

Integration of Multicultural Values in Project-Based Learning: A Case Study on the Batik and Textile Creative Craft Program

Iswanto¹, Ahmad Ma'ruf², M. Anang Sholikhudin³

Universitas Yudharta Pasuruan

iswaaanto13@gmail.com; ahmad.maruf@yudharta.ac.id

Abstract

This study investigates the integration of multicultural values into project-based learning within the Batik and Textile Creative Craft program at Vocational High School 1 Jabon Sidoarjo, in response to the growing need for character education in ethnically diverse vocational settings. While technical competence remains a central focus of vocational education, the absence of systematic efforts to instill cultural values has limited students' development in areas such as tolerance, inclusion, and social awareness. Using a qualitative descriptive approach, data were collected through semi-structured interviews, classroom observations, and document analysis involving school leaders, teachers, students, and community figures. Data analysis employed source triangulation and followed a process of data reduction, presentation, and verification to ensure validity. The findings demonstrate that project-based learning effectively serves as a pedagogical medium for embedding multicultural values, particularly through collaborative activities rooted in the culturally significant practices of batik and textile craftsmanship. Students developed heightened awareness of diversity and demonstrated improved inclusive and cooperative behaviors. The integration of multicultural principles was facilitated by the alignment between the curriculum and the local cultural context, which supported the internalization of values in an experiential and meaningful manner. This study concludes that the synergy between technical training and multicultural education through project-based learning can contribute significantly to the development of inclusive vocational education. The findings offer practical insights for other vocational institutions

seeking to advance character education through culturally responsive pedagogies.

Keywords: Multicultural Education; Project-Based Learning; Vocational Character Development; Batik and Textile Education; Cultural Integration

INTRODUCTION

Vocational education in Indonesia, especially in multiethnic areas such as Sidoarjo, faces challenges in integrating multicultural values into the learning process. The Vocational High School 1 Jabon Sidoarjo, with its Batik and Textile Creative Craft expertise program, has great potential in shaping cultural awareness and tolerance through local art heritage. However, the reality on the ground shows that learning still tends to focus on the technical aspects of skills, while the reinforcement of multicultural values has not been systematically integrated into the learning process. This is exacerbated by students' limited understanding of other cultures and teachers' challenges in linking competency achievement to the formation of tolerant, inclusive, and collaborative attitudes. The project-based learning approach that has been implemented on a limited basis offers strategic opportunities to bring multicultural values into contextual and meaningful learning activities (Serin, 2023). Therefore, it is important to explore strategies for integrating multicultural values in project-based learning at the Vocational High School 1 Jabon Sidoarjo as an effort to strengthen students' character and increase their awareness of the importance of living in diversity.

The integration of multicultural values in project-based learning at the Vocational High School 1 Jabon is a strategic step to form a tolerant and inclusive student character. By harnessing local potentials such as batik and textile art, learning can be directed to not only develop technical skills, but also instill the values of togetherness and appreciation for cultural diversity (Chrysty, 2024; Khofsah et al., 2023; Mubarak & Bastian, 2024). This approach is in line with the goals of national education, which emphasizes character building and 21st-century competency development (Prihatmojo et al., 2019).

Various studies have been conducted related to the integration of multicultural values in education. For example, Pauji et al. (2022) researched the strategic management of multicultural-based education and found that the right strategy can effectively manage student diversity. However, this research focuses more on managerial aspects than

implementation in project-based learning. Meanwhile, Wibowo (2024) examines the integration of multiculturalism values and shows a positive impact on students' tolerance attitudes, but the context is different from vocational education. This gap shows the need for more specific research on the integration of multicultural values in project-based learning in Vocational High Schools, particularly in skill programs such as Batik and Textile Creative Crafts.

Handayani and Wulandari (2017) researched the implementation of multicultural-based character education and found that the integration of character values can be done through various school programs. However, this study does not specifically address project-based learning. Ridwanulloh et al. (2024) are also researching multicultural education strategies based on local wisdom in elementary schools, but the context and level of education are different from vocational high schools. These two studies show the importance of integrating multicultural values in education, but have not answered how such integration can be done in project-based learning in Vocational High School.

Hartati (2022) and Tejawiani et al. (2023) researched project-based learning models to improve the soft skills of Vocational High School students and found that these models were effective in developing interpersonal and intrapersonal skills. However, this study does not specifically address the integration of multicultural values. Vachruddin et al. (2024) also researched transdisciplinary approaches in project-based learning in Vocational High Schools and found that this approach can improve collaboration and tolerance between students. However, this study has not explicitly addressed the integration of multicultural values in the context of project-based learning. This gap shows the need for research that combines both aspects.

Prastyo et al. (2024) examined the influence of project-based and multicultural learning on the prosocial behavior of elementary school students and found that a combination of these two approaches can improve prosocial behavior. However, this research was conducted at the basic education level and does not cover the context of vocational education. Suprianto and Suprayitno (2025) researched multicultural education strategies and found that the integration of multicultural values can be done through curriculum and extracurricular activities. However, this study does not specifically address project-based learning. This gap points to the need for more specific research on the integration of multicultural values in project-based learning in Vocational High Schools.

The novelty of this study examines the integration of multicultural values in project-based learning at the Vocational High School 1 Jabon, especially in the Batik and Textile Creative Craft expertise program. This approach has not been widely discussed in the literature before, so this research can make a significant contribution to the development of learning models that integrate multicultural values in the context of vocational education. The theoretical basis used in this study includes multicultural education theory, project-based learning, and student character development in the context of cultural diversity.

Multicultural education theory emphasizes the importance of recognizing and appreciating cultural diversity in the educational process (Banks, 2015). Project-based learning, according to Thomas (2000), is an approach that allows students to learn through active involvement in relevant and meaningful projects. By combining these two approaches, it is expected that students will not only develop technical skills but also the tolerant, inclusive, and collaborative attitudes that are essential in a multicultural society. This research aims to develop a learning model that integrates multicultural values in project-based learning.

The focus of this research is on the integration of multicultural values in project-based learning in the Batik and Textile Creative Craft expertise program. This research aims to: (1) identify the form and pattern of application of multicultural values in the vocational learning process; (2) evaluate the effectiveness of the project-based learning approach in fostering tolerance, appreciation for diversity, and collaboration between students; and (3) uncover the challenges and opportunities faced by educators in integrating multicultural values into the vocational curriculum.

Thus, this research is expected to make a conceptual and practical contribution to the development of a vocational education model that is responsive to the socio-cultural dynamics of multicultural communities. The results of this study are also expected to be a reference for policymakers, educators, and education practitioners in designing and implementing learning strategies that integrate multicultural values in vocational education.

METHODS

This research focuses on the phenomenon of integrating multicultural values in project-based learning in the Batik and Textile Creative Craft Expertise Program of the Vocational High School 1 Jabon Sidoarjo. This phenomenon was chosen because there is

still a gap between the mastery of technical skills and the strengthening of inclusive multicultural character in vocational school environments in multiethnic areas. The approach used is descriptive qualitative research, which aims to provide an in-depth and comprehensive picture of how multicultural values are integrated into learning practices without manipulation of variables or statistical predictions (Hall & Liebenberg, 2024). Primary data is obtained through in-depth interviews with relevant informants, while secondary data is taken from relevant literature and documents to support the analysis. This approach is in line with the principles of qualitative research that emphasize a holistic understanding of social and cultural contexts, as described by Creswell & Poth (2016), which states that qualitative descriptive methods are effective in explaining educational phenomena comprehensively and contextually.

The research participants consisted of four main groups that were selected purposively, namely school principals, teachers of the Batik and Textile Creative Craft program, students of grades XI and XII, and community leaders who influence local culture. The selection of these informants is based on their direct involvement in the learning process and social interaction in the school environment that reflects cultural diversity. Data collection was carried out through three main techniques: semi-structured interviews, participatory observation, and documentation. In-depth interviews were conducted to explore the experiences and perceptions of informants regarding the integration of multicultural values in project-based learning. Observation is used to observe the process of interaction and implementation of learning in the classroom, while documentation includes the collection of relevant learning archives and products. This combination of techniques is used to ensure data triangulation so that the validity of the findings can be maintained as explained by Yin (2017) in qualitative research case studies emphasize the importance of various data sources in increasing the credibility of research results is emphasized.

The data obtained was analyzed using interactive analysis techniques, which included three main stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction aims to filter and focus relevant information according to the research objectives. Furthermore, the data is presented in the form of simple narratives and visualizations to facilitate interpretation. Conclusions are drawn repeatedly to ensure the accuracy and reliability of the results. The validity of the data is strengthened by using source triangulation, which is comparing data from various informants (principals, teachers, students, and community leaders) to obtain an objective and comprehensive picture. In

addition, the member checking technique is also applied by reconfirming the findings with the informant to avoid misinterpretation. The analysis process was carried out for two months from the beginning of data collection in January to February 2025, to produce credible and contextual findings. This analytical approach is recognized as effective in qualitative research, as outlined by Miles et al. (2019), to capture the complexity and dynamics of social phenomena in depth.

RESULTS

Multicultural Value in Learning

This research reveals that the understanding of multicultural values among students of the Vocational High School 1 Jabon Sidoarjo is still at the surface level. Based on the results of in-depth interviews with teachers and principals, as well as observations of classroom activities, it was found that most students were able to recognize the diversity of cultures around them, but did not have the depth of an inclusive attitude in cross-cultural interactions. Learning documentation shows that cultural aspects are often only used as a passive context in teaching materials, not yet an active part of learning activities. Table 1 presents a summary of the data from observations, interviews, and documentation related to the understanding of students' multicultural values.

Table 1. Multicultural Values in Learning at the Vocational High School 1 Jabon

Observation Aspect	Data Source	Findings	Additional Details
Students' understanding of culture	Interviews with students	Knowing the diversity of cultures, but still limited to the surface aspect	There has been no student initiative in an inclusive attitude
Tolerance in collaboration	Learning observation	The interaction is quite good, but it does not fully reflect multicultural values	Collaboration has not raised cross-cultural values
Integration in teaching materials	Documentation and teacher interviews	Cultural values are used as a complement, not the center, in learning activities	There is no standard guide to the integration of cultural values

From the data presented in Table 1, it can be explained that the implementation of multicultural values at Vocational High School 1 Jabon Sidoarjo is still not carried out systematically. Teachers have a good understanding of the importance of multicultural education, but have not received adequate training or teaching tools to implement it. The results of the observations showed that students were only passively involved in the introduction of other cultures without a reflective process that encouraged cross-cultural understanding. This is an indication that the strategy of integrating these values has not been fully developed in daily learning, especially in a project-based approach.

Findings in the field confirm the main problem in this study, namely, the gap between the goals of multicultural-based character education and learning practices that focus more on technical aspects. The absence of a systematic pedagogical framework causes teachers to tend to focus on the achievement of skill competencies, while values such as tolerance, inclusivity, and empathy have not been deeply internalized. Thus, the urgency to design an integrative strategy is increasingly real, especially in the context of vocational schools that emphasize the formation of attitudes and skills in the 21st century.

Project-Based Learning Strategies

Project-based learning implemented at the Vocational High School 1 Jabon Sidoarjo has shown great potential in developing cultural understanding through creative and collaborative activities. Data from interviews with teachers and students showed that the batik-making project is an effective medium to introduce local values and cultural wisdom. Observations show that students are more motivated when they engage in projects that touch on real-life contexts. The following is a summary presented in Table 2.

Table 2. Multicultural Integration Strategies in Project-Based Learning

Project Type	Multicultural Values Raised	Learning Techniques	Results Achieved
Batik projects with local cultural motifs	Strengthening cultural identity and pride	Group collaboration, discussion of the meaning of symbols	Students' batik works with strong cultural narratives
Presentation of batik works between classes	Tolerance, appreciation for other cultures	Peer review, cross-class question-and-answer session	Increased empathy and appreciation of cultural diversity
Final reflection of the project	Inclusivity, empathy, and collaboration	Reflective essay writing and open discussion	Students can connect work with life values

Based on Table 2, the strategy of integrating multicultural values in project-based learning has proven to be effective in creating an inclusive and contextual learning atmosphere. Students are engaged in a creative process that blends techniques, skills, and cultural narratives. Teachers act as facilitators who guide discussions and reflections on the values behind the batik products produced. The use of peer-review methods and open reflection allows students to understand other cultural perspectives and develop social skills. This proves that project-based learning has great potential to ground multicultural values.

The findings on the project-based learning strategy answer the main challenge faced by Vocational High School 1 Jabon, namely the integration of values in skill mastery. The projects that teachers develop collaboratively with students are not only oriented to the results of the work, but also to the process of social interaction and cultural exploration. These activities indirectly form a tolerant, open, and inclusive attitude. Thus, this approach can be used as a reference in the development of vocational learning models that balance technical competence and multicultural character.

The Batik and Textile Creative Craft expertise program is a strategic vehicle in integrating local and multicultural cultural values. Based on documentation and observation data, students are actively involved in the process of making batik from the design, coloring, to product presentation stages. Local cultural values are reflected in the motifs, colors, and symbols used. The following table 3 illustrates the process and outcomes of this program from a multicultural perspective.

Table 3. Integration of Multicultural Values in the Batik and Textile Creative Craft Program

Stages of Batik Production	Cultural Values Raised	Students' Role in the Project	Multicultural Achievement Indicators
Motif design	Local wisdom and symbols of trust	Creativity and cultural research	Use of local regional cultural symbols
Coloring and the coloring process	Patience, cooperation	Individual strength-based division of tasks	Harmonious collaboration between students
Product presentation and narrative	Appreciation and recognition of other cultures	Cultural communication and narrative delivery	Students can explain the cultural meaning of the product

From Table 3, it can be seen that this skill program not only shapes students' technical skills but also serves as a means to foster cultural awareness and identity. Design activities and cultural narratives carried out by students create a learning space that is not only based on product results but also on the process of internalizing values. This activity strengthens the position of vocational education as a vehicle for character formation that is relevant to the pluralistic social reality.

These findings confirm that the Batik and Textile Creative Craft program can be used as a strategic medium in answering the challenge of integrating multicultural values in vocational education. The learning strategy carried out through a project-based approach opens up space for students to actualize skills as well as cultural values. These findings confirm that a multicultural value integration strategy can be effective if learning is directed to the meaning of values behind every work process carried out by students.

DISCUSSION

This study reveals that integrating multicultural values in project-based learning in the Batik and Textile Creative Craft expertise program at the Vocational High School 1 Jabon Sidoarjo has been partially but significantly. Learning that combines technical aspects of skills with local cultural values and ethnic diversity can create an inclusive and collaborative learning atmosphere. Students not only master the techniques of making batik and textile crafts, but are also encouraged to appreciate cultural differences through cross-group interaction and the development of motifs that contain cultural values. This shows that project-based learning can be an effective forum for instilling multicultural values in the context of vocational education.

When compared to previous research, such as the one conducted by Nie (2023) and Li (2024) emphasizing the importance of integrating cultural values in vocational education in general, this research adds to the richness of understanding by focusing on specific project-based learning in the field of batik and textile crafts. The advantage of this research lies in its more contextual and measurable practical application through complete field data, compared to most previous studies that are still conceptual or limited to a smaller scale (Ge, 2024). The study also reinforces Du's findings (2023), which emphasize the importance of the value of tolerance in creative learning, as well as presenting concrete evidence of the application of these values in cultural products.

The results of this study reflect the strategic benefits that are not only limited to the aspect of skill learning, but also make an important contribution to the formation of the character of students who are aware of cultural diversity. Integrating multicultural values not only enriches the learning experience but also equips students with tolerant and inclusive attitudes relevant to community life in the era of globalization (Salim et al., 2023). This research is an important mirror for the development of a holistic vocational curriculum, balancing technical and socio-cultural aspects in vocational education.

The implications of these findings are wide-ranging, especially in the context of developing vocational learning models that are responsive to social and cultural needs in multiethnic environments. Vocational schools can adopt a project-based learning approach as an effective means of incorporating multicultural values, thereby supporting the creation of graduates who are not only technically competent but also have mature social insights and attitudes. In addition, this implication encourages schools and policymakers to provide more intensive support in teacher training and the provision of learning resources that accommodate cultural diversity.

The success of integrating multicultural values in project-based learning can be explained by the characteristics of project learning that emphasize collaboration, reflection, and real application, thus naturally opening up space for intercultural interaction and appreciation (Sappaile et al., 2023; Sholikah et al., 2023). Multiethnic socio-cultural conditions also support the practical application of these values in learning activities. However, limitations such as teachers' understanding that is not fully deep and the focus on learning that is still heavy on technical aspects are inhibiting factors that cause the integration of these values to be suboptimal.

Based on these results and analysis, it is necessary to take several strategic action steps, including strengthening teacher capacity through special training on multicultural learning and Project-Based Learning, developing learning modules that explicitly integrate cultural values, and improving supporting facilities that facilitate students' collaborative and creative activities. In addition, school management must prioritize policies that support diversity and inclusion as part of the school culture so that multicultural values are truly internalized in the entire vocational learning process at Vocational High School 1 Jabon Sidoarjo.

CONCLUSION

This study highlights the transformative potential of project-based learning in integrating multicultural values into vocational education, specifically within the Batik and Textile Creative Craft program at Vocational High School 1 Jabon Sidoarjo. Contrary to earlier assumptions about the difficulty of aligning technical and cultural learning objectives, the findings reveal that creative, tradition-based projects can effectively cultivate both vocational competence and multicultural character. Students engaged in these projects emerge not only as skilled artisans but also as individuals who are more tolerant, inclusive, and culturally aware.

Theoretically, this research contributes to the limited body of knowledge on the intersection of project-based pedagogy and value internalization within vocational education settings. It introduces a nuanced understanding of how Islamic Religious Education can support multicultural awareness in technical learning environments. Practically, the findings offer concrete strategies for vocational educators seeking to design curricula that balance skill development with character formation, thereby producing graduates who are both professionally capable and socially responsible.

By addressing an underexplored dimension of vocational education, this study provides a foundation for rethinking the role of cultural integration in technical curricula. While limited in scope, the research opens promising directions for further investigation. Future studies should consider broader institutional contexts, varied expertise programs, and the use of mixed-method approaches to deepen understanding of how multicultural values can be systematically embedded in vocational education across diverse settings.

REFERENCES

- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Routledge.
- Chrysty, J. M. (2024). Proyek Penguatan Profil Pelajar Pancasila: Implementasi Pagelaran Musik Gendang Beleg Sebagai Budaya Indonesia. *Dharma Sevanam Jurnal Pengabdian Masyarakat*, 3(2), 213–223. <https://doi.org/10.53977/sjpkm.v3i2.2171>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications, Inc.
- Du, Q. (2023). Research on Curriculum Setting and Evaluation of Cultural Quality Education in Higher Vocational Colleges. *International Journal of New Developments in Education*, 5(11). <https://doi.org/10.25236/ijnde.2023.051105>
- Ge, Y. (2024). Innovation of Cultural Education Mode in Agricultural Higher Vocational

- Schools From the Perspective of Rural Revitalization. *Transactions on Social Science, Education and Humanities Research*, 5, 521–527. <https://doi.org/10.62051/pbsac065>
- Hall, S., & Liebenberg, L. (2024). Qualitative Description as an Introductory Method to Qualitative Research for Master's-Level Students and Research Trainees. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241242264>
- Handayani, N., & Wulandari, T. (2017). Implementasi pendidikan karakter berbasis multikultural di SMK Negeri 2 Mataram. *SOCLA: Jurnal Ilmu-Ilmu Sosial*, 14(2). <https://doi.org/10.21831/socia.v14i2.17642>
- Hartati, L. (2022). The effect of the project-based learning model on the soft skill of vocational school students. *Technium Soc. Sci. J.*, 27, 180. <https://doi.org/10.47577/tssj.v27i1.5569>
- Khofsah, Z. A., Fatmawati, F. A., & Ifadah, A. S. (2023). Pengaplikasian Budaya Lokal Gresik Dalam Kegiatan Pembelajaran PAUD. *Aulad Journal on Early Childhood*, 6(3), 462–469. <https://doi.org/10.31004/aulad.v6i3.561>
- Li, T. (2024). Research on Moral Education Strategies for Vocational College Students Integrating Traditional Chinese Culture. *Journal of Education, Humanities and Social Sciences*, 26, 997–1002. <https://doi.org/10.54097/6j6f0a02>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). Qualitative data analysis, A methods sourcebook. In *Arizona State University* (Fourth).
- Mubarok, A. A. S. A. Al, & Bastian, A. F. (2024). Pendampingan Anak Dalam Mengenal Dan Melestarikan Budaya Lokal Melalui Komunitas Seni Karawitan Kabupaten Mojokerto. *Guyub Journal of Community Engagement*, 5(1), 1–21. <https://doi.org/10.33650/guyub.v5i1.7487>
- Nie, K. (2023). The Value and Application of Traditional Culture in Undergraduate Vocational Education. *Transactions on Comparative Education*, 5(8), 98–106. <https://doi.org/10.23977/trance.2023.050815>
- Pauji, A. I., Raharjo, T. J., & Yulianto, A. (2022). Strategic Management of Multicultural-Based Education (Study at Bakti Karya Vocational High School, Pangandaran). *Educational Management*, 11(1), 82–89.
- Prastyo, D., Soetjipto, B. E., Hadi, S., & Spto, A. (2024). The Influence Of Model Problem-Based Learning, Model Project-Based Learning, And Model-Based Multicultural Learning On Prosocial Behavior Primary School Students In Surabaya. *International Journal of Artificial Intelligence Research*, 7(1.1). <https://doi.org/10.31004/obsesi.v8i5.6204>
- Prihatmojo, A., Agustin, I. M., Ernawati, D., & Indriyani, D. (2019). Implementasi Pendidikan Karakter Di Abad 21. *SEMNASFIP*.
- Ridwanulloh, M. U., Huda, R. P. R., Maslahah, H. M., & Surur, A. M. (2024). Implementasi Strategi Pendidikan Multikultural Berbasis Kearifan Lokal di Sekolah Dasar. *Jurnal JPK (Jurnal Pancasila Dan Kewarganegaraan)*, 9(2), 93–102. <https://doi.org/0.24269/jpk.v9.n2.2024.pp93-102>
- Salim, A., Mukhibat, M., Hayani, A., Wafa, M. H., & Assalihee, M. (2023). Madrasah as Habitus for Increasing Tolerance in Multi-Religious Society. *Cendekia Jurnal Kependidikan Dan Kemasyarakatan*, 21(2), 148–162. <https://doi.org/10.21154/cendekia.v21i2.6341>
- Sappaile, B. I., Putro, A. N. S., Ahmad, S. N., Artayani, M., Zahir, L. A., & Andilah, S. (2023). Implementasi Model Pembelajaran Berbasis Proyek Dalam Penanaman Konsep

- Matematika Pada Siswa Sekolah Menengah. *Innovative Journal of Social Science Research*, 3(3), 8547–8557. <https://doi.org/10.31004/innovative.v3i3.3155>
- Serin, H. (2023). Teaching Mathematics: The Role of Project-Based Learning. *International Journal of Social Sciences and Educational Studies*, 10(2). <https://doi.org/10.23918/ijsses.v10i2p378>
- Sholikah, S. K., Sunarti, S., & Masfingatin, T. (2023). Meningkatkan Keterampilan Berkolaborasi Siswa SMP Melalui Model Pjbl Dengan Pendekatan TArL. *Jurnal PTK Dan Pendidikan*, 9(1). <https://doi.org/10.18592/ptk.v9i1.9400>
- Suprianto, G., & Suprayitno, K. (2025). Keanekaragaman Budaya: Strategi Efektif Pendidikan Multikultural di SMA Muhammadiyah 2 Sidoarjo. *MASALIQ: Jurnal Pendidikan Dan Sains*, 5(2), 617–631. <https://doi.org/10.58578/masaliq.v5i2.4988>
- Tejawiani, I., Lastriyani, I., Lidiawati, L., Margono, M., & Fitriyani, I. F. (2023). Project-based learning model to enhance soft skills of vocational high school students. *Journal of World Science*, 2(8), 1159–1166.
- Thomas, J. W. (2000). *A review of research on project-based learning*. Autodesk Foundation.
- Vachruddin, V. P., Setiawan, A., Asrohah, H., & Haq, N. I. (2024). Case Studies of Transdisciplinary Approach in Vocational Schools: Student Business Center Program. *Journal of Vocational Education Studies*, 7(2), 247–259. <https://doi.org/10.12928/joves.v7i2.10392>
- Wibowo, D. R. (2024). Integrasi Nilai-nilai Multikulturalisme dalam Pembelajaran IPS untuk Membangun Sikap Toleran Pada Siswa MI/SD. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 6(02), 112–125. <https://doi.org/10.62097/ad.v6i02.1998>
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications, Inc.