



# Islamic Religious Education Teacher Strategy in Instrumenting Values Multicultural of Smp Negeri 2 Merauke South of Papua

Akbar<sup>1\*</sup>, Talabudin Umkabu<sup>2</sup>, Siti. Rokhmah<sup>3</sup>

<sup>1,2,3</sup>Prodi Pendidikan Agama Islam (PAI), Program Pascasarjana, Institut Agama Islam Negeri (IAIN) Fattahul Muluk Papua, Jayapura

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## ABSTRACT

This research is field research which is motivated by the emergence of student problems and teacher problems in instilling multicultural values in students at SMP Negeri 2 Merauke, South Papua, which is quite diverse both in terms of class, customs, tribe, race, ethnicity, language as well as culture and religion such as; Islam, Protestant Christianity, Catholic Christianity, Hinduism and Buddhism in schools. The aim of this research is to find out what strategies are used by Islamic religious education teachers and to find out the supporting and inhibiting factors faced in implementing strategies for instilling multicultural values in students at SMP Negeri 2 Merauke, South Papua. In this research, the author used a descriptive qualitative research method using a methodological and pedagogical approach. This type of research is qualitative research taking the research location at SMP Negeri 2 Merauke, South Papua. Data collection was carried out by means of observation, interviews and documentation with data analysis using Miles Huberman, namely reducing data, presenting data, verifying or drawing conclusions where real data was directly collected about the strategies of Islamic religious education teachers in instilling multicultural values in students in junior high schools. Negeri 2 Merauke, South Papua. From the results of this research, it shows that there are several steps taken by Islamic religious education teachers related to the strategies used to instill multicultural values in students at SMP Negeri 2 Merauke, South Papua, namely by; Appropriate lesson plans, PBL (Problem Based Learning) and PAIKEM (Active, Innovative, Creative, Effective and Fun Learning) models and extracurricular activities. The multicultural values that have been instilled include; inclusive values, humanist values, tolerance values, democratic values and brotherhood values. The supporting factors are the school climate, infrastructure, the role of teachers, school programs and activities as well as interactions between components in the school so that the instillation of multicultural values in students can run well and smoothly. The inhibiting factors are the lack of teacher communication and lack of student discipline.

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### \*Corresponding Author:

Akbar

Prodi Pendidikan Agama Islam (PAI), Program Pascasarjana, Institut Agama Islam Negeri (IAIN) Fattahul Muluk Papua, Jayapura

Email: [ibnualmarauky@gmail.com](mailto:ibnualmarauky@gmail.com)

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## INTRODUCTION

Indonesia is a multicultural country with diverse cultures, languages, and traditions of race, ethnicity, and religion. Indonesia is one of the most ethnically diverse countries in the world. Wealth and diversity in terms of religion, race, and culture have two opposing sides. On the other hand, this wealth is a treasure that must be protected and provides complexity and dynamism to the country. However, it can also be a catalyst for disputes, as well as vertical and horizontal conflicts. It is difficult to formulate a single cause of the

multidimensional disaster that began in mid-1997 and was marked by the collapse of the national economy. Whether we admit it or not, this diversity has given rise to many problems as we can see in the modern world. There are negative impacts from the inability of Indonesian society to tolerate diversity.

This country must have an attitude of mutual respect from all its citizens in order to work together to realize a developed and advanced nation. This country also needs to have a sense of mutual understanding, respect, and acceptance from all its citizens.

Education is very important for the growth of mature and cultured humans. Therefore, education is also called enculturation, which is the process of forming individuals who are culturally aware and behave according to socially accepted cultural standards. Therefore, the process of cultural change is one of the functions of education.

Students need to be trained mentally and disciplined, receive moral and religious guidance, develop a sense of national identity, love for the homeland, and foster civil virtue. Instructors who are aware of their obligations and duties in a multicultural context, especially the need to meet the needs of people who need various types of education.

The concept of multicultural education includes Islamic Religious Education (PAI) for this reason. Because Zakiyuddin Baidhawiy (Suryana, 2015) stated that the characteristics of (PAI) with a multicultural understanding include: a) learning to live in a difference, b) developing mutual trust, c) maintaining and understanding, d) respecting, respecting each other, conflict, and reconciliation violence. The requirements for Islamic religious education above further clarify that multicultural education is basically one component of Islamic religious education. This can be seen from the idea that respecting people of different religions is the framework of the school education system, one of the means to increase cohesion and integrity. To build a civilization of tolerance, democracy, tolerance, justice, peace, and other human values, a PAI teacher must be able to understand and incorporate multicultural principles into his work. This study will take place in Merauke, South Papua, and focus on the meaning and purpose of diversity.

Merauke City is a simple city from Merauke Regency, Papua Province, where there has been an expansion into South Papua Province, so it will certainly experience growth in the social system that includes people who are not only local residents. However, because of the many immigrants, both students and female junior high school students, this area has a multicultural community. Due to cultural differences between these residents and various religions (including Catholic, Protestant, Hindu, and Buddhist), Merauke is prone to conflict. Understanding Promoting multicultural ideals in the educational environment is very important. If you want to create a society where people understand, respect, and help each other while still paying attention to cultural differences.

Schools play an important role in educating students to live in society. In addition to being consumers, schools also provide goods and services that are important for growth. Schools function as a platform for studying multicultural education; Therefore, multicultural principles must be embedded in the curriculum there.

SMP Negeri 2 Merauke, South Papua, has diversity and is quite heterogeneous, it is a school of choice that has academic and non-academic achievements, and is also a government-owned school. The teaching and learning process runs smoothly, there are no SARA issues, and the school is safe so far. As a result, multicultural ideals such as Being open, fostering tolerance for differences, upholding an attitude of mutual respect, maintaining an attitude of mutual understanding, and creating a sense of mutual trust are truly taught in schools, appreciation for SMP Negeri 2 Merauke, South Papua, Due to the dispute between Muslim and non-Muslim teachers at this school, which was motivated by the current situation in Indonesia including the clash of two religions, as a result both Muslim and non-Muslim students at SMP Negeri 2 Merauke, South Papua suffered. However, this problem did not develop because it was probably only a difference of opinion that was finally resolved by both parties who agreed to the actions taken at this time. Seeing this problem, providing challenges and providing educational opportunities for PAI instructors at SMP Negeri 2 Merauke City, South Papua to In order to apply multicultural principles to school educational institutions, foster multicultural values and a spirit of tolerance, unity, and brotherhood. Researchers are interested in diversity because it happens if it is accompanied by an attitude of respect.

## **METODE**

In this research, the author used a descriptive qualitative research method using a methodological and pedagogical approach. This type of research is qualitative research taking the research location at SMP Negeri 2 Merauke, South Papua. Data collection was carried out by means of observation, interviews and documentation with data analysis using Miles Huberman, namely reducing data, presenting data, verifying or drawing conclusions where real data was directly collected about the strategies of Islamic religious education teachers in instilling multicultural values in students in junior high schools. Negeri 2 Merauke, South Papua.

## RESULTS AND DISCUSSION

### Multicultural Values at SMP Negeri 2 Merauke, South Papua

Dede Rosyada argues that in order for multicultural education to improve, schools must create a learning process, design and assess the curriculum, and provide training in perception, attitude, and intercultural behavior to instructors. This will help teachers positively influence the development of their students' attitudes.

Based on field research conducted by Enco researchers, the presentation of the state of multicultural values in schools shows that multicultural values are fostered in schools through the study of various disciplines. The research was conducted in the field of the state of multicultural values at SMP Negeri 2 Merauke through observation and interviews with a number of informants who were considered to know the problems being studied. Even so, they live side by side, respect, understand, and work together despite different theological perspectives.

In order to achieve superior peace between religious communities at SMP Negeri 2 Merauke. One of the basic goals of SMP Negeri 2 Merauke is to train students to become members of society who can interact positively with the social, cultural, and natural environment inspired by religion. It is clear that SMP Negeri 2 Merauke consistently upholds and upholds democracy, humanism, and inclusivity as implementing the criteria that schools must meet to promote intercultural values in the classroom. Here are the details provided by the researchers:

#### Inclusive Value (Openness)

This Inclusive Value recognizes the diversity of students, including religious, racial, and national diversity. This value promises to highlight the idea of inclusivity and recognize plurality in an organization or social group. This increases awareness of the various choices available. Field observations revealed that students of SMP Negeri 2 Merauke, South Papua, always prioritize an attitude of openness, as well as various stories and histories related to their beliefs, tribes, and cultures, such as during religious holidays. This is how the value of inclusivity is demonstrated in reality. There will be a sense of unity among them because they actively help each other. This is the finding of an interview with teacher Mujini, an Islamic religious education teacher, who stated the following:

"In this activity, we as school teachers are committed to discussing this issue in order to encourage religious plurality, especially for the development of a nation. Similar items were distributed to all of our staff with the aim of fostering positive interactions. and thoughts, behaviors, and learning outcomes in the classroom or at school."

These observations and interviews may be used to draw the conclusion that inclusive values are a way of thinking and acting in interactions at school in order to create social relationships. Education is seen as the most effective instrument in the process of internalizing multicultural values. Therefore, if awareness is increased through education, this will have the expected impact.

#### Humanitarian Values

Recognizing student diversity is in line with the ideals of humanity. Diversity is a recognition of the differences that exist among students. This diversity can include ideology, religion, paradigm, ethnicity, way of thinking, needs, and economic status. Students demonstrate this in this way that prioritizes human rights as a way of life and respects each other in the school environment.

Based on research conducted on students of SMP Negeri 2 Merauke, they highly uphold humanitarian values which are seen when they gather in class and outside of school. Regardless of skin color, class, or religion, these students highly value and respect human dignity so that they can socialize with anyone without boundaries or social groups at school, and foster a safe and productive learning environment. The following are the findings of an interview with instructor Sudarmi, a PAI teacher:

"It is important to foster a sense of appreciation and respect for human values as a form of self-awareness, so that a harmonious school community can be created," said one of the researchers. "Instilling human values can encourage students to be able to learn by interacting with each other even though the reality in the school environment is very diverse."

Analysis of the findings of the observations and interviews resulted in the conclusion that multicultural values reflect human values. Because of the diversity of tribes, tribes, and religions in schools, education is a process of maximizing all human potential. With this principle, it is intended that the implementation of education can foster high appreciation and respect for human dignity.

#### Tolerance Value

Respecting and supporting human rights is demonstrated through the practice of tolerance in the school environment. Freedom of belief is the ability to practice one's beliefs without experiencing pressure. It also refers to freedom of expression, the ability to gather without forming small groups. This shows that despite the gaps based on religion, race, or culture, students who participate in religious celebrations really

support each other and even actively participate.

Based on the observation findings, it can be concluded that Islamic religious education teachers have tried to understand the importance of tolerance. This can be seen in the efforts made by teachers to help students in their learning. Teachers maintain tolerance for each other and do not question the diversity or differences of their students in order to maintain a normal learning pace. The following are the findings of an interview with instructor Sudarmi as a PAI teacher:

All Islamic Religious Education teachers have reached an understanding with non-Muslim students who allow them to attend or leave class at will, study in the religious room, or read books in the library while learning is taking place. This is done to help the subject succeed. The school educates and develops an attitude of mutual tolerance and respect by incorporating pluralistic ideals into the Islamic Religious Education material discussed in class and in everyday life. There is no significant difference in school, and students feel a relaxed learning environment.

The findings indicate that multicultural elements or values are the main lessons taught by Islamic Religious Education teachers in fostering a competitive attitude of respect and tolerance in religion for the sake of harmonious and good life among students and increasingly ingrained multicultural values in the environment of SMP Negeri 2 Merauke, South Papua.

### **Justice Value (Democratic)**

Justice is a broad concept that includes all types of justice, including cultural, political, and social justice. In fact, students' attitudes towards justice are reflected in the way they treat other students at school and in class and the way they treat teachers who do not discriminate between students and students when they receive what they need there.

The implementation of this SMPN has realized the principles of justice that grow in schools, as evidenced by the presence of diverse students, this diversity does not interfere with their interactions with classmates at school and the findings of the researcher's observations at SMP Negeri 2 Merauke, South Papua. Observation findings at SMP Negeri 2 Merauke, South Papua, show that students interact with their classmates and friends regularly without showing any bias. An interview with instructor Sudarmi, a professor of Islamic religious education, is presented below:

"PAI teachers must be able to grow into effective educational role models so that they can be examples for other educators, especially non-Muslim educators, in terms of teaching loyalty and the idea of justice."

The researcher presented the results of observations and interviews, reviewed the data, and came to the conclusion that PAI teachers need to provide examples to other educators in terms of fostering intercultural values, especially in the teaching and learning process at school. They must also refrain from treating students unfairly, including female students (both Muslim and Muslim). Non-Muslims) continue to provide fair teaching and learning advice.

### **Brotherhood Values**

In an institution, especially the educational institution of SMP Negeri 2 Merauke, South Papua. The term brotherhood can also be called *ukhuwah* in Arabic. There are three kinds of human life: Brotherhood between people, across nations, and between religions. From this it can be concluded that all students and students from all tribes, religions, nations, and world views are brothers. Everyone has the same rights because we are all brothers.

In the school environment at SMP Negeri 2 Merauke, South Papua, there has never been an ethnic dispute between students or teachers of different religions while the researcher was there, this indicates that the institution highly values brotherhood, this can be seen in difficult times. togetherness and in an integrated learning atmosphere. or away from the classroom or school, does not differentiate between groups, nationalities, or beliefs, and mixes as usual.

In addition, in general, planned learning needs to be applied consistently with the educational goals that must be achieved. The instructor acts as a facilitator as well as making learning plans and must be able to create different teaching programs based on the topics to be discussed. Then, as part of the uniqueness of the Islamic religious subject learning process, Islamic Religious Education teachers must be neutral and not discriminate between Muslim and non-Muslim students. In addition, SMP Negeri 2 Merauke, South Papua, as part of the development of intercultural values, Islamic education teachers' study and explore these values so that students are naturally aware of the meaning of religious diversity at SMP Negeri 2 Merauke, South Papua, living with differences without discriminating.

From the previous arguments and justifications, it is clear that the multicultural principles implemented at SMP Negeri 2 Merauke, South Papua have been quite effective, although some of them have not been implemented perfectly and do not have a related curriculum. in fostering multicultural values. On the contrary, this is only realized through the efforts of Islamic Religious Education teachers and schools as a form of respect for multicultural diversity with many diverse school communities.

Islamic Religious Education Teachers' Strategies in Instilling Multicultural Values in Students at SMP Negeri 2 Merauke

The Problem Based Learning (PBL) learning model also has a student-centered learning approach and curriculum that gives students the freedom to conduct research, combine theory and practice, and transfer knowledge and skills to create applicable solutions to the problems given. The choice of unstructured issues (often multidisciplinary) and instructors who act as tutors, who direct the learning process and provide extensive debriefing at the end of the learning experience, are essential to the effectiveness of this approach.

The qualities and elements required for an effective PBL approach to education have been described by several authors. The short excerpt does not provide in-depth information; therefore, students are advised to study the original text. PBL describes the techniques used and the specific skills developed, such as the capacity to think critically, evaluate and solve complex real-world problems, find, assess, and use appropriate learning resources, collaborate, demonstrate effective communication skills, and use subject matter knowledge and intellectual abilities to become continuous learners.

The researcher reviewed and concluded from the findings of the observations and interviews that the contribution of Islamic Religious Education instructors to the realization of multicultural values was in accordance with the anticipated goals. Its implementation showed that Islamic Religious Education teachers made various efforts, including: teaching without discriminating against students of other religions; choosing a learning style that suits the needs of students; and being very careful in delivering material related to multicultural values so as not to offend non-Muslim students.

In addition to the interview results above, Mayela Yeterok, as the principal, added the following:

"SMP Negeri 2 Merauke Papua Selatan is a school that greatly appreciates the diversity that exists in schools, with this understanding tolerance is very necessary in national and state life. This school instills intercultural ideals through the topic of Islamic Religious Education. We are aware that there are several religions in Indonesia, and we must be able to live side by side here with everyone without discriminating between religions. In this life, differences are not made a problem, but rather made into one unit in achieving common goals. improve ourselves and help each other without distinguishing between groups, races, or religions. "

Based on the findings of observations conducted at SMP Negeri 2 Merauke, South Papua, it can be concluded that the implementation of multicultural values was successful. This is indicated by the level of student awareness in maintaining the values of diversity, religious tolerance, and being open to each other and helping each other through student charity activities. This ongoing act of kindness means that this student charity project is very helpful when a classmate is going through a difficult time. For example, when a student's parent dies, the money collected from the student can be distributed as moral support, and this is done regardless of class, race, or religion.

Other efforts can be made by Islamic Religious Education teachers at SMP Negeri 2 Merauke, South Papua, as a school institution that is very crucial in instilling moderate religious values in the academic process at school, in addition to the tactics mentioned above, when researchers conduct field observations. Because one of the targets of this educational technique is educators, they play an important role in multicultural ideals. A teacher will be able to educate and instill these religious principles to his students if he has a reasonable paradigm of religious understanding.

This justifies the conclusion drawn from the instillation of intercultural ideals in the Islamic Religious Education Teacher Strategy. As a school for religious people, tribes, groups, and socio-economic groups that uphold the concept of pluralism, it is evident that the school has ingrained multicultural ideals in daily interactions in the school environment at SMP Negeri 2 Merauke, South Papua.

### **Supporting Factors for Islamic Religious Education Teacher Strategies in Instilling Multicultural Values at SMP Negeri 2 Merauke**

School is one place where many social interactions can occur. Conversations on a personal level are conducted to foster a sense of teamwork, the needs of each other, and a serious understanding of what is required to achieve a satisfying existence together. Interaction with others on a social level is a standard type of social interaction when individuals and groups develop ways to relate to other individuals and groups.

Social interaction between individuals, people and groups, or groups, groups are commonplace in schools. after knowing examples of social interaction in both social and commercial fields. Then, we will talk about social interaction related to schools.

Similar to interpersonal contact, interpersonal and group interactions can be easily seen in educational settings. In schools, interactions between people and groups can occur in various forms. Teachers teach their students in class, sports teachers explain strategies to soccer players on the school field, motivators provide learning motivation to all students in the auditorium, religious teachers lead prayers at religious study events so that students are ready to face national exams, and dance teachers train dance extracurriculars. members are just a few examples.

Social contact between groups is often the third social interaction. Social connectedness between groups can be seen, for example, in joint disaster evacuation training organized by PMR and Scout members. A group of students who are about to cross the road are assisted by members of the school security police. A group of students talk to grade XII students about various college majors. Parents and instructors meet to discuss preparations for the national exam. The graduation ceremony is attended by all members of grade XII. This school retirement celebration is attended by every student in grades VII, VIII, and IX. basketball players from classes A and B who are participating in the school sports week. Obstacles and Solutions to Islamic Religious Education Teachers' Strategies in Instilling Multicultural Values at SMP Negeri 2 Merauke

A person or group of people can produce and utilize information to relate to their environment and others through communication actions. Verbal and nonverbal communication are possible. Of course, effective communication is very important in the learning process, both face-to-face and online. In order for learning to be delivered effectively and there are no errors or anything that can hinder learning, communication between teachers and students and between teachers and students must be well established during the learning process.

### **Students Are Less Concerned with School Discipline**

It is impossible to talk about student discipline without discussing the problem of disruptive behavior among students which has recently become increasingly concerning. Students are involved in various dangerous behaviors at school, such as theft, brawls, gang formation, cheating, and truancy, as well as violations that are more dangerous or detrimental to both individuals and others. Various elements, such as the environment, students' families, and their educational environment, shape and impact their behavior.

It is undeniable that schools have an important role in determining how students behave. Schools can implement various strategies, including the following:

Teachers can set a good example for students, such as being on time. If students observe that their teachers are not disciplined, then they themselves will also be less disciplined. Teachers must stop the habit of coming late to class, using rubber time, and repeating it again.

Implement clear and strict rules and regulations that are easy to follow and can foster a learning environment.

Through coaching and, more importantly, by setting a good example in the classroom, where students interact with instructors who educate and guide them, teachers persistently continue to spread the message to students about the value of discipline in learning to achieve the best results. The influence of teacher attitudes, behaviors, actions, and words that are seen, heard, and judged positively by students can exceed the influence of their parents at home, and often have a greater emotional impact. In essence, efforts to punish students in schools include the attitudes and behavior of teachers. Efforts must be made to reduce and prevent all types of student violations in schools.

### **CONCLUSION**

There are five multicultural values in SMP Negeri 2 Merauke, South Papua, namely; Inclusive Values (Openness), Humanitarian Values (Humanist), Tolerance Values, Justice Values (Democratic) and Brotherhood.

The strategies implemented by Islamic Religious Education teachers in instilling multicultural values in students at SMP Negeri 2 Merauke, South Papua are in the form of; first, appropriate RPP so that teachers will be well-directed when teachers conduct learning, second, the use of PBL (problem-based learning) and PAIKEM (Active, Innovative, Creative, Effective and Enjoyable Learning) learning models and third, various extracurricular activities.

Supporting factors for instilling multiculturalism in SMP Negeri 2 Merauke, South Papua include; school climate, facilities and infrastructure, teacher roles, school programs and activities, and interactions between components in the school. Although there are supporting factors, there are certainly obstacles faced by Islamic Religious Education teachers in instilling multicultural values in students at SMP Negeri 2 Merauke, South Papua, namely; teachers lack communication with teachers, and students are less concerned with school discipline.

### **RECOMMENDATIONS**

Instilling multicultural values at SMP Negeri 2 Merauke, South Papua, of course, must pay attention to multicultural education in the learning process in the classroom, not only focusing on the written curriculum.

For the principal, it is expected to be able to always instill multicultural values that are in accordance with the students at this school, and be able to create a safe, comfortable, good and peaceful school atmosphere for all groups at SMP Negeri 2 Merauke, South Papua.

For teachers, it is expected to always create a pleasant learning atmosphere for all groups of students at the school, then for administrative staff, and other stakeholders are expected to be able to work together in

providing a positive influence, especially in the aspect of multicultural education that exists. For parents of students, it is necessary to establish good cooperation between students and parents of students at SMP Negeri 2 Merauke, South Papua.

For readers, hopefully they can instill multicultural values in everyday life not only at school but also in society in general.

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