

Multicultural Values-Based English Teaching Materials in Higher Education

Ratna Sari Dewi^{1*}, Erba Rozalina Yuliyanti², Maswani³, Siti Zulfa⁴, Yatni Fatwa Mulyati⁵ 

^{1,2,3,4,5} Syarif Hidayatullah State Islamic University Jakarta, Jakarta, Indonesia

ARTICLE INFO

Article history:

Received April 26, 2023

Accepted September 16, 2023

Available online October 25, 2023

Kata Kunci:

Nilai-nilai Multikultural, Bahan Ajar Bahasa Inggris, Pendidikan Tinggi

Keywords:

Multicultural Values, English Teaching Materials, Higher Education



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author.

Published by Universitas Pendidikan Ganesha.

ABSTRAK

Kondisi masyarakat majemuk akan berpotensi rawan konflik sosial sehingga mengganggu keutuhan hubungan keharmonisan sosial dalam Masyarakat. Tujuan penelitian untuk mengembangkan bahan ajar bahasa Inggris berbasis nilai-nilai multikultural di perguruan tinggi. Penelitian ini menggunakan penelitian dan pengembangan dengan melibatkan model Analysis, Design, Development, Implement (ADDIE), dan metodologi campuran. Dalam pengumpulan data menggunakan beberapa instrumen yaitu observasi, wawancara mendalam, Focus Group Discussion (FGD), analisis dokumen, dan kuesioner. Penelitian ini melibatkan peserta mahasiswa, dosen. Teknik analisis data yang digunakan yaitu analisis deskriptif kualitatif dan kuantitatif. Temuan penelitian ini menunjukkan pada buku teks bahasa Inggris umum ditemukan bacaan dan dua puluh latihan yang mengandung nilai-nilai multikultural. Dalam buku ajar Bahasa Inggris untuk Agribisnis, peneliti tidak menemukan nilai-nilai multikultural. Selain itu, hasil analisis kebutuhan menunjukkan bahwa guru dan siswa perlu memberikan teknik dan strategi yang tepat dalam pengajaran bahasa Inggris melalui nilai-nilai multikultural. Hasil validitas menunjukkan bahwa pendidikan multikultural layak untuk diajarkan pada materi bahasa Inggris. Berdasarkan hasil efektivitas menunjukkan bahwa pendidikan multikultural efektif. Pendidikan multikultural perlu dilibatkan melalui pencantuman nilai-nilai multikultural dalam materi pengajaran bahasa Inggris, khususnya di perguruan tinggi. Untuk penelitian masa depan, perlu menemukan materi pengajaran bahasa Inggris dengan metodologi lain dan bidang spesifik yang berbeda di tingkat pendidikan tinggi.

ABSTRACT

The condition of a pluralistic society will potentially be prone to social conflict, thus disrupting the integrity of harmonious social relations in society. The research aims to develop English language teaching materials based on multicultural values in higher education. This research uses research and development involving Analysis, Design, Development, and implementation (ADDIE) models and mixed methodology. In collecting data, several instruments were used: observation, in-depth interviews, Focus Group Discussions (FGD), document analysis, and questionnaires. This research involved student participants and lecturers. The data analysis technique used is qualitative and quantitative descriptive analysis. The findings of this research show that in English textbooks, readings and twenty exercises that contain multicultural values are expected to be found. In the English for Agribusiness textbook, researchers did not find multicultural values. In addition, the results of the needs analysis show that teachers and students need to provide appropriate techniques and strategies for teaching English through multicultural values. The validity results show that multicultural education can be taught using English material. Based on the effectiveness results, it shows that multicultural education is effective. Multicultural education needs to be involved by including multicultural values in English teaching materials, especially in universities. For future research, it is necessary to find English language teaching materials with other methodologies and specific fields at the higher education level.

1. INTRODUCTION

Diversity is inherent in Indonesia, a country with various tribes, religions, cultures and customs. The condition of a pluralistic society is divided into two different potentials, namely the potential for harmonization and tolerance and the potential for prone to social conflict, which disrupts the integrity of the relation of social harmony in society (Fibriana, 2013; A. Rohman, 2017). The research said that if pluralism is not appropriately managed, prejudice will emerge, becoming a seed of social conflict (F. Rohman & Munir, 2018; Sumardjoko et al., 2019). Several conflicts between tribes, races, groups, religions and even between school students and college students have occurred in Indonesia, for instance, the riots between the Dayak and Bugis tribes in the Dekai District of Papua in 2021. In 2018 there were 878 incidents of brawls and demonstrations occurred in DKI Jakarta which came from four elements, namely institutions, associations, organizations and individuals. Those social conflicts generally relate to inequality of ethnicity, religion, and economic.

The study mentioned that in many cases, diversity threatens the integrity of Indonesia, which has the motto "Unity in Diversity" (Firdaus et al., 2020; Klinken, 2007). Cultural friction to ethnic and religious conflicts characterizes the dynamics of Indonesia's diversity from time to time (Prayogi & Danial, 2016; Schlein et al., 2016). For example, some conflicts in small towns in Indonesia are caused by political conflicts that extend to ethnic and religious conflicts. Religion become the prone tools for provocation by irresponsible people by causing tension and violence between religious communities. Disharmonious conditions between ethnic groups, groups, religions, races and nations can be eased if all parties contribute to resolving conflicts, especially in education. The growing awareness among communities of the importance of tolerance, mutual love, mutual respect and mutual respect can be actualized through formal, non-formal and informal education (Rachmadyanti, 2017; Widodo, 2020; Winangun, 2020).

In this context, higher education has a strategic role in striving to instill the values of multicultural education as an effort to reduce the conflict by teaching materials for English courses. Teaching materials are a reference for lecturers in delivering learning materials (Dewi et al., 2020; Syafrijal & Desyandri, 2019; Weng et al., 2019). English teaching materials need to contain multicultural values, including the curriculum and syllabus. Developing English teaching materials, curriculum and syllabus are essential aspects to provide the guidelines for lecturers to organize English learning to actualize the set educational goals (Albiladi, 2018; Hanifa, 2018; Tarihoran, 2017). In line, other research recommended the importance of including multicultural values in teaching materials because the current teaching materials do not contain the needs of citizens who come from different racial, ethnic, cultural, religious and ethnic backgrounds (Fadhiila et al., 2016; Rohmat, 2016; Sumardjoko et al., 2019). The existing teaching materials only prioritize discussions on majority cultures while the minority cultures were neglected (Ratna Sari Dewi, 2022; Syairi, 2013).

The previous studies related to this study showed the importance of involving multicultural values in English teaching materials. The study aims to develop intercultural citizenship competence through literacy among a group of EFL (English as a Foreign Language) students in Spain (Martin et al., 2021). The urgency of developing specific objective-based English textbooks model for cultural representation (Alaei dan Parsazadeh, 2021). In addition, other research write that multicultural education can be used as a source and guidance in developing and realizing the unity of Indonesia (Melfin, 2020). Implementing the multicultural curriculum in tertiary institutions could produce students with multicultural characters (Arsyillah dan Muhid, 2020). Multicultural education is a new symptom, including the rights to obtain the same education for everyone (Irawati dan Winario, 2020). The four themes of multicultural values that emerged from English textbooks, namely respecting different ethnic, respecting indigenous peoples, avoiding conflict, and appreciating cultural product (Setyono dan Widodo (2019). Other research that education connected to multicultural dimension, including religious and scientific education (Aziz, 2020; Fauzi, 2019).

Based on previous studies, English teaching materials in higher education still have a general purpose which providing students can speak and write simple English. In contrast, English teaching materials for specific purposes (ESP) aim to master English related to scientific fields, such as English for religious studies (English for Islamic Studies) is still very limited. The ultimate goal of national education is sustainable education that equitable and non-discriminatory. In English learning, lecturers do not merely to teach language skills but it need to teach the ways (ethics, politeness, and culture) of using the language. Hence, cultural factors could influence foreign language teaching and learning process because language and culture are interrelated in three aspects: cognitive means language as the tools for expressing the ideas, awareness means language need to determine the meaning, and society means language for communication in social. The aim of the research is to develop English language teaching materials based on multicultural values in higher education.

2. METHOD

The ADDIE model is used for this current study, which is known as research and development or R&D, which refer as Analysis, Design, Development, Implement, Evaluate. Development research become an attempt to develop and validate products which could be used in other fields. Specifically research methodologies are employed in the field of education to generate or validate product in teaching and learning process (Hanafi, 2017). This study includes the mixed method by focusing two main data of qualitative and quantitative. The qualitative data consist of interview, Focused Group Discussion (FGD), and document analyse about English materials, curriculum, and syllabus. The quantitative data includes questionnaires and test.

This study used some instrument to get the data. First, participant observation. Observation as a data collection technique has specific characteristics when compared to other techniques (Sugiyono, 2015). Next, in-depth interview, the interview are the dialogue between interviewer to get the data based on perspectives of interviewee about the issues (Johnson & Christensen, 2020). Next, Focus Group Discussion (FGD) means is a joint discussion activity between the researcher and research's subject that is carried out in a directed manner. Then, document analysis means to get the data which is not from human; it consisted of document curriculum, syllabus, teaching materials, and another relevant document. The last, questionnaires mean to get quantitative data in discovering about the effectiveness and feasibility of the product for improving the quality of learning. In collecting the data, the researchers need to consider the actual procedure in obtaining accurate data related the issues of study (Johnson & Christensen, 2020). There were five instrument of this study which it has different technique to collect the data. The explanations are as follow:

In the context of research on the development of English teaching materials, observation guidelines are used, among other things, to observe inhibiting factors and supporting factors at the analysis stage (preliminary study/before development) and at the implementation stage (trial implementation) of teaching material models to observe learning activities and resources learned during the implementation of product field trials. First, In-depth Interview. In this study, interviews were conducted with students, English lecturers, and vice chancellor for academic affairs regarding the background of the implementation of English learning, learning objectives, (b) curriculum and syllabus structure, (c) developed learning materials, (d) learning strategies participants, and (e) learning strategies and methods used and institutional policies related to the management of English lectures. Second, Focus Group Discussion (FGD). In this study, FGD were carried out by researchers with experts (validators) on materials and English learning designs, and a consortium of English Language and Literature Education lecturers at UIN Jakarta. This technique is used by researchers at the design/design and development stages of the English teaching material model with the aim of obtaining input regarding the resulting design/design and its development. Third, document Analysis. This study used documents related to curriculum and syllabus, teaching materials, lesson plans, and other relevant documents to be analyzed; hence, the researchers could achieve the objectives of this research. This technique was carried out by researchers at the initial stages of research (analysis), the design/prototype stage, and the development stage of the English teaching material model. Fourth, Questionnaires. In this study, the questionnaires were administered through Google Forms. The researchers provided questionnaires to experts (validators) on materials and English learning designs, and students as product users for the development of multicultural-based English teaching materials models. This questionnaire is used by researchers at the product validation stage as a result of model development by experts/experts and at the implementation stage of product development results both by users in individual trials, small groups and field trials.

There were two techniques for analyzing the data of qualitative and quantitative. In qualitative data, this study followed the data analysis design by Miles and Huberman (1984). It consists of three main stages, data reduction, data display, and conclusion drawing. The first stage, after getting the data, the researchers select the data based on the necessary to answer the research questions. All audio or voice data were transcribed into written data. The second stage, the researchers displayed the data by using the table to explain the data easier. Also, the researchers write the discussion regarding the finding of this issues. The last stage, the researchers gave the conclusion, suggestion, and future research direction after completing every stage in conducting this study. In quantitative data, the researchers analyze the data through descriptive percentage. After getting the data from questionnaires and test, the researchers displayed the result through the table to show the different types of data. Then, the researchers made the discussion about the result. In the end, the researchers gave the essence from result and discussion in quantitative data.

3. RESULT AND DISCUSSION

Result

The research reveals the content of multicultural educational values (consisting of tolerance values, democratic values, equality values, and justice values) in General English textbooks with a focus on reading the material contained in the book chapters. Furthermore, the researcher used the book General English book: A Course for University Students. The researcher has found eight readings and twenty exercises in the General English textbook that both contain multicultural educational ideals and none after going through several reading materials from all chapters. The author will go into greater detail in the chapter's explanation following to make cohesive analysis showed in [Table 1](#).

Table 1. Multicultural Educational Values in General English Textbooks

Chapters	Title	Aspect	Total Paragraph
1	Orientation to Campus Life	-	-
2	Study Management	The importance of companionship	1
3	Islamic Prominent Figures	The ideals of equality and justice	1
4	Halal Tourism	-	-
5	Leisure Activities	-	-
6	Hobbies	-	-
7	Historical Sites	-	-
8	Indonesian Foods	-	-

In the first chapter, titled "Orientation to Campus Life," there are four paragraphs displayed. On the other hand, this reading does not contain any substance of value regarding multicultural education. Furthermore, chapter II discusses "Study Management" with the discourse "Daily Routines", featuring readings of 5 paragraphs. There is 1 paragraph which contains the value of togetherness, namely the sentence "They were really helpful during my hard time. I was sick for three days and every day, they took turns to take care of me and prepare jamu (traditional herbs) which they made based on their parents' suggestion.". Chapter III discusses "Islamic Prominent Figures" with the discourse of Malala Yousafzai Biography" featuring readings of 4 paragraphs. There are 2 paragraphs that contain values of equality and justice, namely; "She is a Pakistani activist who spoke out publicly against the Taliban's prohibition on the education of girls. She becomes one of the most famous teenagers in the world. Her father is an outspoken social activist and educator." This sentence contains the value of justice. In addition, there is other reading material comprised in Chapter IV until VII however not a single one of the paragraphs contains any of the following values: multicultural values, tolerance values, democratic values, togetherness values, or justice values.

English for Agribusiness is the second text evaluated. Similar to the previous textbook, the researcher found that the content of multicultural education principles is similarly aimed at promoting Reading content that creates a coherent whole and is broken up into chapters. What comprises multicultural educational principles (consisting of tolerance values, democratic values, equality values, and justice values). In contrast to the General English book, the English for Agribusiness textbook is comprised of fourteen sections, although none of the units include multicultural values. Multicultural educational values in English for Agribusiness Textbook showed in [Table 2](#).

Table 2. Multicultural Educational Values in English for Agribusiness Textbook

Chapters	Title	Aspect	Total Paragraph
1	Agriculture	-	-
2	Farming	-	-
3	Garden & Fultura	-	-
4	Plant Community	-	-
5	Food Supply & Diet	-	-
6	Environmental Condition or Cassava Growth"	-	-
7	Maize Crops	-	-
8	Pepper	-	-
9	Food Emultion	-	-
10	Energy	-	-

Chapters	Title	Aspect	Total Paragraph
11	Fertilizer	-	-
12	Water	-	-
13	History of Integrated Fish Farmer	-	-
14	Indonesia a Future Land of Milk and Honey	-	-

Needs analysis plays an important role in designing and executing any language course, such as English or Arabic for Business Purposes and English or Arabic for Medical Purposes. Furthermore, this needs analysis becomes important to investigate several aspects such as for what purpose students learn, how the language will be used, what the content is, how they learn, and so on. This can be investigated from the perspective of teachers/instructors, students or sponsors who fund language courses. One of the first steps of a needs analysis is to collect and examine information about the current situation, namely what skills and knowledge students have before joining the course program and the target situation they want to achieve after joining the program. This understanding of the gaps in knowledge and skills that exist among students determines the course program's design. Needs analysis result showed in [Table 3](#).

Table 3. Needs Analysis Result

Target Situation Analysis/TSA	Objective, product-oriented perceived needs, for example the need for meetings with colleagues, comprehensive reading or to write reports. In the context of this study, the analysis of the needs of the target situation in question is the need to read comprehensively and understand the content of English material based on multicultural values for college students.
Learning Situation Analysis/LSA	Subjective needs, related to feelings and process-oriented, for example the need to see written vocabulary, likes problem-based learning (problem solving) and dislikes group work. Analysis of the learning situation in this study included the interests and motivation of students including the tendency of learning strategies used in learning activities, and their attitudes towards the methods and learning used by instructors.
Present Situation Analysis/PSA	Strengths and weaknesses in language, skills, learning experiences, for example: finding it difficult to write persuasively, and finding the right words. In this study, an analysis of the needs related to the "current situation" includes students' acquisition of English, especially those related to reading skills and understanding the content of texts and their educational background as well as the difficulties encountered during the learning process.

In addition to a needs analysis related to the above aspects, an analysis of the environment in which the course will be run, the facilities available, as well as the time and materials available need to be carried out. In line with the research findings, this institution has several deficiencies in teaching and learning English. These deficiencies include: (1) a lack of opportunities to develop students' oral communication skills due to teaching and learning practices that only emphasize teaching English grammar and reading practice, (2) a lack of quality textbooks, (3) a small amount of English learning materials contains vocabulary and/or technical terms in the field of computer and network engineering programs (TKJ), and (4) students' lack of self-awareness of learning English because their perceptions of English are influenced by their environment. Thus, it can be interpreted that the practice of teaching English does not seem to work effectively because it fails to meet students' expectations regarding their target needs and learning needs. Not surprisingly, this condition will hamper or impede the development of student competencies as they should.

Due to the inability of English taught to students in these vocational high schools, great attention should be paid to the practice of teaching English in these VHSs to help students improve their English skills. One way is to practice skills that are much needed for their future careers, such as serving students with English learning materials that contain certain topics or technical terms related to computer and network engineering programs (TKJ). Also, the syllabus, material selection, and English instructions to be implemented in the classroom must be (re-designed) carefully to accommodate all the needs of learners so that they will experience a good academic atmosphere. It will be a valuable learning experience that will lead them to become professionals in their future jobs.

The results above showed that it is important to underline here that the findings of this study are expected to provide insight for teachers and increase awareness of the importance of analyzing students' needs to increase their inclination. It is a tool that can provide teachers with a clear view of the needs of

the target learners (needs, deficiencies, and wants) and their learning needs (learning inputs, procedures, teacher & learner roles, and settings). In this case, according to the needs analysis results, they will be able to determine better ideas about teaching-learning techniques and strategies they can adopt in their class. Overall, by recognizing the needs of students, teachers or curriculum designers can be fully aware of their student's needs, deficiencies, and desires so that they can bridge the gap between existing skills and target skills. After the teaching materials have been developed, the next step is to validate English teaching materials based on multicultural education values. The results of the teaching material products were submitted to an expert for validation.

Based on the results of data analysis, it was found that it can be explained that the total score of the validity test results of the teaching material instruments is 122. $122/32 = 3.815$, rounded up to 4.0. Then the average score is 4.0. From the average score results, it can be informed that value-based English teaching materials for multicultural education are appropriate. In other words, this learning material is in accordance with the needs of college-level students. However, the selected assessment tools still need to be improved and adapted to the mindset of female students who are analytical and critical thinking. For example, in the text presented, the types of questions can be short essays (reading comprehension). Here, students will be focused on skimming and scanning reading models to answer the items.

Furthermore, questions about headings, main ideas, and topic sentences can also be an option in making judgments from the texts that have been presented. Several grammatical errors should be revised before this text is published. The proper use of articles and punctuation also needs to be considered again. So it is concluded that based on the assessment of English language experts, it is known that the average result of expert assessment of teaching materials based on multicultural values is 4 (appropriate) and is suitable for use. Based on the results of data analysis, it was found that there were a total of 55 people that participated in the pre-test. The post-average test's score is 91.04, with 91.0 being the most common figure. The results of the practical test of multicultural values-based English teaching materials can be regarded as showing that these resources are effective. The value of efficacy is determined to be 20.13.

Discussion

Multicultural education for students can be done by integrating multicultural values into English textbooks. The results of the analysis show that the nine chapters in the reading section of the English textbook entitled General English Published only contain three multicultural values from the 9 reading chapters, namely the values of Tolerance, the values of Justice, and the Values of Equality. The lack of content on multicultural values in 3 of the nine reading chapters for the first Semester students can be said to have not met the criteria for a good textbook with substance in content that favors multicultural views for a plural Indonesian society. Other research that states that one of the criteria for a good textbook is that it is in favor of the ideology of the nation and state (Lidah Wetan et al., 2019; Wijayanti, 2020). Presentation of textbooks containing multicultural values is expected to instill values of tolerance, democracy, justice, and equality in students (Fadhiila et al., 2016; Sultan et al., 2020). Instilling multicultural values in students will assist them in implementing multicultural education in everyday life, so that they can realize the goals of National Education (Hemafitria, 2019; Unwanullah, 2012).

Evaluation of the Efficacy and Validity of English-Language Learning Materials in Higher Education That Are Based on Multicultural Values Since it has been disclosed that based on the expert validity test on English language teaching materials based on multicultural values, it is collected data that demonstrates the teaching materials are appropriate, it can be concluded that the tests were successful. This indicates that the English teaching materials utilized in the process of teaching English to students who do not speak English at the Faculty of Tarbiyah and the Sharia Faculty of UIN Syarif Hidayatullah are appropriate for use in the classroom setting. The research found that multicultural education is founded on the principles of social justice and equal rights in the classroom (Chase & Morrison, 2018; Noor & Sugito, 2019; Sartika et al., 2020). Furthermore, the effect of the multicultural learning process in increasing student learning motivation is identified as having no differences at all between women and men (gender) in the learning process in English classes. This was found to be the case when comparing the effects of the multicultural learning process on the learning process in English classes (Karacsony et al., 2022). In addition, students, at the same time, do not differentiate between people of different religions or nationalities, and they engage in intercultural exchanges with one another using a wide variety of motivating factors.

By considering there is no distinction made between the genders of the students, between students of different ethnicities or races, nor between students of different religions and cultures, the students are able to carry out the process of multicultural learning in English classes taught in the classroom with a great deal of joy and mutual respect (Handayani et al., 2022; Tingvold & Munkejord, 2021). Among the other students in the room, to boost the learning motivation of each individual student

in the process of carrying out interactions as part of the learning process in English classes. It is possible to draw the conclusion that the influence of multiculturally-based learning, in fact, produces a positive and conducive environment within the context of the learning process and that it also has a positive external impact on the interactions that take place between students and lecturers, as well as other people (Ashmawi et al., 2018; Noor & Sugito, 2019; Setiyowati et al., 2018).

On the other hand, the results of this study show that students, lecturers, and experts all have the same positive perception of the syllabus that is being developed and can improve students' English skills. Similar research, specifically regarding the development of an English syllabus model with a multicultural perspective (Hidayatulloh & Naf'an, 2017). Because of this, the process of pupils learning English can make use of teaching materials that are founded on the principles of multiculturalism. There are four multicultural values that are present in English teaching materials (Pratama et al., 2021; Wahdini, 2014). These values are related to honoring and respecting customs, perspectives, and products, as well as equal rights between women and men. Students can be encouraged to have intercultural awareness and multicultural comprehension through the use of English teaching materials that include literature that contain multicultural values (Harahap et al., 2022).

4. CONCLUSION

The results of data analysis show that the evaluation of the efficacy and validity of English teaching materials in higher education that are based on multicultural values. Based on expert validation findings, English language teaching materials based on multicultural values have very good validity. The results of the practice test of English language teaching materials based on multicultural values were successful (effective). It was concluded that evaluating the efficacy and validity of English Language Teaching Materials in Higher Education Based on Multicultural Values is suitable for use in English language teaching.

5. REFERENCES

- Alaei, M. M., & Parsazadeh, H. (2021). The emergence of a purpose-specific model: culture in English language textbooks. *Intercultural Education*, 32(5), 547–561. <https://doi.org/10.1080/14675986.2021.1878111>.
- Albiladi, W. S. (2018). Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges. *English Language Teaching*, 12(1), 67. <https://doi.org/10.5539/elt.v12n1p67>.
- Arsyillah, B. T., & Muhid, A. (2020). Pendidikan multikultural dalam membentuk karakter pemuda di perguruan tinggi. *AL-FIKR: Jurnal Pendidikan Islam*, 6(1), 17–26. <https://doi.org/10.32489/alfikr.v6i1.65>.
- Ashmawi, Y. P. El, Sanchez, M. E. H., & Carmona, J. F. (2018). Testimonialista pedagogues: Testimonio pedagogy in critical multicultural education. *International Journal of Multicultural Education*, 20(1), 67–85. <https://doi.org/10.18251/ijme.v20i1.1524>.
- Aziz, A. (2020). Melacak signifikansi pendidikan multikultural Islam di Indonesia. *Andragogi Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam*, 2(3), 116–132. <https://doi.org/10.36671/andragogi.v2i3.117>.
- Chase, S., & Morrison, K. (2018). Implementation of Multicultural Education in Unschooling and Its Potential. *International Journal of Multicultural Education*, 20(3), 39–58. <https://doi.org/10.18251/ijme.v20i3.1632>.
- Dewi, R., Asyura, I., & Pamungkas, A. S. (2020). The Development Design of Digital Teaching Materials Assisted By Powtoon Application for Science Learning in Primary School. *Jpsd*, 6(2), 212–226. <https://doi.org/10.30870/jpsd.v6i2.9490>.
- Fadhiila, H. N., Sunarso, A., & Aji, M. P. (2016). Pengembangan bahan ajar berbasis Problem Based Learning bermuatan pendidikan multikultural untuk mengembangkan kemampuan berfikir kritis siswa kelas IV Sekolah Dasar. *Journal of Primary Education*, 5(1), 74–80. <https://doi.org/10.15294/JPE.V5I1.12895>.
- Fauzi, A. F. (2019). Internalisasi Nilai-Nilai Multikultural Melalui Budaya Nyama Beraya Pada Masyarakat Muslim Pegayaman. *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, 2(1), 1–21. <https://doi.org/10.31538/almada.v2i1.220>.
- Fibriana, R. M. (2013). Studi Tentang Perkembangan Nilai-Nilai Kerukunan Antarumat Beragama Pada Masyarakat Majemuk Di Desa Kalibago, Kabupaten Kediri, Jawa Timur. *Jurnal Pendidikan Ilmu Sosial*, 22(2). <https://doi.org/10.17509/jpis.v22i2.2191>.
- Firdaus, F., Anggreta, D. K., & Yasin, F. (2020). Internalizing multiculturalism values through education:

- Anticipatory strategies for multicultural problems and intolerance in Indonesia. *Jurnal Antropologi: Isu-Isu Budaya*, 22(1), 131–141. <https://doi.org/10.25077/jantro.v22.n1.p131-141.2020>.
- Hanafi. (2017). Konsep Penelitian R&D Dalam Bidang Pendidikan. *Jurnal Kajian Keislaman*, 4(2), 129–150.
- Handayani, R., Zulaeha, I., & Ahmadi, F. (2022). Multicultural Values in A Multiethnic Environment Elementary School. *International Journal of Elementary Education*, 6(1), 97–106. <https://doi.org/10.23887/ijee.v6i1.43804>.
- Hanifa, R. (2018). EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia. *Advances in Language and Literary Studies*, 9(2), 166. <https://doi.org/10.7575/aiac.all.v9n.2p.166>.
- Harahap, S. R. S., Hidayat, D. N., Husna, N., & Alek, A. (2022). The representation of multicultural values in Pearson Big English 6 ELT textbook: A discourse analysis. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 8(1), 344–352. <https://doi.org/10.30605/onoma.v8i1.1731>.
- Hemafitria, H. (2019). Konflik Antar Etnis Melalui Penguatan Wawasan Multikultural. *Jurnal Pendidikan Kewarganegaraan*, 3(1). <https://doi.org/10.31571/pkn.v3i1.1092>.
- Hidayatulloh, I., & Naʼan, M. Z. (2017). Metode MOORA Dengan Pendekatan Price-Quality Ratio Untuk Rekomendasi Pemilihan Smartphone. *Proceeding SINTAK*, 62–68.
- Irawati, I., & Winario, M. (2020). Urgensi pendidikan multikultural, pendidikan segregasi dan pendidikan inklusi di Indonesia. *Instructional Development Journal*, 3(3), 177–187. <https://doi.org/10.24014/idj.v3i3.11776>.
- Johnson, R. B., & Christensen, L. (2020). *Educational research quantitative, qualitative, and mixed approaches* (7th ed). SAGE Publications, Inc.
- Karacsony, P., Pásztoóvá, V., Vinichenko, M., & Huszka, P. (2022). The Impact of the Multicultural Education on Students' Attitudes in Business Higher Education Institutions. *Education Sciences*, 12(3). <https://doi.org/10.3390/educsci12030173>.
- Klinken, G. van. (2007). *Communal violence and democratization in Indonesia: Small town wars*. Routledge.
- Lidah Wetan, J., Legowo, M., Sri Sadewo, F., & Maliki, Z. (2019). Managing Diversity in Indonesia the Role of Local Elites in a Plural Society in Religion. *Komunitas*, 11(2), 223–230. <https://doi.org/10.15294/komunitas.v11i2.20158>.
- Martin, T. J., Esteve-Faubel, J. M., & Esteve-Faubel, R. P. (2021). Developing intercultural citizenship competences in higher education by using a literary excerpt in an English as a Foreign Language (EFL) context. *Intercultural Education*, 32(6), 649–666. <https://doi.org/10.1080/14675986.2021.1985804>.
- Melfin, D. S. (2020). *Pendidikan multikultural bagi masyarakat yang majemuk di Indonesia*.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis a sourcebook of new methode*. Sage Publications.
- Noor, A. F., & Sugito. (2019). Multicultural Education Based in the Local Wisdom of Indonesia for Elementary Schools in the 21st Century. *Journal of International Social Studies*, 9(2), 94–106.
- Pratama, S. Y., Nurkamto, J., & Wijayanto, A. (2021). The representation of multicultural values in National Mandatory English textbooks used in Indonesian secondary schools. *International Journal of Multicultural and Multireligious Understanding*, 8(1), 472. <https://doi.org/10.18415/ijmmu.v8i1.2337>.
- Prayogi, R., & Danial, E. (2016). Pergeseran nilai-nilai budaya pada suku bonai sebagai civic culture di kecamatan bonai darussalam kabupaten rokan hulu provinsi riau. *HUMANIKA*, 23(1), 61–79. <https://doi.org/10.14710/humanika.23.1.61-79>.
- Rachmadyanti, P. (2017). Penguatan Pendidikan Karakter Bagi Siswa Sekolah Dasar Melalui Kearifan Lokal. *Jurnal Pendidikan Sekolah Dasar*, 3(2), 201–214. <https://doi.org/10.30870/jpsd.v3i2.2140>.
- Ratna Sari Dewi. (2022). *Wawancara dengan Ratna Sari Dewi, 12 Januari 2022*.
- Rohman, A. (2017). Pesantren as a Basis for Internalization of Pluralistic Values for Preparing a Democratic Citizens in a Diverse Society. *Walisongo: Jurnal Penelitian Sosial Keagamaan*, 25(2). <https://doi.org/10.21580/ws.25.2.1324>.
- Rohman, F., & Munir, A. A. (2018). Membangun Kerukunan Umat Beragama Dengan Nilai-Nilai Pluralisme Gus Dur. *An Nuha: Jurnal Kajian Islam, Pendidikan, Budaya & Sosial*, 5(2).
- Rohmat. (2016). Nilai-nilai multikultural dalam bahan ajar. *Jurnal Penelitian Agama (JPA)*, 17(1).
- Sartika, D., Nasehudin, N., & Suniti, S. (2020). Pengaruh Penerapan Pendidikan Multikultural Terhadap Sikap Dan Toleransi. *Edueksos: Jurnal Pendidikan Sosial & Ekonomi*, 9(1), 27–42. <https://doi.org/10.24235/edueksos.v9i1.6229>.
- Schlein, C., Taft, R. J., & Ramsay, C. M. (2016). The Intersection of Culture and Behavior in Social Studies Classrooms. *Journal of International Social Studies*, 6(1), 128–142.

- Setiyowati, A. J., Indreswari, H., & Simon, I. M. (2018). Cultural Diversity Profile and the Values of Bhinneka (Diversity) in Multicultural Education of Elementary School. *Proceedings of the 2nd International Conference on Learning Innovation, Icli 2018*, 84–89. <https://doi.org/10.5220/0008408100840089>.
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: A critical discourse analysis. *Intercultural Education*, 30(4), 383–397. <https://doi.org/10.1080/14675986.2019.1548102>.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. alfabeta.
- Sultan, S., Haris, H., & Anshari, A. (2020). Functions and strategies to the integration of multicultural values in textbook discourse for elementary school students. *Lingua Cultura*, 14(1), 15–21. <https://doi.org/10.21512/lc.v14i1.6219>.
- Sumardjoko, B., Prayitno, H. J., & Prasetyo, A. (2019). Pembelajaran PPKn sebagai perekat sosial masyarakat multikultural dan edukasi harmoni sosial. *The 10th University Research Colloquium 2019*, 354–366.
- Syafrijal, & Desyandri. (2019). Deveopment Of Integrated Thematic Teaching Materials With Project Based Learning Models In Class IV of Primary School. *International Journal of Educational Dynamics/IJEDS*, 1(2), 87–92. <https://doi.org/10.24036/ijeds.v1i2.110>.
- Syairi, K. A. (2013). Pengembangan bahan ajar Bahasa Arab. *Dinamika Ilmu*, 13(1), 51–66.
- Tarihoran, N. (2017). Model pembelajaran Bahasa Inggris berdasarkan perspektif multikultural. *Saintifika Islamica*, 4(1), 37–58.
- Tingvold, L., & Munkejord, M. C. (2021). Shared goals, communication and mutual respect in multicultural staff teams: A relational coordination perspective. *Nursing Open*, 8(2), 957–965. <https://doi.org/10.1002/nop2.704>.
- Unwanullah, A. (2012). Tranformasi Pendidikan untuk Mengatasi Konflik Masyarakat dalam Perspektif Multikultural. *Jurnal Pembangunan Pendidikan*, 1(1). <https://doi.org/10.21831/jppfa.v1i1.1050>.
- Wahdini, L. (2014). Integrating Multicultural Values in Teaching Speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 2, 307–312.
- Weng, F., Ho, H. J., Yang, R. J., & Weng, C. H. (2019). The influence of learning style on learning attitude with multimedia teaching materials. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(1), 1–9. <https://doi.org/10.29333/ejmste/100389>.
- Widodo, A. (2020). Nilai Budaya Ritual Perang Topat Sebagai Sumber Pembelajaran IPS Berbasis Kearifan Lokal di Sekolah Dasar. *Gulawentah: Jurnal Studi Sosial*, 5(1), 1. <https://doi.org/10.25273/gulawentah.v5i1.6359>.
- Wijayanti, S. (2020). Indonesian Students' Reading Literacy. *Proceedings of the International Conference on Research and Academic Community Services (ICRACOS 2019)*, 390(Icracos 2019), 61–65. <https://doi.org/10.2991/icracos-19.2020.13>.
- Winangun, I. M. A. (2020). Media Berbasis Budaya Lokal dalam Pembelajaran IPA SD. *Jurnal Pendidikan Dasar*, 1(1). <https://doi.org/10.55115/edukasi.v1i1.529>.