

ANALYSIS OF MULTICULTURAL EDUCATION IN SHAPING THE CHARACTER OF PARTICIPANTS EDUCATE THROUGH CULTURAL DIVERSITY IN ELEMENTARY SCHOOLS

Ni Wayan Deliani¹, Ninda Putriayu², Rahmadani³, Suherli Evarianti⁴.

^{1,2,3,4} Elementary School Teacher Education Study Program, University of Lampung, Lampung

niwayandeli37@gmail.com¹, ninda6622@gmail.com², danininethree@gmail.com³, suherlievarianti22@gmail.com⁴.

© 2026 The Authors, [Journal of Pedagogical Content Knowledge](#)

ABSTRACT

In the context of Indonesia's rich cultural, ethnic, religious, linguistic, and social diversity, multicultural education is highly relevant to promoting social harmony, tolerance, and national unity. Elementary school education plays a strategic role in this process because this stage represents an important period of character formation, during which students develop values, attitudes, social identities, and patterns of interaction with others. This study aims to analyze the concept, importance, and implementation of multicultural education in elementary schools, particularly its contribution to character building through curriculum development and an inclusive school culture. This study employs a literature review method with a descriptive qualitative approach. Relevant literature concerning multicultural education, character education, cultural diversity, curriculum development, and school culture was analyzed to identify key concepts, implementation strategies, and educational implications. The findings indicate that multicultural education contributes to character development by integrating values such as tolerance, respect, empathy, equality, cooperation, and appreciation of cultural differences into learning and school activities. The implementation of multicultural education should not be limited to delivering knowledge about cultural diversity but should also be reflected in classroom interactions, learning materials, extracurricular activities, school traditions, and teachers' exemplary behavior. An inclusive school culture provides students with opportunities to interact, collaborate, express their identities, and respect different perspectives. The study concludes that integrating multicultural education into curriculum development and school culture can strengthen students' character and foster an inclusive, tolerant, respectful, and socially responsible generation. This approach is also relevant to strengthening national unity and realizing the principle of Bhinneka Tunggal Ika in Indonesian elementary education.

Keywords: Multicultural Education, Character Building, Cultural Diversity, Elementary School, School Culture

This is an open access article under the CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](#)) license.



A. INTRODUCTION

Multicultural education is one of the important approaches in the world of education, especially in elementary schools, considering that Indonesia is a country rich in cultural, ethnic, religious, and linguistic diversity. This diversity is not only a characteristic of the nation, but also an important capital in shaping the character of students who are inclusive, tolerant, and socially conscious. In the midst of ever-growing globalization, students are expected to be able to appreciate differences, interact harmoniously with others, and have a deep understanding of their own cultural identity as well as the cultures of others. In the context of elementary school, multicultural education can be the foundation for the formation of students' character from an early age. Through interaction with diversity in the school environment, students will be taught to respect differences, overcome stereotypes, and develop empathy and tolerance.

Cultural diversity in primary schools provides a great opportunity to enrich the learning process, especially in instilling moral and ethical values. Multicultural education provides a foundation for educators to design learning strategies that are able to respect and accommodate the different backgrounds of students. By integrating multicultural values in the curriculum, schools can create an inclusive learning environment, where all learners feel valued and recognized. This process allows learners to learn from each other, get to know different perspectives, and build an attitude of openness to differences.

However, the implementation of multicultural education in elementary schools is not without challenges. Sometimes, stereotypes and prejudices that exist in society can influence the views of students and educators towards certain cultural groups. In addition, the limited understanding and skills of educators in implementing multicultural approaches can be an obstacle in achieving the goals of character education. Therefore, continuous efforts are needed to increase the capacity of educators in designing and implementing learning strategies that support multicultural education effectively.

In an effort to shape the character of students, multicultural education also plays a role in building a strong national identity without overriding the cultural identity of each individual. Through an understanding of diversity, students are invited to develop an inclusive attitude and appreciate the uniqueness of each cultural group. This education is not only about getting to know other cultures, but also reinforcing values such as justice, equality, and freedom that are part of the nation's character. Thus, students are expected to be able to become a tolerant generation and have high social awareness.

The implementation of multicultural education in elementary schools can be done through various activities, such as class discussions about diversity, celebrations of holidays from various cultures, and the introduction of regional and foreign languages. These activities not only enrich the learning experience of students, but also become a means to instill an attitude of mutual respect. Therefore, the analysis of multicultural education in shaping the character of students in elementary school is very relevant. It is important to evaluate the extent to which cultural diversity is integrated into the learning process and its impact on the development of students' character. Through this study, it is hoped that various effective strategies can be found that can be applied to improve the quality of multicultural education, so that basic education can contribute more to forming a young generation with strong character and insight.

B. RESEARCH METHODS

This study employs a qualitative research method using a library research approach. Library research is a research process in which data and information are collected, examined, and analyzed from various relevant literature sources rather than through direct field observation. The object of the study is explored through a comprehensive examination of written sources, including books, encyclopedias, scientific journals, research articles, newspapers, magazines, academic documents, and other relevant publications. This approach is considered appropriate because the study focuses on understanding and

interpreting concepts, theories, and previous research findings related to multicultural education, character building, cultural diversity, elementary school education, curriculum development, and school culture.

The data used in this study consist primarily of secondary data. Secondary data refer to information that is not obtained directly from research subjects or through direct observation but is derived from findings, concepts, and information reported in previous studies and other credible academic sources. The use of secondary data enables the researcher to examine a broader range of perspectives and findings concerning the implementation of multicultural education in elementary schools. The selected literature was reviewed based on its relevance to the research topic, credibility of the source, and contribution to answering the research objectives.

The data collection process was conducted through several stages, beginning with the identification and collection of relevant literature. The collected sources were then read and examined to identify important concepts, arguments, findings, and recommendations related to multicultural education and character development. The information obtained was subsequently classified according to several themes, including the concept of multicultural education, the importance of cultural diversity, multicultural curriculum development, character building, and the role of school culture in creating an inclusive educational environment.

Data analysis was conducted descriptively and interpretively. The researcher compared information from various sources, identified similarities and differences among previous findings, and synthesized the information into a coherent explanation. Through this process, the study seeks to develop a comprehensive understanding of how multicultural education can contribute to students' character development in elementary schools. The results of the analysis are presented descriptively by integrating relevant theoretical perspectives and findings from previous studies. This approach allows the research to provide a conceptual basis for strengthening multicultural education through curriculum development and an inclusive school culture.

C. RESULTS AND DISCUSSION OF THE BASIC CONCEPT OF MULTICULTURAL EDUCATION

Multicultural education comes from two words, namely education and multicultural. Education is the process of developing attitudes and behaviors of a person or a group of people in an effort to mature humans through teaching, training, processes, deeds and educational methods. While Multicultural etymologically means many or diverse cultures, the purpose of multicultural education in higher education or other educational institutions is divided into two aspects, namely the aspects of knowledge and attitudes. The goal of multicultural education from the aspect *of knowledge (cognitive goals)* is to acquire knowledge about other people's languages and cultures, and the ability to analyze and translate cultural behaviors, and knowledge. Meanwhile, the goal of multicultural education from the aspect *of attitude (attitudinal goals)* is to develop cultural awareness and sensitivity, cultural tolerance, respect for cultural identity, responsive attitude to culture, skills to avoid and resolve conflicts (Zuriah, 2011).

Multicultural learning is actually not so clear until now and there are still many learning experts who debate it. This is not a solid reason if the definition of multicultural learning is unclear and has no meaning at all. Actually, it is the same as learning full of understanding between one expert and another in describing the meaning of learning itself. (Tarmizi, 2020) defines multicultural education as a thought or view as a belief and provides an understanding of the importance of understanding and respecting social and ethnic diversity in shaping the way of life, social gatherings, individual characters, educational opportunities for each person, between groups, and the state as the Regulator. Opinion (Choirul Mahfut, 2014) in his view multicultural education is education about understanding the diversity of cultural differences in addition to education for *people of color*. Of course, multicultural education provides an understanding that differences are a divine will that we must be grateful for and how we are able to live in differences with the spirit of tolerance between differences.

The above concept provides awareness for the entire Indonesian nation where as a diverse nation in terms of race, ethnicity, religion and social class differences certainly has a great influence on the survival of the nation's life which can occur at any time there can be clashes between others. Pluralism must be applied properly to build a good Indonesian nation, therefore to deal with differences, the right method is needed that is more effective and tolerant, namely through multicultural education. This is because multicultural education is fundamentally to move the younger generation to think, act and behave in accordance with cultural values that coexist in the lives of Indonesian people, meaning that this method aims to enable citizens to live in differences and appreciate differences. Of course, differences are a divine gift to be thankful for. Thus, negative views about differences such as intolerance, dominance, wanting to win oneself and blaming others can be eliminated.

Multicultural Education in Elementary Schools (SD)

The Indonesian nation has cultural plurality, social diversity, ethnic existence, religious state, political inspiration and various other potentials. The Indonesian nation needs to present multicultural education with these conditions. The reality that occurs is "multicultural" in dealing with efforts and needs in reconstructing "diversity" which is an "integrating force" in binding all ethnic, cultural, and religious diversity" (Digdoyo, 2018).

Awareness of multiculturalism has been able to increase the sense of love and awareness that the Republic of Indonesia was formed from the struggle of the founders in designing the social and cultural life of the Indonesian nation. The dynamics that occur in each region have the potential to affect the existence of culture. The concept of multiculturalism has become a new and foreign concept. The presence of multiculturalism has proven that the Indonesian nation upholds and maintains it so that it can be realized in the era of democracy. Awareness in the name of state unity and stability has presented the concept of monoculturalism which is the main pressure and imposes a pattern characterized by the "uniformity" of various aspects, social, political and cultural systems of the Indonesian nation is still very low (Hikmat et al., 2023).

Differences in culture, religion, political aspirations, interests, vision and mission, beliefs, and traditions are a gift in creating interpersonal relationships in understanding things. The search for new breakthroughs can be pursued through strategies that make schools a center for socialization and the cultivation of multiculturalist values. Through this approach, elementary education to higher education will shape the character of the nation that goes beyond the "diversity" of the community. Cultural values that need to be inherited and developed are carried out through the education system in a pluralistic society and require values

tolerance. The implementation of multiculturalism needs to be carried out in the form of learning in schools and higher education. Through creative ideas and ideas in multicultural learning, it is hoped that it will be able to make people aware of the existence of diversity and the willingness to enforce each ethnicity, culture and religion in an egalitarian manner (no difference). Students can be given direction and reinforcement in order to transform subjective experiences and experiences of *double-subjectivism*. The experience of each individual is then pursued with dialogue to build togetherness and find a common ground or temporary agreement between the two parties who are in dispute or dispute (*modus vivendi*).

Gorski in (Puspita, 2018) Multicultural education aims to facilitate a learning experience that allows students to reach their maximum potential as learners and as individuals who are active and have high social sensitivity at the local, national and global levels and realize a strong, advanced, just, prosperous and prosperous nation without ethnic, racial, religious and cultural differences. Likewise, when we will integrate Multicultural education in learning activities at school. James A. Banks (2002) in (Supriatin & Nasution, 2017) proposes four approaches that can be used in integrating multicultural educational materials into the curriculum and learning in schools. The four approaches are as follows:

1. The *Contributions Approach*, This stage is the initial implementation of multicultural education in formal education activities. This stage reflects the small amount of multicultural education involvement in learning activities. The form of integration in this stage is only limited to including cultural objects, commemorating holidays, and introducing heroes from each region.
2. The *Additive Approach*, At this stage, the addition of materials, concepts, themes, perspectives, to the curriculum is carried out without changing its structure, objectives, and basic characteristics. In this additive approach it is often supplemented with additional written resources such as modules, without substantially changing the curriculum. Therefore, this approach is often referred to as the initial phase in the implementation of multicultural education because it has not been integrated with the main curriculum.
3. The *transformation approach* is a stage of integrating multicultural education into the curriculum. Banks said that this approach is a process of *multiple acculturation*, so that mutual respect and togetherness can be felt through learning experiences. The *multiple*

acculturation conception of the country's society and culture leads to a perspective that views ethnic, literary, musical, and artistic events.

4. The *Social Action Approach*, This social action approach has included all elements of the transformation approach, but adds components that require students to make actions related to the concept, issues, or problems that students learn in the learning process. Students obtain the knowledge, values, and skills they need to participate in social activities in the community.

Development of Multicultural Education in the Elementary School Curriculum The integration of multicultural education in the Basic Education curriculum is important because it is in accordance with the purpose of multicultural education itself, which is an education for freedom, meaning that the main assessment of the application of multicultural-based learning in Basic Education does not lie based on assessment in cognitive aspects but rather on the creation of The living conditions of the community towards the formation of attitudes, behaviors, and thoughts that have tolerance and peace in response to diversity in their environment after classroom learning is carried out. Multicultural education can be integrated into various subjects in schools including:

1. Multicultural Education Through Religious Education, by integrating religious values and beliefs in an inclusive and diverse framework of understanding and religious educators play a central role in guiding students to understand and appreciate the various religions and beliefs that exist in the world. By introducing students to the teachings, worship practices, and ethical values of various religions, this education aims to promote tolerance, respect, and understanding between individuals of different faiths. Some of the ways that are done to integrate the principles of multiculturalism education into religious education in schools are:
 - a. Understanding other religions, in religious lessons students must learn about the basic principles, beliefs, and practices of other religions that exist in the world, this helps to eliminate stereotypes and build a better understanding of other people's beliefs
 - b. Comparative religions, teach students to compare different religions objectively, this not only helps students understand the differences, but also the similarities between religions, which can reduce prejudice and conflict
 - c. The importance of tolerance and appreciation, teaches students about the importance of tolerance, appreciation, and cooperation between adherents of different religions.
 - d. Supporting religious freedom, teaching students about human rights, including religious freedom, and why it is important to respect the religious choices of others.
2. Multicultural Education Through PPKn Education, Multicultural education is suitable if integrated through PPKn lessons, because the characteristics of PPKn are as a vehicle to practice mutual cooperation, family, and social justice behaviors imbued with Pancasila values for the realization of national unity and unity within the framework of Bhinneka

Tunggal Ika. Of course, in an effort to optimize multicultural education through PPKn as a value and moral education, so that students voluntarily accept the reality of the nation's plurality, ideally it is necessary to apply the concept of contextual learning. PPKn learning can internalize the values of Pancasila and create moral qualities of students with a leadership spirit. The ethics pursued through PPKn learning make students focus on ethnic integration, protect peace in society, and also maintain the values and culture that live in the surrounding environment (Sati & Dewi, 2021). The duties of PPKn educators in multicultural education are

- a. Forming a multicultural pattern
 - b. Forming an attitude of mutual respect for culture
 - c. Forming an attitude of concern in the social environment
 - d. Forming a discriminatory attitude of resistance to race
 - e. forming the ability to have anti-discrimination attitudes (Kusnadi & Assa'diyah, 2020).
3. Multicultural Education Through Social Studies Education, learning activities carried out by Social Studies Educators to instill multicultural values, namely through learning activities such as group work, the environment as a learning resource and learning by associating social studies learning materials that contain character and multicultural values. The use of social studies learning media is also considered, so that learning that contains character and multicultural values is more fun and creative. Social studies educators who will learn multicultural education must be well trained in teaching ethnically, culturally, and socially sensitive materials. In the implementation of multicultural learning through social studies education, educators are expected to train students to solve social problems so that students are able to make decisions and be multicultural and tolerant related to concepts, issues, and problems they face that are directly related to diversity.
 4. Multicultural Education Through School Program Education, Multicultural education through school programs also aims to prepare students to become global citizens who can contribute to an inclusive and harmonious society in this increasingly connected era. Moreover, in the current independent curriculum there is a name called the Pancasila Student Profile Strengthening Project Program (P5) which has received special attention both in terms of time allocation and implementation instructions. In the P5 program, one of the dimensions is the dimension of global diversity. The global diversity dimension has an open national cultural identity related to diverse cultural differences with the aim that students can develop their potential based on local wisdom values so as to support the achievement of the Pancasila Student Profile (Khairunisa & Utami, 2023). This P5 program can be a forum for the development of good multicultural education. through the P5 program, the cultivation of multicultural education will be more directed, measurable, and because it is expected to be carried out by all schools, it hopes to support the formation of a tolerant and inclusive society in the future.
 5. Multicultural Education Through Local Content Education, by integrating local content in the curriculum, students will have the opportunity to explore and appreciate the

cultural heritage that exists around them. It also helps learners to understand how cultural diversity affects their daily lives and encourages respect for differences. Some of the ways that are done to integrate multiculturalism education into the local content in schools are:

- a. Alignment with local values, the integration of multiculturalism must be adapted to local values, cultures, and traditions that exist in the local community
- b. Inclusion of multicultural subject matter, developing special modules or lessons that teach about the diversity of religions, cultures, languages, and local and national history
- c. Cultural activities and events, holding extracurricular activities, cultural events, and art exhibitions that introduce students to various cultures in their communities including religious holiday celebrations, cultural festivals, or visits to places of worship.

Character Building of Students Through School Culture

School culture is ranked the most important for developing the character of Learners. School culture can be reflected in the relationship between school residents, both during KBM (teaching and learning activities) and in other interpretations such as when students communicate with school residents. Character education is very important in the current era of globalization. With character education, it will provide strong character provisions for the next generation in facing the development of the times. In the face of technological developments and the development of the times, the character of the millennial generation is expected to have a high competitive character (Casika, et al., 2023). According to Edward Burnett in Alus (2014), states that culture is something complex of knowledge, morals, beliefs, art, customs, laws, and habits that exist and are acquired by a person as part of society.

Culture is a process that occurs in a cultured life that results in development, change and motivation. A school culture that has been firmly formed can be used as the first step in character building, both for students and for school residents. There are various character values that can be reflected in the school culture. The Ministry of National Education (2010: 9-10) has formulated in the development of cultural education and the character of students, which can be developed in each individual are love of peace, friendship, communicative, love for the homeland and national spirit, environment, caring, honesty, respect for an achievement, independence, tolerance, discipline, religious, responsibility, love of reading, creative, hard work, curiosity, social care, and democracy. According to Alifia et al. (2021), the cultural diversity that exists in the community in it contains values that can be used as a way to improve character education. Education based on cultural diversity or multiculturalism aims to foster and guide students to be more sensitive to the surrounding environment. In Indonesia itself, there are various kinds and types of cultures in society that can be implemented in learning as one of the efforts in shaping the character of students. There are various kinds of local culture that can be used or implemented as a means of shaping students' character, including:

1. **Fairy tales or folklore**, in a fairy tale or folklore there are various verbal gestures that show the existence of a social value, meaning that a folklore contains social values that are in society, one of which is the value of character education. In addition, folklore contains values or meanings that aim to grow character in a person. These meanings or values are religious, nationalist, independent, integrity and mutual cooperation. These values will be useful if implemented in daily life.
2. **Regional Songs**, Regional Songs in general can be interpreted as one of the musical treasures in Indonesia which contains song lyrics from an Tribe/Ethnicity in a region. Ode et al. (2023) stated that Maelu children's songs as one of the alternative learning media in character education, This cannot be separated from the values or meanings contained in it. The same thing was expressed by Safiuddin et al. (2023), stating that regional songs can be used as one of the learning media in character education. The song ana-ana Maelu studied by Ode et al. (2023) is a song from the Buton area while Nopoilu Momellai by Safiuddin et al. (2023) is a song from the Waktobi area. In the two songs contain the same meaning even though they come from different regions, these values include Steadfastness of Standing, Love, Self-Introspection, Respect for the Kindness of Others, Tolerance, Religious and Friendship.
3. **Pencak Silat**, Pencak silat has an important role in society to form character and improve the mental attitude and quality of the younger generation. Pencak silat is not only theory-oriented, but involves physical, mental, intellectual, emotional, and social. The character values contained in it include religious, solidarity, leadership, peace, tolerance, mutual cooperation, love for the homeland, social care and responsibility.
4. **Traditional Games**, Traditional games are an activity that develops and grows in an area, where it is a requirement for cultural values and the value system of community life that is inherited from generation to generation (Kurniati, 2016). According to Nugroho (2005), the values contained in traditional games are the values of democracy, education, personality, courage, health, unity, and morals. In addition, traditional games contain 11 elements or cultural values that can be instilled in students. These elements are fun or joy, freedom, a sense of friendship, democracy, leadership, a sense of responsibility, togetherness and mutual help, obedience, practicing proficiency in arithmetic, honesty and sportsmanship in addition, in the application of playing this traditional game, students get many good values that in the long run will become the character of students.
5. **Regional Dance**, Art in the form of traditional dance is rich in cultural values, so it can be used as a source or medium in conveying character education. Not only is it denied that dance can be used as a place to grow the character of students, but the dances learned also contain meaning or values in character development. One example of a traditional dance typical of the Minahasa tribe can be used as a source of character education, through the approach of analyzing cultural values, in which the dance reflects the identity of noble values of uniting and uniting, supporting each other, helping and loving.

6. **Local traditions and culture**, traditions or customs cannot be separated from local wisdom contained in the community. Local wisdom itself is a result of a certain society that has been experienced by a society but does not necessarily exist in other societies. Indonesia with various types of cultures and societies certainly has various kinds of customs and local wisdom in each region, where of course in each tradition or custom these directly or indirectly contain positive meanings that can be taken as character formation

D. CONCLUSION

The importance of the application of multicultural education as a means of character formation of students at the elementary school level. Multicultural education plays a role in teaching appreciation for cultural diversity, tolerance, and national values in the midst of a pluralistic Indonesian society. Through integration into the curriculum and the development of an inclusive school culture, Students can be taught to understand, respect, and celebrate differences. This study concludes that multicultural education not only shapes learners to be inclusive and tolerant individuals, but also as a solution to prepare the young generation to face global challenges without losing their local cultural roots. With multicultural education, students are trained to live in harmony in diversity, prevent social conflicts, and create a just and democratic society.

E. REFERENCES

- Abdin, M., & Tuharea, J. (2023). Multicultural Education: Building Unity in Diversity. *Journal of Citizenship*, 7(1), 1148-1153.
- Alifia, H.N. et al. (2021) 'Internalizing Cultural Diversity with Character Education in Elementary Schools', *Journal of Gentala Elementary Education*, 6(2), pp. 100–111.
- Alus, C. (2014) 'The Role of Customary Institutions in the Preservation of Local Wisdom of the Sahu Tribe in Balisoan Village, Sahu District, West Halmahera Regency', *Acta Diurna Communication*, 3(4), pp. 1–16.
- Batubara, H. H., & Ariani, D. N. DESIGN OF MULTICULTURAL EDUCATION DEVELOPMENT IN ELEMENTARY SCHOOLS.
- Casika, A., Lidia, A. and Asbari, M. (2023) 'Character Education and Moral Decadence of Millennials', *Literacy: Journal of Education Management*, 1(01), pp. 13–19.
- Choirul Mahfut. (2014). Multicultural Education. Student Library.
- Digdoyo, E. (2018) 'Development of Multicultural Communication Education Innovation through Indonesian Variety Shows as a Strategy to Strengthen National Identity', *Progressive PKn: Journal of Civic Thought and Research*, 13(2), p. 38. Available at: <https://doi.org/10.20961/pknp.v13i2.26582>.
- Fajri, H. M., Maksum, A., & Marini, A. (2024). Multicultural Education Design in Elementary Education.
- Fay, B., 1996. Contemporary Philosophy of Social Science: A Multicultural. Oxford: Backwell.

- Hikmat, R. et al. (2023) 'The Implementation of Multicultural Islamic Education in the World of Education', JIM: Scientific Journal of History Education Students, 8(4), pp. 3720–3730. Available at: <https://jim.usk.ac.id/sejarah/article/view/26449>.
- Khairunisa, L., & Utami, R. D. (2023). Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Local Wisdom for Elementary School Students. *Journal of Elementary School Education and Learning Innovation (JIPPSD)*, 7(2), 262-273. <https://doi.org/10.24036/jippsd.v7i2.12313>
- Kurniati, E. (2016) Traditional games and their role in developing children's social skills. Kencana.
- Kurniawan, O., & Iskandar, R. (2021). Multicultural education in primary schools: Exploration of archipelago batik based on local wisdom. *Journal of Basic Education*, 12(02), 173-182.
- Kusnadi, A., & Assa'diyah, F. (2020). The Role of Islamic Religious Education Educators in Implementing Multicultural Education Based on Islamic Education Values in National Junior High School (SMP) Plus Tunas Global Depok City. *Al-Qalam Journal: Journal of Education and Islam*, 8(1), 1-18.
- Kuswantara, H. (2023). Character Education and Its Relation to Culture: A Study on the Influence of Culture in Shaping the Character of Students. *Warrior: Journal of Character Education*, 6(3), 183-191.
- Nugroho, A. (2005) 'Children's Traditional Games as a Source of Ideas in the Creation of Graphic Artworks'.
- Nurhasanah, N., Suastra, I. W., & Arnyana, I. B. P. (2022). Literature Review: Building Character of students through school culture. *Educational: Journal of Educational Sciences*, 4(2), 2971-2977.
- Ode, M.N.I., La Djamudi, N. and Susiati, S. (2023) 'Ana-Ana Maelu Song as an Alternative Learning Media for Character Education for Grade V Elementary School Students in the Buton Palace Area', *Tambusai Education Journal*, 7(1), pp. 4650–4656.
- Pramana, A. M. E., & Trihantoyo, S. (2021). Character formation of students through school culture at the elementary school level.
- Puspita, Y. (2018). The Importance of Multicultural Education. National Seminar on Education of PGRI University Palembang, 285–291. <https://doi.org/10.1017/CBO9781107>
- Rasyid, A. R., Raffli, A., Aditya, A., Rahmadani, S., Hania, Y., & Qiran, Z. F. (2024). The importance of multicultural education in the context of Pancasila in society. *Journal of Education and Teaching Review (JRPP)*, 7(2), 3648-3655.
- Safiuddin, S., La Djamudi, N. And Susiati, S. (2023) 'The Utilization of Regional Songs in Character Education for Class V Students of SD Negeri 2 Ambeua', *Tambusai Education Journal*, 7(1), pp. 4644–4649
- Saptadi, N. T. S., Arribathi, A. H., Nababan, H. S., Romadhon, K., Maulani, G., Susilawati, E., ... & Yusuf, I. A. (2023). Multicultural Education. And the Library of Congress.
- Sati, L., & Dewi, D. A. (2021). The Role of Civic Education in Multicultural Education. *Journal of Tambusai Education*, 5(1), 904-910.

- Supriatin, A., & Nasution, A. R. (2017). Implementation of Multicultural Education in Educational Practice in Indonesia. *Elementary: Scientific Journal of Basic Education*, 3(1), 1. <https://doi.org/10.32332/elementary.v>
- Suyitno, S. P. S., & Suryarini, D. Y. (2023). The importance of multicultural education in elementary schools. *Journal of Flobamorata Basic Education*, 4(1), 418-420.
- Tarmizi. (2020). Multicultural Education: Its Conception, Urgency, and Relevance in Islamic Doctrine. *Journal of Tahdzibi: Islamic Education Management*, 5(1), 57–68. <https://doi.org/10.24853/tahdzibi.5.1.57-68>
- Wales, R. (2022). Multicultural Education in Indonesia. *Nusantara: Journal of Education, Arts, Science and Social Humanities*, 1(01).
- Zakya, A. L. F., Zakiah, L., Nabilah, R., Aisyah, S. N., & Maulidina, C. A. (2024). Improving the Quality of Students' Character Through Diversity in Education Multicultural. *Scientific Journal of the Education Profession*, 9(2), 1023-1028.
- Zuriah, N. (2011). A Model for the Development of Multicultural Citizenship Education Based on Local Wisdom in Post-Reform Social Phenomena in Higher Education. *Journal of Educational Research*, 11(2).