciplined in everyday life.

The planning for the integration of multicultural education values in Civic Education learning with the theme of National Integration within the Unity in Diversity Frame is carried out according to the RPP made by the researcher. Planning helps teachers to make clear decisions about their goals and how they will help students to achieve these goals, but first we must understand the character of each student so that it is easy to determine a suitable learning model to be applied in a class whose goal is to make students easily understand what will be conveyed.

Based on research that has been carried out in Class XA and XB, which begins with good planning, it is able to provide good results until learning is completed. Conveying clear learning objectives which already contain several values of multicultural education as an initial capital for students to understand that the learning that will take place is beneficial for them to understand one by one the values of multicultural education and be grateful for the differences they encounter both in their environment school, community and within their respective families. Conveying the values contained in multicultural education from

the beginning to the end of learning will be increasingly useful and will make students both class XA and XB understand well the material presented.

### **Implementation in Civics Learning that Contain Multicultural Education Values**

Based on the results of the research that has been carried out, researchers as teachers have integrated multicultural values into every learning activity, from the beginning to the end of learning. When delivering learning materials, the teacher integrates various cultures and groups. The teacher also creates a learning atmosphere that encourages students to compete in a healthy manner through various assignments and discussion methods in line with Putu Ida Arsani Dewi's research (2021). The integration of multicultural educational values in Civics learning with the theme of National Integration within the Unity in Diversity Frame in class XA and XB is carried out through the delivery of material in learning activities by integrating various cultures and groups.

When studying in class XA and XB the teacher shows a video which contains a variety of traditional houses, traditional clothes, in Indonesia. Students watched enthusiastically and after the video was over several students raised their hands to express their opinions regarding what they understood about the diversity in the learning video. Every time learning takes place the teacher also always tries to form heterogeneous study groups with the aim of making students understand and respect each other and really understand the meaning of the values of equality and brotherhood which must be continuously improved both in class and outside the classroom. In line with the opinion expressed by Juraid (2020: 170-171) the implementation of multicultural education is carried out using the transformation approach, namely when forming discussion groups, each group should consist of students with different backgrounds, such as ability, type of class, socioeconomic status, religion, so that they can learn from each other the strengths and weaknesses of each. With the differences in the group students will learn to respect others. The data obtained from the research that has been carried out shows that the integration of the values of multicultural education in Civic Education learning with the theme of National Integration within the Bhinneka Tunggal Ika Frame reflects and inserts some of the values contained in multicultural education including the following:

### **Inclusive Value**

Based on the results of interviews, observations, and document analysis it was found that the efforts made by schools and teachers in instilling the value of accepting diversity are by not discriminating between ethnic and religious origins in making good friends between teaching staff, employees and students who have different diversity. special. According to Setya Raharja in M.Noor Hidayat's research (2015) explained that "diversity influences behavior, attitudes, and human thought patterns, so that humans have ways

(usage), habits (folk ways), rules (mores). Even customs (customs) that are different from each other”.

The application of inclusive (open) values is also carried out in the classroom. According to the results of direct observation, when learning in the classroom the teacher applies mutual respect for differences in ethnicity and religion and does not distinguish between smart students and students who are less. According to the results of observations on March 30, 2023, the teacher instilled an attitude of accepting diversity in students, formed study groups without discriminating between ethnic and religious friends, greeted friends of different ethnicities and religions when meeting on the street and helped friends who were experiencing difficulties without discriminate against ethnicity and religion. Instill a caring attitude towards fellow friends. In line with the opinion that has been expressed by class XB students where these students have a good understanding of the value of inclusiveness/openness related to existing diversity, that inclusive value is the attitude of someone who is open/easy to accept new things in their environment. I associate and make friends with all of them regardless of their ethnicity, race, or religion, because they are the same as me, namely God's creations.

### **Tolerance Value**

Efforts to instill an attitude of tolerance are carried out through exemplary by providing examples of tolerance to students in everyday life. According to Kurniawan, in Mega Rahmawati and Harmanto's research (2020), tolerance is an attitude and action that respects differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people who are different from themselves.

Based on direct observations in class and interviews with several students from both class XA and XB regarding the value of tolerance, it can be seen that they already understand what and how tolerance is, but there are still some students who do not understand well regarding this tolerance so that in this case the teacher is responsible for giving full understanding to students so that they understand well the value of tolerance. During the lesson the teacher explained well and gave several examples of attitudes that were used as comparisons so that students could easily understand, after being given an explanation the teacher asked the students again and they gave a good response that they must continue to increase tolerance in the midst of widespread differences and diversity. they meet both in the classroom, outside the classroom, as well as in the community and family. Their understanding of the value of tolerance makes them understand more that by instilling the value of tolerance in each student will create a more harmonious and peaceful social environment and will avoid conflict.

It is clear that one form of tolerance is carried out by students, namely listening to the teacher's explanation during class learning with full concentration and another attitude, namely students listening to classmates when expressing opinions related to giving

examples of attitudes that show the value of tolerance. When the lesson took place, at exactly 12:00 WITA, all students stopped their activities and sat quietly praying for Catholic students and Protestant Christian students also kept silent and stopped doing their activities. This attitude, without realizing it, has applied the tolerance value both inside and outside the classroom. As stated by one of the students in class XA where conveying the value of tolerance is an attitude of mutual respect for fellow human beings and respect for the beliefs they adhere to.

### **Helping Value**

Based on observations, interviews on research that has been conducted in Class XA and XB it is known that the efforts made by the teacher in instilling the value of helping help in ongoing learning begin with the teacher providing an understanding and some examples of attitudes related to the value of helping after that the teacher directs students to form groups so that a discussion occurs to complete the task given by the teacher together with other group members. Help each other to complete the assigned tasks so that they are completed on time. Students who have difficulties and problems when doing the teacher's assignments direct other friends to help provide understanding to these students.

Based on the efforts above, it can be seen that without the students realizing they have applied an attitude of mutual help while in class. The teacher keeps reminding and directing students that you don't only practice this attitude of helping in the school environment, but when you are in a community environment students can practice these values when someone needs help or is having difficulties regardless of ethnicity, race or religion. In line with the opinion expressed by class XB students that the value of helping is an attitude of helping each other for people in need with an example of attitude, namely helping friends who are in trouble and helping to keep the community environment clean. The value of equality and brotherhood among nations and between nations

Based on the results of observations, interviews and documentation when research was carried out by schools and teachers trying to increase the value of equality and brotherhood amidst the differences that exist in the school environment. The teacher when in class treats students the same regardless of the culture that is owned by students. In the initial observations the teacher found that some students only hung out with friends who came from the same area and sat with other friends who came from the same area without hanging out with other friends. Based on this, the teacher tries to provide direction and understanding to students that when you are in the school environment you are all a family who must continue to embrace to create harmony and harmony in learning and association with other friends.

Another teacher's effort is to try to provide examples of attitudes that show equality and brotherhood that must exist between these students and relate them to learning. One of them is directing students to greet each other with other friends, associating with other

students while in class, interacting with students and not limiting your friendship environment to only those from the same area or the same religion. The teacher's goal is that students always apply these values in the classroom environment and outside the classroom because the values of equality and brotherhood are meaningful for creating order, harmony and peace between nations and between nations. Students must also continue to respect everyone who is older than them. In line with the opinion of class XA students that the value of equality and brotherhood is a reciprocal relationship based on a sense of togetherness and mutual acceptance of all strengths and considers all people the same without discriminating against religion, ethnicity, race, culture and skin color.

### **Justice Value**

Efforts to apply the value of justice in the school environment and while in the classroom are based on things observed during the research where teachers behave and treat students equally and fairly regardless of these differences. One example is when some students arrive late to school, Santo Andreas Palu Catholic High School applies strict sanctions to give a deterrent effect to students who are late regardless of their status, religion, race, or ethnicity of the students. Every student who violates the rules is required to get strict sanctions and direct students not to repeat their actions again.

The teacher seeks to practice the value of justice while in class, namely by being as fair as possible to students who do not listen to the teacher's explanation in front of them during the learning process that is only fun to interact with their peers, giving the right value according to the abilities and understanding of students when doing assignments given by the teacher, and giving strict sanctions to students who break the rules while studying in class. The efforts of schools and teachers aim to create students who are orderly, disciplined and fair in all matters that have a good impact on the future of all students.

Based on the researcher's observations observing both class XA and XB when given an understanding regarding the value of justice, these students responded that it was true during the learning process that if there were students who violated the rules and behaved badly they should be given strict sanctions so that this attitude would not be repeated. Students also happily accept the grades they get when the teacher has given an assessment of the assignments given and the teacher gives appreciation and directs all students to continue to be enthusiastic about learning and practicing to get the best grades. As expressed by class XB students that the value of justice is rights and obligations that are measured equally between people, giving rights to those who are entitled to receive them.

### **The value of love for the motherland**

The value of loving the motherland is integrated into learning by explaining to students both class XA and class XB regarding the current government program, namely the attitude of defending the country. The teacher assigns several questions related to

defending the country. The attitude of defending the country does not have to be shown by participating in war when a war occurs, but the attitude of defending the country is shown starting from a small environment in the form of a school. The teacher gives an example to students that their attitude which is carried out every Monday when carrying out the flag ceremony is an attitude of implementing the value of loving the motherland if all students carry it out properly and in an orderly manner. Studying hard and seriously, being organized and disciplined while in the school environment is also an attitude of love for the motherland. Participating in advancing the school is an attitude of love for the motherland. In line with what was expressed by one of the students from class XA that the value of love for the homeland is a patriotic attitude and respect as well as affection for the Indonesian people without demeaning other nations.

**Table 1.** The Substance of Multicultural Education Values in Civic Education

No.	Data	Identification of the Value of Multicultural Education
1	The teacher instills and practices by dividing students into several groups randomly by removing group numbers for determining group members, so that students can interact with classmates who have a lot of diversity and have an open attitude to each other's differences. (Observation March 30, 2023)	Inclusive Value
2	In the first meeting, there were still students who underestimated tolerance and mocked their class mates who had deficiencies. (Observation March 23, 2023) Students listen to their friends who are arguing and students listen to the teacher's explanation during learning with full concentration. (Observation March 30, 2023) Students are respectful and respectful of other people's religions where at 12:00 WITA students who are Catholics pray enjelus. (Observation 23 March to 13 April 2023)	Tolerance Value
3	The value of helping each other is integrated into learning by directing students to help each other and work together to complete group assignments given by the subject teacher. A student in Class XB argues that regarding his attitude related to the value of helping, that is helping friends who are in trouble and helping to keep the community environment clean (Interview 06 April 2023)	Helping Value
4	The teacher's effort to value equality and brotherhood is to provide understanding to students not to limit the friendship environment while in class, hang out and interact with friends who have differences to better understand that differences are beautiful and that differences are God's creation as expressed by class XA students that the value of equality and brotherhood is the attitude of someone who considers all people to have the same degree/dignity and care for one another. (Interview April 13, 2023)	The value of equality and fraternity
5	The school seeks to apply this value of justice to all students who violate the rules by arriving late will be given strict sanctions. The teacher applies the value of justice when learning by giving grades according to the ability of students and encouraging students to continue studying seriously in order to get better grades. (Observation 13 April 2023) Providing opportunities for students to get the same rights, namely learning comfortably as expressed by students in class XA that teachers must provide examples or exercises on multicultural education in schools such as equating the rights and obligations of all students in schools regardless of the differences of each student . (Interview April 13, 2023)	Justice Value
6	The school implements the value of loving the motherland by carrying out a ceremony which is held every Monday, students carry it out by following the ceremony properly and in an orderly manner. The teacher provides understanding to students regarding attitudes that show love for the motherland, one of which is by convincing students that they study seriously and diligently and assigning tasks to be completed by each student related to defending the country and providing appropriate assessments to all participants educate. (Observation 13 April 2023)	The value of love for the motherland

The results of Processed Data refer to the opinion of Muthoharoh (2011: 56-77)

### **Evaluation of Civic Education Learning that contains Multicultural Values**

The implementation of learning in the classroom is in accordance with the lesson plans that have been made. The implementation or application of multicultural values to students is carried out directly and indirectly. Directly means that this has been included in the lesson plan that the teacher has made, because it is in accordance with the material that already exists in Civics learning. All that remains is to adjust to the preliminary steps, core activities and closing. Meanwhile, indirectly, the application of multicultural values to students is carried out by means of the teacher providing examples or examples to students regarding multicultural values. It is directly carried out in Civics learning, namely integrating multicultural values in Civics learning.

The evaluation stage of Civic Education learning which contains Multicultural Values is by giving assignments and asking questions to students to evaluate the extent of their understanding regarding the learning that has been carried out. Student responses responded well to questions and answered enthusiastically. Each tried to raise their hands to compete to answer the question. The teacher gives an opportunity to students who want to answer. The teacher gives appreciation and motivation to all students to continue to study hard and not forget to practice the values of multicultural education they have acquired during learning. This evaluation stage is used by the teacher to provide an appropriate and appropriate assessment for all students who have studied and done their assignments well and on time. The success of implementing the values of multicultural education by seeing that all students and teaching staff are able to practice and even carry out these values well in the school environment, community environment, and family environment.

### **CONCLUSION**

Planning the integration of multicultural education values through Civics learning. PPKn teachers carry out planning in learning that has been designed, namely RPP (Learning Implementation Plan) which contains Learning Objectives, a series of learning activities and the final stage, namely Assessment. The RPP already contains the values of multicultural education in learning activities. Listed in the learning objectives are shown and conveyed to students, there are values of tolerance, equality, justice; oriented towards humanity, togetherness and peace, as well as developing an attitude of recognizing, accepting and appreciating diversity contained in Civics learning.

The implementation is to insert multicultural values in every learning activity in Class XA and XB by teaching students about inclusive (open) values, tolerance values, mutual help values, equality and brotherhood values, justice values, and love for the motherland. Evaluation of learning that integrates the values of multicultural education in learning PPKn in Classes XA and XB is carried out by asking questions to students at the end of learning to measure the extent to which all students understand and provide assignments completed

by each student and given an appropriate assessment. Appropriate and precise. At the end of the lesson the teacher gives appreciation and motivation to all students because they have learned to understand diversity well because difference is a blessing, grace, wealth, and a gift from God.

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