



Implementation of Multiculturalism Values in Catholic Religious Education Lessons

Johannes Sohirimon Lumbanbatu^{1*}, Din Oloan Sihotang¹, Ermina Waruwu¹, Sherly Yasinta Manalu¹, Elisa Br Ginting¹, Evani Simamora¹, Mariana Siregar¹

¹*Sekolah Tinggi Pastoral Santo Bonaventura KAM, Indonesia*

*Correspondence to: johlumbanbatu2877@gmail.com

Abstract: Empathy and tolerance towards individuals with different beliefs and cultures is decreasing. This research conducted and analyzed the values of multiculturalism applied to Catholic religious education learning in schools. This research also aims to determine and measure the impact received after implementing the values of multiculturalism in learning Catholic religious education for students. The method used in this research was a qualitative approach with data collection techniques through observation, interviews, and documentation. The findings show that applying multiculturalism values in Catholic religious education learning can develop students' understanding, skills, and attitudes in facing an increasingly multicultural world. Catholic Religious Education can positively contribute to peace and tolerance between religious communities. This can also positively contribute to world education and culture by helping increase readers' understanding of the importance of respecting religious and cultural differences.

Keywords: catholic religious education, multiculturalism values

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INTRODUCTION

Multiculturalism is something that cannot be avoided in Indonesia (Hanafy, 2015). In society, there are many kinds of differences ranging from ethnic, racial, class, and religious differences (Nurcahyono, 2018). What should happen is that these differences make each person a brother. However, the reality is that the feeling of being one brother is very difficult to realize (Suko et al., 2021). These differences mean that each person can no longer have good social relations between one group and another (Azizah, 2015). As a result, we often see conflicts rooted in differences (Acin et al., 2023). For example, there is no room for religious moderation, there is no social solidarity with people who are different from oneself, there is no openness to accepting other ethnicities, and there is an assumption that one's ethnicity, religion, race, and culture is the best, resulting in an attitude of ethnocentrism that emerges excessive (Keriapy, 2020). Thus, Indonesia is vulnerable to internal conflicts with ERRI (Ethnicity, Religion, Race, and Inter-group) nuances (Retnasari & Hidayat, 2018).

The many SARA issues that arise in the country are allegedly caused by the weak role of education in instilling the values of the common good, which should be the spirit of this nation (Alawiyah, 2012). Conflicts between races, religions, tribes, groups, and struggles for power in various regions are clear evidence that understanding of the value of togetherness is still weak (Alawiyah, 2012). Conflict reflects human life, which is inconsistent in fighting for truth, goodness, and justice. It also reflects a human inability to build harmonious relationships with each other, the natural environment and God (Prabowo, 2021). Often, conflict and violence are carried out because of carrying out obligations based on God's orders, religion, and/or in the name of jihad to defend "truth" (Furqon, 2020). The doctrine of martyrdom for the sake of religion, which is instilled or instilled in a person, makes the understanding of plural realities in the country ignored or even ignored (Ferreira & Schulze, 2014).

This difference or plurality is also not spared in education (Jati, 2014). In educational institutions, each student has many differences, as reflected in society (Hatmoko & Mariani, 2022). Conflicts rooted in differences in society also occur in the world of education. Conflicts of differences are exacerbated due to the lack of teacher involvement in explaining these differences (Ghufron, 2010). In fact, as teachers with nine roles, they can introduce each student that they are different and even though they are different because of ethnicity, customs, language, race and religion, they are still the same (Viktorahadi et al., 2021). The essence of the goal of national education is to shape students into good citizens, religious people who have noble characters and are healthy, knowledgeable, capable, creative, and independent (Hanafy, 2015). Cognitive, affective and psychomotor aspects are emphasized. However, teachers often do not balance affective and psychomotor aspects and

emphasize cognitive aspects more (Puspita, 2018). Conceptually, the teacher's role includes informant, organizer, motivator, initiator, transmitter, director, facilitator, mediator and evaluator (Junaidi, 2018). Thus, the omissions made by teachers regarding explaining the plurality or diversity of Indonesia by using the nine teacher roles are undoubtedly different from the objectives of national education (Ambarudin, 2016). Thus, it is deemed necessary to have an education system that can elaborate Indonesia's plurality in the nine roles of teachers as an alternative solution for all the needs and demands of Indonesian society (Abdullah, 2018). To overcome the problem of diversity or plurality in Indonesia, one system that is quite important to take into account and which is expected to provide solutions to conflicts resulting from diversity and differences is multicultural education, which involves the nine roles of teachers in the national education system (Kristianus et al., 2018). The importance and urgency of multicultural education through the nine teacher roles is so that students have sensitivity in dealing with symptoms or social problems that occur due to differences in values that occur in society (Wihardit, 2010). If this is not addressed immediately, the social conflicts that often occur in Indonesia and are often carried out in the form of physical violence could threaten the nation's unity, unity and integrity (Alpian et al., 2019).

Since Indonesia proclaimed itself as a pluralistic nation, this means that Indonesia is a country that has ethnic diversity but has the same goal, namely moving towards a just, prosperous and prosperous society (Mania, 2010). It must be admitted that in our journey as a nation, the philosophy of Bhinneka Tunggal Ika is often abandoned and only becomes a slogan and never manifests itself in constitutional theory, social relations or other social institutions. Since the reform era, diversity has been revived, especially in education (Dannari, 2021). Finally, multicultural education in schools by utilizing the nine teacher roles becomes the "cornerstone", and the values of diversity must be spread through civics and religious education subjects (Gaudiawan & Wijaya, 2018). Multicultural education can also be understood as cultural diversity education or education to foster students' attitudes to respect and celebrate cultural diversity (Retnasari & Hidayat, 2018). One of them is integrating the values of multiculturalism into Catholic Religious Education subjects so that it can have a positive impact on increasing students' understanding, skills, and tolerance toward the diversity of religions and cultures around them (Agustian et al., 2022). Implementing multicultural education in Catholic religious education is to create an inclusive learning environment, respect differences, and promote intercultural understanding (Prabowo, 2021).

The main goal of multicultural education is to create citizens who understand and are open to various cultures and backgrounds and have the skills to interact effectively with people from various groups (Ferreira & Schulze, 2014). It also seeks to prevent prejudice, discrimination and conflict arising from a lack of understanding and appreciation of differences. Multicultural education teaches students about the cultural history, values, and contributions of diverse groups and teaches them to reflect on the importance of respecting the human rights and dignity of all people (Atmaja, 2020). This includes using diverse subject matter, open discussion of multicultural issues, and developing cross-cultural communication skills (Hاتمoko & Mariani, 2022). In religious education, multicultural education can involve the integration of religious values with respect for religious and cultural diversity (Arifudin, 2007). This helps students understand that religious values are relevant in specific contexts and can be applied in various cultural situations (Latifah et al., 2021). Schools in Indonesia are divided into two types: public and religion-based (Azizah, 2015). Public schools provide general subjects, while religion-based schools are education systems that apply religious teachings to learning. Religion-based schools are said to be more convincing in creating students who have tolerant attitudes. Religion-based schools also act as a way to form a personality that is good in morals, calm and peaceful, and realizes behavior full of tolerance (Keriapy, 2020).

Faith-based schools have values related to living in a multicultural society. The values seen are not only from the cognitive realm but also include the affective realm and the religious values taught. Nevertheless, it is necessary to continue providing education that can provide understanding to agree and accept diversity, namely multicultural education (Ibrahim, 2008). Multicultural education is one of the right ways to shape an individual's life into harmony in a different society. Multicultural education is an idea, process and reform that assumes all students have equal opportunities to learn, regardless of gender, social class, ethnicity, race or cultural characteristics (Acin et al., 2023). Understanding multicultural education allows us to live in safe and peaceful differences because multicultural education teaches us not only to understand but also to understand and agree that every individual is unique and equal despite differences (Yusri, 2008). In the world of education, multiculturalism has goals to be achieved. There are three aspects of multiculturalism: First, multiculturalism is related to culture; Second, it addresses the existing diversity; and Third, it addresses specific actions in response to this diversity. The final word in multiculturalism is "ism", which means a normative doctrine that is expected to work for everyone in the context of a society with diverse cultures (Supriatin & Nasution, 2017). Based on this explanation, this research focuses on the values of multiculturalism applied to Catholic Religious Education lessons and the impact of implementing these multicultural values on students. By conducting this research the expected results are that this research will provide a deep understanding of the extent to which multicultural

values are implemented in Catholic Religious Education lessons, students will have multicultural awareness, an understanding of religious and cultural differences and the ability to accept and respect differences. as well as providing solutions to improve teaching methods that are more effective in implementing the values of multiculturalism in Catholic Religious Education lessons.

METHODS

This research examined the development and implementation of multicultural education. The method used in this research was a qualitative approach emphasizing conducting interviews and observations and using documents carried out in the field. Qualitative research methods use open interviews to examine in-depth and understand individuals' or groups' attitudes, views, emotions and behavior (Creswell, 2010). Creswell said that the qualitative (naturalistic) approach is a research methodology that requires a deep understanding of the object of study. It can solve problems by searching for data, analyzing it, and determining research conclusions in certain circumstances (Creswell, 2010). The research location in this study was used as a research locus because the researcher had conducted pre-research related to implementing multicultural education in Catholic Religious Education learning at the school. Students come from various religions and cultures so that multicultural education can be implemented in this school. This research can help provide a valuable contribution (solution) to the problem of implementing multicultural education that occurs.

The technique for determining the data source in this research was the snowball sampling technique. Snowball sampling is a technique for sampling data sources, which at first are small in number; over time, they become large until saturated data is found (Komariah & Satori, 2020). In this case, the researcher determined the main informant and then looked for informants related to the studied topic. Snowball sampling is also expected to be able to provide information as far as the informant's knowledge of the object being studied (Creswell, 2010). So, in this case, the informants used as data sources and sources of information were every individual related to the research topic. The key informants are Catholic Religious Education Teachers and additional/supporting informants, namely the Principal, Peer Teachers and students until saturated data is found.

The techniques used by researchers were observation, interviews, and documentation. Data is collected by ensuring that the data obtained is as accurate and effective as possible, using observation techniques, interviews with written and verbal questions, and documentation following previously determined research instruments. The research instruments were determined based on a literature review and the realities found in the pre-research literature. The instrument was also tested and validated by the informant concerned. Researchers also tried to be able to use good recording equipment plus written notes or reports. The data analysis techniques used in this research are data reduction, data presentation and drawing conclusions. To ensure the validity of the data, researchers also carried out triangulation so that scientific truth could be achieved (Somantri, 2005). After the research results have been tested for truth, the researcher draws conclusions in descriptive form as a research report.

RESULT AND DISCUSSION

One way to increase multicultural awareness among students is by implementing the values of multiculturalism in Catholic Religious Education lessons at school. Based on the results of the research, it can be seen that implementing multicultural values in Catholic Religious Education at Kabanjahe 1 Catholic High School has succeeded in increasing appreciation for diversity, which creates an environment where students are invited to respect each other's friends from different cultures and religions. Students learn to respect the differences between one individual and another, recognize the unique values they bring and understand that ethnic, religious and cultural diversity is a valuable asset in learning, especially in Catholic Religious Education lessons. Students also begin to develop a deeper understanding of the diversity in their environment and ways of respecting and celebrating this diversity, allowing them to become more open to the world's diverse religious views and practices. Implementing multicultural values in PAK also contributes to awareness of the importance of justice and equality in society. Through this learning, students can understand that everyone has the same right to be treated fairly and equally, regardless of their background. PAK teachers play an essential role in ensuring that the learning environment is a place where all students feel valued and treated fairly so that this can become a strong basis for an understanding of human rights and human dignity. Implementing multicultural values in Catholic Religious Education lessons with an open and inclusive learning approach helps students develop mutual understanding and empathy attitudes. In Catholic Religious Education lessons, students are taught to listen attentively to the views and experiences of others, try to understand different perspectives, and empathize with other people's experiences. This helps build harmonious relationships and facilitates constructive dialogue between cultures. Students develop intercultural collaboration skills that are important in an increasingly connected society through assignments that encourage collaboration with individuals from different cultural backgrounds. They learn to work with people with different views and values, creating an inclusive and

harmonious environment. So they can develop cross-cultural cooperation skills, essential aspects of an increasingly global society.

The research results show that students are starting to internalize the values of tolerance and acceptance in everyday life and can accept their friends with different beliefs. Through multicultural learning in Catholic Religious Education lessons, students learn to respect differences in religious and cultural beliefs and accept that every individual has the right to practice their own beliefs. This can help reduce the potential for interfaith conflict and create an inclusive school environment. An inclusive Catholic Religious Education approach introduces students to other cultures and religions. Students are invited to get to know and understand the basics of other religions, attend guest presentations from representatives of other religions, and conduct research on different religions and cultures. This helps them better understand religious and cultural diversity and respect the world's traditions. Implementing multicultural values in PAK can help students develop an open and responsive attitude to differences. In learning through reflection and discussion, students are taught to reflect on and respond to multicultural issues in everyday life. Learners become more sensitive to the needs and experiences of other individuals and are better prepared to respond with empathy. This learning can help students develop an open attitude towards differences and be responsive to changes in an increasingly multicultural school community. Implementing multicultural values in Catholic Religious Education lessons can increase students' understanding of the importance of human rights and human dignity in the context of cultural and religious diversity. Students are taught that every individual has rights that must be respected regardless of background, including the right to worship according to their beliefs and live with dignity. Implementing multicultural values in Catholic Religious Education lessons can encourage students to be involved in interreligious and intercultural dialogue, so Religious Education Teachers must promote interreligious and intercultural dialogue in the classroom, allowing students to exchange ideas, ask questions, and understand different religious and cultural perspectives. This helps students understand differences in religious beliefs and practices and creates opportunities to build bridges between different communities and reduce interfaith tensions. In studying multiculturalism in Catholic Religious Education lessons, students are not only required to understand other religions and cultures but students are also allowed to understand, develop and strengthen their own religious identity. This can help students feel more assertive in their Catholic religious beliefs and understand more deeply the teachings of the Catholic religion and how these values can be applied in various cultural situations while remaining open to various views and practices of other religions.

The research results show that implementing multicultural values in Catholic Religious Education lessons also helps students develop the ability to make positive contributions to society. Students learn to become more inclusive citizens in an increasingly connected and multicultural world, so as educated individuals with multicultural insight, they are responsible for promoting peace, tolerance, and respect for differences in society. In integrating the values of multiculturalism in Catholic Religious Education lessons, PAK teachers play a crucial role. They are required to choose lesson materials that represent various cultures and religions so that the values of multiculturalism are in harmony with the values of Catholic Religious Teachings. This ensures that students gain a more comprehensive understanding of the cultural and religious diversity that exists in the world. In the implementation process, Catholic Religious Education teachers must also relate Catholic religious values to a multicultural context to show how Catholic teachings can be applied in various cultural situations. This gives students a more authentic view of the relevance of religious values in everyday life. In learning to integrate multicultural values in Catholic Religious Education lessons, Catholic Religious Education teachers conduct intercultural case studies, which are used to understand Catholic religious values in different cultural contexts. Because Catholicism consists of various cultures, this can help students internalize these values and reflect on how to apply them in everyday life. In the learning process, Catholic religious education teachers guide students in identifying universal themes in religious teachings, which can be applied in various cultural contexts. This helps them understand the similarities in religious values around the world.

Based on the results of research, it can be seen that students are also taught to analyze Catholic religious texts, such as stories from the Holy Bible and Church documents, following the learning topic textually and contextually so that students can understand the meaning and relevance of Catholic teachings. in a multicultural context. Through reflection, students reflect on how to apply religious values in different cultural situations in their daily lives. Catholic Religious Education Teachers also provide students opportunities to research other religions and cultures and present the results in class. Through this, students can share a deeper understanding of the various beliefs they have discovered through their research. The implementation of multicultural values in Catholic Religious Education lessons certainly has a positive impact on students. One of them is that multiculturalism learning contributes to increasing students' multicultural awareness. Students become more sensitive to cultural and religious differences around them (Ginting et al., 2023).

Implementing the values of multiculturalism in Catholic Religious Education lessons also provides students with a deeper understanding of various religious beliefs and teaches them to respect these differences. Students can learn how individuals from different religious backgrounds can have different views and practices

(Ginting et al., 2022). Based on research results, implementing multiculturalism learning in Catholic Religious Education can improve students' communication skills with various groups. Through discussion and collaboration with individuals from various backgrounds in a learning context, students develop the ability to communicate and interact with various groups. This is important in developing skills that will be very useful in everyday life and the future in an increasingly global world.

Implementing multicultural values in Catholic Religious Education lessons can help students form attitudes of tolerance and empathy towards religious and cultural differences. Students learn to appreciate differences as riches, not as obstacles. Students also learn how to reduce conflict and tension between religions through an open learning approach. Students increasingly understand and appreciate inter-religious differences so that they gain skills in mediating inter-religious conflicts and tensions in society and building bridges between different communities to build better relationships in the future. In multicultural learning, even though students are exposed to other religions and cultures, students also gain a better understanding of Catholic religious values. They can see how Catholic teachings can synergize with the values of multiculturalism. So that students can apply the values of Catholicism in various cultural contexts. The research results show that students are increasingly ready to interact with various groups and cultures in a global society. They gain relevant skills and understanding to meet the challenges of an increasingly connected world.

So, through implementing multicultural values in Catholic Religious Education, students develop understanding, skills and attitudes that are very important in facing an increasingly multicultural world. Students learn to appreciate diversity, understand the values of justice, tolerance, and empathy, and become positive contributors in an increasingly connected society. This enriches the learning experience and helps students become better citizens in an increasingly multicultural world. The findings in this research show that implementing multicultural values in the Catholic religion has positively impacted students' understanding, skills, and attitudes toward cultural and religious diversity. They become more tolerant, empathetic and responsive to differences and better understand Catholic religious values and how to apply them in a multicultural context. This prepares them to become more inclusive and competitive citizens in an increasingly multicultural and connected world.

CONCLUSION

Based on the research results, it can be concluded that Catholic Religious Education can effectively develop multicultural understanding among students. The implementation of multicultural values in the Catholic Religious Education curriculum has helped students appreciate cultural and religious diversity, develop attitudes of tolerance, empathy and cross-cultural cooperation, and help students understand how to relate Catholic religious values to a multicultural context. This proves that Catholic Religious Education can be crucial in preparing students to interact in an increasingly multicultural world. Implementing multicultural values in Catholic Religious Education also contributes positively to interfaith peace and tolerance. Students who take part in this learning tend to have a more open attitude, respect differences in religious beliefs, and understand human rights and human dignity. This can potentially reduce conflict and tension between religions, creating a more harmonious society.

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