

## **IMPLEMENTING MULTICULTURAL LITERACY-BASED LEARNING TO IMPROVE INTER-STUDENT TOLERANCE UNDERSTANDING IN GRADE IV AT SD NEGERI 079 KAYU JATI**

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### **Abstract**

This study aims to determine the improvement of students' understanding of tolerance through multicultural literacy-based learning on the topic of social and cultural diversity. This study employed Classroom Action Research (CAR). The research was carried out in two cycles, with each cycle consisting of the stages of planning, implementation, observation, and reflection. Data were collected using observation sheets, questionnaires, and documentation. The results of the study show that multicultural literacy-based learning can improve students' understanding of tolerance in the subject of social and cultural diversity. This can be seen from the average improvement in teacher learning activities, which in cycle I reached 50% (categorized as sufficient), and in cycle II increased to 90% (categorized as very good). Meanwhile, the results of student activity observations in cycle I were 50% (sufficient), and in cycle II increased to 100% (very good). Furthermore, the improvement of students' understanding of tolerance in cycle I reached an average of 64.79%, and in cycle II increased to an average of 86.18%. Based on the data analysis, it can be concluded that the implementation of multicultural literacy-based learning can improve students' understanding of tolerance in the subject of social and cultural diversity in Grade IV at SD Negeri 079 Kayu Jati.

**Keywords:** Multicultural, Literacy-Based Learning, Inter-Student Tolerance Understanding

### **Abstrak**

Penelitian ini bertujuan untuk, mengetahui peningkatan pemahaman toleransi antar siswa melalui pembelajaran literasi multikultural materi keragaman sosial dan budaya. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Adapun tahapan yang dilaksanakan dalam penelitian ini yaitu siklus I dan siklus II, dimana setiap siklusnya terdiri dari tahapan perencanaan, pelaksanaan, pengamatan dan refleksi. Pengumpulan data dalam penelitian ini dengan menggunakan lembar observasi, lembar angket dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pembelajaran berbasis literasi multikultural dapat meningkatkan pemahaman toleransi antar siswa materi keragaman sosial dan budaya pada siswa kelas IV SD Negeri 079 Kayu Jati. Hal ini dapat dilihat dari rata-rata peningkatan pada kegiatan pembelajaran guru pada siklus I sebesar 50% dengan kriteria cukup, pada siklus II sebesar 90% dengan kriteria sangat baik. Dan hasil observasi aktivitas siswa siklus I sebesar 50% dengan kriteria cukup, dan pada siklus II sebesar 100% dengan kriteria sangat baik. Dan peningkatan pemahaman toleransi antar siswa pada siklus I yaitu dengan rata-rata 64, 79% kemudian meningkat pada siklus II yaitu dengan rata-rata 86,18%. Berdasarkan analisis data dapat disimpulkan bahwa penerapan pembelajaran berbasis literasi multikultural dapat meningkatkan pemahaman toleransi antar siswa materi keragaman sosial dan budaya kelas IV SD Negeri 079 Kayu Jati.

**Kata kunci:** Multikultural, Pembelajaran Berbasis Literasi, Pemahaman Toleransi Antar Siswa

## I. INTRODUCTION

Indonesia is a nation of rich cultural diversity with a high potential for conflict as a consequence of the dynamics of social cohesion. This indicates that multicultural education has become something urgently important to implement within Indonesian educational practice. Multicultural education is highly relevant in school settings because, through multicultural-based learning, students are expected to remain rooted in their cultural values. One way to uphold these differences is through multicultural education instilled in children from an early age (Sarif et al., 2023).

Indonesia is one of the most culturally diverse countries in the world, with a vast array of ethnic groups and cultures (Suryana & Rusdiana, 2020). In this pluralistic context, it is essential to foster tolerant attitudes toward diversity and social situations among elementary school students. Diversity can give rise to mutual respect, which in turn creates peace and harmony in communal life. Ramadhani et al. (2021) argue that enhancing inter-student tolerance can contribute to the development of a harmonious and peaceful society.

Law No. 20 of 2003 on the National Education System, Article 4, stipulates that education shall be conducted democratically, equitably, and without discrimination, upholding human rights, religious values, cultural values, and national plurality. Multicultural education can be integrated across all subjects without necessarily altering the existing curriculum; however, teachers require a framework for its implementation. Students need to be taught about tolerance, solidarity, human rights, democratization, and mutual respect—values that are vital for their future lives and for the upholding of human dignity.

Schools are the most appropriate institutions for grounding multicultural education amid growing concerns about the threat of national disintegration. In multicultural education implemented in schools, all school members play a central role. A teacher is not merely expected to master and professionally deliver their subject matter.

Based on the foregoing, schools and teachers at every level of education need to implement multicultural educational values both inside and outside of the classroom. Elementary school, as a foundational level of education, is especially important for the early formation of student character. The primary goal of multicultural education is to restructure schools so that all students acquire the knowledge, attitudes, and skills needed to function in a nation and world that are ethnically and racially diverse. Thus, values of tolerance and ethnic diversity should be cultivated beginning at the elementary school level, so that students can learn from an early age to coexist within a diverse national community. Multicultural education is therefore a complex and multidimensional concept.

The implementation of multicultural literacy in Indonesia represents an important step toward building awareness of cultural diversity from an early age, particularly within the educational environment. Multicultural literacy encompasses not only reading and writing skills, but also an understanding of the values, norms, and perspectives that exist in a pluralistic society. Based on research by Prastyo and Haryanti (2020), multicultural literacy is implemented through the integration of diversity values in learning, particularly in Bahasa Indonesia, Pancasila Education, and Social Studies. For instance, teachers invite students to read and discuss folk tales from various regions, enabling students to recognize and appreciate the cultural richness of Indonesia. Teachers also instill values of tolerance and mutual respect during class discussions, particularly when addressing social issues related to ethnic and religious diversity.

Multiculturalism is an issue that continues to be discussed because of its important role in building mutual respect in social life (Hidayah & Prasetya, 2020). Multiculturalism

encompasses various cultural aspects such as religion, language, social class, background, age, ethnicity, race, and occupation (Istianingrum & Hidayat, 2020).

Multicultural education requires teachers who provide all students with opportunities to support their academic and social development. To ensure all learners receive equal education and to contribute to equitable schooling, multicultural education can serve as a reform movement (Nurwahid, 2023). As the core of the norms, values, and culture of the school, student character must be developed so that it can contribute to the advancement of society.

Multicultural education is critically important for mitigating and resolving conflicts that arise across various regions. It enables students to appreciate and understand the implications of cultural diversity. The ideal phase for this, in the authors' view, is at the elementary school level, as students at this stage are developing foundational skills. According to Istianingrum and Hidayat (2020), the basic personality structure formed during childhood remains relatively stable throughout life. On one hand, elementary schools bear the responsibility of shaping students into a younger generation with a high level of knowledge about the nation's cultural diversity—of building a generation of learners who are willing and able to critically analyze the differences present within Indonesia's pluralistic society.

SD Negeri 079 Kayu Jati is a public elementary school located in the city of Panyabungan. Based on observations conducted with the Grade IV class teacher, the student body at SD Negeri 079 Kayu Jati is not exclusively Muslim; there are also students who are Christian and Catholic. The students come from various socioeconomic backgrounds, including families of civil servants, entrepreneurs, traders, farmers, and laborers. Furthermore, students at SD Negeri 079 Kayu Jati originate from several communities in the surrounding Panyabungan area.

Based on the initial observations, the researcher identified considerable differences among students at SD Negeri 079 Kayu Jati, leading to the assumption that there was a potential for conflict within the school. Of 18 students, only 6 (33.33%) achieved the Minimum Competency Completion Threshold (KKTP) score of 70, while 12 students (66.67%) had not yet met this threshold. SD Negeri 079 Kayu Jati has sought to implement multicultural literacy so that students develop mutual respect and a tolerant attitude. Multicultural education at the school is conducted both inside and outside the classroom: within the classroom, it is integrated into learning materials, while outside the classroom it is carried out through cultural activities such as traditional costume days, religious holiday celebrations, and extracurricular activities including traditional dance. Based on this background, the researcher was motivated to conduct a study entitled "Implementing Multicultural Literacy-Based Learning to Improve Inter-Student Tolerance Understanding in Grade IV at SD Negeri 079 Kayu Jati."

## II. RESEARCH METHOD

This study employs a Classroom Action Research (CAR) methodology with a qualitative approach, aimed at improving inter-student tolerance among Grade IV students through the implementation of multicultural literacy. CAR was selected because it allows the teacher to systematically and collaboratively investigate classroom practice in order to improve both the learning process and its outcomes.

The research design adopts the Kurt Lewin model, which is straightforward and cyclical in nature. Each cycle consists of four stages: planning, action, observation, and reflection. The study was conducted in two cycles at SD Negeri 079 Kayu Jati, involving 18 students (8 female and 10 male) as research subjects in the Pancasila Education subject, specifically on the topic of social and cultural diversity.

In the first cycle, the researcher prepared multicultural literacy-based teaching modules, implemented the lessons according to plan, provided opportunities for student questioning, and administered questionnaires to measure comprehension. Observations were carried out by recording student activities and responses throughout the learning sessions. The reflections from the first cycle then served as the basis for revisions in the second cycle, which followed the same stages but had been adjusted based on the previous evaluation.

Data were collected through three primary instruments: observation sheets to monitor student behavior; a questionnaire consisting of 20 items using a Likert scale to measure tolerance comprehension; and documentation in the form of photographs of learning activities. Data analysis was conducted qualitatively to assess the implementation of learning and quantitatively to measure the improvement in students' tolerance understanding.

To ensure data validity, all instruments were validated by content experts through expert judgment, confirming their alignment with Grade IV elementary-level tolerance comprehension indicators. The researcher acted as an active participant and collaborated with the class teacher as the observer. This study is expected to improve inter-student tolerance understanding through the implementation of multicultural literacy-based learning.

Data analysis was conducted systematically following the collection of all data. For the observation sheets, qualitative analysis was applied using a percentage formula that categorized teacher and student activity observations into five levels: very good (81–100%), good (61–80%), sufficient (41–60%), poor (21–40%), and very poor (0–20%). For the tolerance comprehension questionnaire, a Likert scale with 20 validated items was used. Each positive statement was scored as: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, with the reverse applied for negative statements. The maximum total score per student was 80 points.

Student score percentages were calculated using the formula  $NP = (R/SM) \times 100$ , with the following success categories: very high (96–100), high (77–95), moderately high (71–76), low (56–70), and very low (<55). The research began with a pre-cycle phase, followed by two cycles each consisting of four stages. The success indicator for this study was set at an average tolerance comprehension score falling within the "high" category, with a minimum score of 77. If the first cycle did not achieve this target, the research would continue into a second cycle until the success indicator was reached.

### **III. RESULTS AND DISCUSSION**

#### ***Description of Research Findings***

The study was conducted at SD Negeri 079 Kayu Jati, Panyabungan Sub-district, with 18 Grade IV students as the research subjects. This classroom action research was carried out in two cycles, each consisting of three meetings with a duration of  $2 \times 35$  minutes per session, in the Pancasila Education subject on the topic of social and cultural diversity.

#### ***Cycle I Results***

Cycle I was conducted on August 4, 6, and 8, 2025. Learning activities employed a multicultural literacy approach through the reading of folk tales (Sampuraga and Malin Kundang), group discussions, and role play focused on tolerant behavior. Observation results indicated that both teacher and student activities remained within the "sufficient" category, at a percentage of 50%.

Obstacles identified during this cycle included: the teacher's failure to clearly communicate learning objectives, insufficient facilitation of discussions, and inadequate reinforcement of content. Students demonstrated suboptimal participation, with many remaining passive and discussions dominated by only a few individuals.

The tolerance comprehension questionnaire results in Cycle I showed an average of 64.79%, classified within the "low" category. Of 18 students, only 2 reached the "high" category, 9 were classified as "moderately high," and 7 fell within the "low" category. Classical completion reached 64.79%, which did not meet the  $\geq 70\%$  standard.

### ***Cycle II Results***

Based on the reflections from Cycle I, improvements were made for Cycle II, which was conducted on August 11, 13, and 15, 2025. Teaching strategies were revised to include visual media, more intensive student guidance, and better classroom management. Instruction emphasized active student engagement through illustrated text readings on the social and cultural diversity of Indonesia, structured group discussions, and group presentation of results.

Observation results in Cycle II showed significant improvement, with teacher activity reaching 90% and student activity reaching 100%. Students appeared more actively engaged, more confident in expressing their opinions, and demonstrated greater mutual respect toward differences.

The tolerance comprehension questionnaire results in Cycle II improved to 86.18%, classified within the "high" category. Of 18 students, 15 reached the "high" category, 2 were classified as "moderately high," and only 1 student remained in the "low" category. This represents an overall improvement of 21.39% from Cycle I to Cycle II.

### ***Data Analysis***

#### ***The Process of Implementing Multicultural Literacy-Based Learning***

Implementation of the learning was carried out in three stages. First, the planning stage involved preparing teaching materials in the form of reading texts that embedded values of diversity, harmony, and tolerance, drawn from folk tales and simplified articles relevant to students' daily lives. Second, the implementation stage utilized strategies of shared reading, group discussion, and question-and-answer activities that enabled students to identify multicultural values. Third, the evaluation stage employed observation and questionnaires.

Results indicated that in Cycle I, students tended to be passive and were not yet able to connect the readings to tolerant attitudes. In Cycle II, clear improvement was observed, with students showing greater enthusiasm, more active participation in discussions, and greater willingness to express their opinions. This learning approach also had a positive impact on students' language skills in the areas of reading, listening, and critical information processing.

#### ***Challenges in Implementation***

Several challenges were encountered, including: disparities in students' reading abilities requiring intensive guidance, a lack of student confidence in expressing opinions particularly during Cycle I, limited instructional time, and the initially modest use of media. These challenges were addressed in Cycle II through targeted support, motivational strategies, and the incorporation of more varied visual media.

#### ***Improvement in Tolerance Understanding***

Improvement in tolerance understanding was evident across four dimensions. In the cognitive dimension, students demonstrated the ability to explain the concept of tolerance and provide examples of its application. In the affective dimension, students showed attitudinal changes, becoming more respectful of peers' opinions, less prone to mockery, and more empathetic. Participation improved significantly, from many passive students in Cycle I to almost all students being actively engaged in Cycle II. In terms of learning outcomes, completion rates increased from 64.79% to 86.18%.

### ***Discussion***

The research findings confirm that multicultural literacy-based learning effectively improves tolerance understanding among Grade IV students at SD Negeri 079 Kayu Jati. The

progression from the "low" category (64.79%) in Cycle I to the "high" category (86.18%) in Cycle II demonstrates the success of the instructional strategies employed.

These findings are consistent with the research of Minsih et al. (2024), which emphasized that multicultural education can enhance students' appreciation of cultural diversity, albeit using different instruments. The findings also support Putri and Maunah (2023) regarding the effectiveness of CAR in multicultural learning, and reinforce Novianti et al. (2024), who found that multicultural education has a positive effect on students' tolerant attitudes.

Theoretically, the results support the position of Amin (2020), who argued that multicultural education fosters an appreciation of difference so that diversity does not become a source of conflict. The findings are also aligned with the theory of Haryati (2009), which holds that the objectives of multicultural education encompass the attitudinal, knowledge, and skill dimensions that are internalized through the process of multicultural literacy.

This study makes three primary contributions. First, it demonstrates that multicultural literacy integrated into Pancasila Education is effective in instilling tolerant attitudes. Second, it enriches the scholarly discourse on multicultural literacy with an emphasis on the affective dimension of student development. Third, it provides teachers with a practical framework for developing instructional models that are responsive to student diversity.

Accordingly, multicultural literacy-based learning has proven to not only enhance students' cognitive understanding, but also to shape tolerant attitudes and behaviors among elementary school students.

#### **IV. CONCLUSION**

Based on the results of the classroom action research conducted across two cycles, it can be concluded that the implementation of multicultural literacy-based learning had a significant impact on improving inter-student tolerance understanding among Grade IV students at SD Negeri 079 Kayu Jati.

The implementation of multicultural literacy-based learning was proven to enhance the engagement of both teachers and students in the learning process. This is reflected in the teacher observation results, which increased from 50% in Cycle I (categorized as "sufficient") to 90% in Cycle II (categorized as "very good"). Similarly, student observation results showed an improvement from 50% in Cycle I to 100% in Cycle II (categorized as "very good"). These gains indicate that the instructional strategy was not only successful in making students more active, but also in enabling teachers to conduct multicultural-oriented learning more effectively.

The implementation of multicultural literacy-based learning demonstrably improved inter-student tolerance understanding among Grade IV students at SD Negeri 079 Kayu Jati, as evidenced by a considerable increase. Questionnaire data showed that tolerance understanding in Cycle I reached only 64.79%, classified within the "low" category. After the improvements implemented in Cycle II, the questionnaire results increased to 86.18%, classified within the "high" category. This indicates that students developed a growing comprehension of the importance of tolerance, respect for differences, and the ability to demonstrate mutual respect toward one another.

It can therefore be affirmed that multicultural literacy-based learning not only succeeded in improving the quality of the classroom learning process, but also in cultivating values of tolerance within students. The significant improvements observed in both observation and questionnaire data confirm that this strategy is effective for implementation in elementary

schools, particularly in shaping attitudes of mutual respect and fostering a spirit of unity amid diversity.

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