

The Role of Multicultural-Based Civic Education Learning in Developing Tolerance among Elementary School Students: A Systematic Literature Review

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Abstract : This study analyzes the role of multicultural-based Civic Education in developing tolerance among elementary school students through a Systematic Literature Review. The topic is relevant because Indonesia's ethnic, religious, cultural, and linguistic diversity requires education that builds mutual respect from an early age. This review synthesized 15 selected journal articles related to multicultural education, Civic Education, tolerance, diversity, and multicultural awareness in elementary school contexts. The data were analyzed using thematic synthesis. The findings show that multicultural-based Civic Education supports tolerance development in three main ways. First, multicultural values are integrated through lesson planning, diversity materials, discussion, simulation, and contextual learning activities. Second, participatory, dialogical, and collaborative learning strategies encourage empathy, tolerance, and respect for differences. Third, implementation success depends on teacher competence, school support, learning resources, and family and community involvement. The review also found that previous studies remain fragmented across multicultural awareness, character education, and learning strategies. Therefore, multicultural-based Civic Education is a relevant and contextual approach to strengthening tolerance among elementary school students in diverse learning environments.

Keywords : Multicultural, Civic Education, Elementary School, Tolerance

Abstrak : Penelitian ini menganalisis peran pembelajaran Pendidikan Kewarganegaraan berbasis multikultural dalam mengembangkan toleransi siswa sekolah dasar melalui Systematic Literature Review. Topik ini penting karena keberagaman etnis, agama, budaya, dan bahasa di Indonesia menuntut pendidikan yang mampu menanamkan sikap saling menghargai sejak dini. Kajian ini mensintesis 15 artikel jurnal yang membahas pendidikan multikultural, pembelajaran PKn atau PPKn, toleransi, keberagaman, dan kesadaran multikultural pada konteks sekolah dasar. Data dianalisis menggunakan sintesis tematik. Hasil kajian menunjukkan bahwa pembelajaran PKn berbasis multikultural berperan dalam tiga aspek utama. Pertama, nilai multikultural diintegrasikan melalui perencanaan pembelajaran, materi keberagaman, diskusi, simulasi, dan aktivitas kontekstual. Kedua, strategi pembelajaran partisipatif, dialogis, dan kolaboratif mendorong empati,

toleransi, dan penghargaan terhadap perbedaan. Ketiga, keberhasilan implementasi dipengaruhi oleh kompetensi guru, dukungan sekolah, sumber belajar, serta keterlibatan keluarga dan masyarakat. Kajian ini juga menemukan bahwa literatur sebelumnya masih tersebar pada tema kesadaran multikultural, pendidikan karakter, dan strategi pembelajaran. Dengan demikian, pembelajaran PKn berbasis multikultural menjadi pendekatan yang relevan untuk memperkuat toleransi siswa sekolah dasar.

Kata Kunci : Multikultural, Pendidikan Pancasila, Sekolah Dasar, Toleransi

INTRODUCTION

Indonesia is widely recognized as a multicultural nation characterized by ethnic, religious, cultural, and linguistic diversity. This diversity is an important national asset because it enriches social life and reflects the spirit of *Bhinneka Tunggal Ika* (Gamun et al., 2025; Sunu, 2021; Waman & Dewi, 2021). At the same time, diversity also presents challenges when differences are not properly understood and managed in educational settings (Kamal et al., 2025; Waman & Dewi, 2021). Several studies in elementary education indicate that intolerance, bullying, exclusive peer grouping, and discriminatory attitudes still appear among students, showing that respect for diversity cannot be assumed to develop automatically, but must be intentionally nurtured through education (Alinata et al., 2024; Kamal et al., 2025).

Elementary school occupies a crucial position in this process because it is the foundational stage for character formation and social habit development. At this level, students begin to encounter visible differences in religion, ethnicity, culture, language, and social background within their daily school interactions (Nurmansyah & Muttaqin, 2024; Sanjaya & Swastika, 2025). For that reason, tolerance should be cultivated from an early age so that students are able to live side by side, respect others, and respond to differences in constructive ways. Previous studies emphasize that tolerance and diversity values introduced in elementary school can shape students into future citizens who are more inclusive, respectful, and socially responsible (Bala & Sanjaya, 2025; Purnama, 2021; Waman & Dewi, 2021).

One of the school subjects that has strong relevance for fostering these values is Civic Education. Civic Education is not only concerned with knowledge about citizenship, the state, rights, and obligations, but also with the formation of democratic attitudes, mutual respect, social responsibility, and awareness of living together in diversity (Gamun et al., 2025; Pastini et al., 2022). Several studies report that Civic Education can function as an important medium for instilling multicultural awareness, tolerance, empathy, and respect for differences when learning is designed in participatory, contextual, and dialogical ways (Dewi & Sujana, 2020; Sunu, 2021; Widiastini & Agetania, 2024). In multicultural elementary school contexts, the integration of local values, diversity principles, reflective discussion, and intercultural dialogue into Civic Education has been shown to support the development of tolerant attitudes among students.

More specifically, previous research has shown that multicultural education is often not taught as a separate subject, but is integrated into Civic Education learning (Kamal et al., 2025; Purnama, 2021; Waman & Dewi, 2021). Its implementation may begin from lesson planning, especially by inserting multicultural values into learning objectives, indicators, and classroom activities. In practice, teachers can use discussion, simulation, collaborative work, reflective dialogue, and contextual experiences to help students understand diversity and practice tolerance in everyday school life (Gamun et al., 2025; Nurmansyah & Muttaqin, 2024). Other studies also indicate that multicultural learning strategies significantly improve elementary school students' tolerance attitudes, suggesting that learning design plays an important role in shaping how students respond to differences (Mastura & Purwowidodo, 2024; Rahmawati et al., 2025; Widiastini & Agetania, 2024).

However, the existing literature remains fragmented. Some studies focus on Civic Education as a medium for multicultural awareness, others discuss multicultural learning strategies and their effect on tolerance attitudes, while several others emphasize diversity values and tolerance through broader citizenship education (Agusniati *et al.*, 2025; Idawati *et al.*, 2024; Suryaman & Suharyanto, 2022). This fragmentation makes it difficult to obtain a comprehensive understanding of how multicultural-based Civic Education learning contributes to the development of tolerance among elementary school students. In addition, many studies still concentrate on specific cases, particular schools, or limited classroom practices, so a broader synthesis is needed to identify recurring patterns, effective strategies, and common challenges in the literature (Bala & Sanjaya, 2025; Mastura & Purwowidodo, 2024; Sanjaya & Swastika, 2025; Sunu, 2021).

For that reason, a Systematic Literature Review is needed to synthesize previous findings on multicultural-based Civic Education learning in elementary schools. Through a systematic review, this study seeks to analyze how Civic Education has been conceptualized as a multicultural learning space, how tolerance is developed through Civic Education practices, what strategies are most frequently used, and what obstacles are reported in the literature. This review is expected to provide a clearer conceptual map of the field and to offer useful insights for teachers, schools, and researchers in strengthening tolerance education through Civic Education in culturally diverse elementary school settings.

METHODS

This study employed a Systematic Literature Review (SLR) to synthesize previous studies related to multicultural-based Civic Education learning and its role in developing tolerance among elementary school students. The SLR approach was selected because it allows the researcher to review, classify, and interpret existing findings in a structured, transparent, and systematic manner. This method is appropriate for identifying patterns of findings, dominant themes, and research gaps in the literature concerning Civic Education, multicultural learning, tolerance, and elementary school contexts. The review process was conducted through several stages, namely: identifying the research focus, determining search keywords, selecting relevant articles, screening the articles based on inclusion and exclusion criteria, extracting important information, and synthesizing the findings thematically. The main focus of this review was to examine how multicultural values are integrated into Civic Education learning, how such learning contributes to the development of tolerance, and what strategies and challenges are reported in previous studies.

The articles reviewed in this study consisted of 15 selected journal articles that discuss Civic Education, multicultural education, tolerance, diversity, and elementary school learning. The selection was based on the relevance of each article to the topic of the review. Several core articles directly discussed the integration of multicultural education into Civic Education or PPKn and its contribution to students' tolerance, while supporting articles discussed multicultural learning strategies, tolerance values, diversity education, and multicultural awareness in elementary school settings. The inclusion criteria were as follows: (1) the article discusses multicultural education, Civic Education/PPKn, tolerance, diversity, or multicultural awareness; (2) the study is conducted in an elementary school or equivalent primary education context; (3) the article provides empirical, conceptual, review-based, or descriptive findings relevant to the topic; and (4) the full text of the article was accessible. The exclusion criteria covered articles that focused on higher education contexts, studies unrelated to tolerance or multicultural learning, and articles whose main focus was outside elementary Civic Education.

After the articles were selected, the data were extracted using a review matrix containing the author(s), year, article title, research method, research focus, and main findings. The extracted data were then analyzed using thematic synthesis. Through this process, the findings were grouped into several major themes, namely: (1) the role of Civic Education in fostering multicultural awareness, (2) the integration of multicultural values into Civic Education learning, (3) strategies used to develop tolerance among elementary school students, and (4) challenges

and supporting factors in implementing multicultural-based Civic Education learning. This thematic grouping was intended to make the review more systematic and to highlight the recurring patterns found across the selected studies. Although all selected articles were included in the review, their analytical weight was differentiated according to their closeness to the main topic. Articles directly examining multicultural-based Civic Education and tolerance in elementary schools were treated as core studies, while articles discussing tolerance, diversity, or multicultural learning more broadly were used as supporting studies. This approach was intended to maintain both comprehensiveness and conceptual focus in answering the objective of the review.

RESULT AND DISCUSSION

Results

The results of this systematic literature review are based on 15 selected journal articles discussing multicultural education, Civic Education, tolerance, diversity, and multicultural awareness in elementary school contexts. A number of studies directly place Civic Education or PPKn as the main space for integrating multicultural values in elementary school learning. These studies show that multicultural education is generally not implemented as a separate subject, but is embedded into Civic Education through lesson planning, learning objectives, classroom interaction, discussion, simulation, contextual learning experiences, and project-based activities. In this regard, Civic Education serves as an instructional and value-based medium that helps students understand diversity, respect others, and develop tolerance in everyday school interactions.

Other reviewed studies highlight the role of multicultural learning strategies in improving students' tolerance attitudes. The findings suggest that when students are exposed to multicultural-based learning, participatory dialogue, collaborative activities, and contextual experiences of diversity, their tolerance attitudes tend to improve more significantly than students who experience conventional instruction. This pattern strengthens the argument that tolerance is not merely a moral concept to be explained verbally, but a social attitude that needs to be developed through meaningful and inclusive learning practices.

Table 1. Summary of the Reviewed Articles

No	Author & Year	Article Title	Method	Main Focus	Main Findings
1	Purnama, 2021	Implementasi Pendidikan Multikultural melalui Mata Pelajaran PPKn untuk Mendukung Sikap Toleransi Siswa dalam Masyarakat Multikultur	Qualitative descriptive	Integration of multicultural education into PPKn	Multicultural education is integrated into PPKn through lesson planning, selected materials, discussion, and simulation to support students' tolerance.
2	Yulianti & Dewi, 2021	Penanaman Nilai Toleransi dan Keberagaman Suku Bangsa Siswa Sekolah Dasar melalui Pendidikan Kewarganegaraan	Descriptive literature study	Tolerance and ethnic diversity through Civic Education	Civic Education plays an important role in instilling tolerance and diversity values from elementary

N o	Author & Year	Article Title	Method	Main Focus	Main Findings
					school level.
3	Kamal, Dewi, & Istianti, 2025	Peran Pendidikan Kewarganegaraan dalam Menumbuhkan Kesadaran Multikulturalisme di Sekolah Dasar	Descriptive qualitative	Civic Education and multicultural awareness	Participatory and contextual Civic Education fosters multicultural awareness, tolerance, empathy, and mutual respect.
4	Nurmansyah & Muttaqin, 2024	Implementasi Pendidikan Multikultural dalam PKN untuk Menumbuhkan Toleransi dan Nasionalisme Siswa Sekolah Dasar	Qualitative descriptive	Multicultural education in PKn	PKn helps students understand tolerance and diversity through discussion, assignments, and project- based activities.
5	Gamu, Sanjaya, & Suastika, 2025	Pendidikan Kewarganegaraan Multikultural di Kawasan Perbatasan Timur Indonesia	Qualitative case study	Multicultural civic education and social cohesion	Culturally responsive civic education enhances interethnic tolerance, civic dispositions, and inclusive identity.
6	Mastura & Purwowidodo , 2024	Learning Based on Multicultural Values in Forming Students' Tolerant Character Through Citizenship Education	Qualitative	Citizenship Education and tolerant character	Citizenship Education based on multicultural values supports students' tolerant character and religious moderation.
7	Rahmawati, Cahyono, & Sutrisno, 2025	Implementing Multicultural Education to Strengthen Elementary School Students' Character Value of Tolerance	Descriptive qualitative case study	Multicultural education and tolerance character	Tolerance is strengthened through thematic learning, mutual respect, and open communication.
8	Widiastini & Agetania, 2024	The Influence of Multicultural Education Learning	Quasi- experimental	Learning strategies and tolerance	Multicultural learning strategies

No	Author & Year	Article Title	Method	Main Focus	Main Findings
		Strategies on Tolerance Attitudes		attitudes	significantly improve students' tolerance attitudes compared with conventional learning.
9	Idawati, Rosmiati, & Syamsuddin, 2024	The Impact of Multicultural Education on the Development of Tolerance Character of Elementary Age Students	Literature review with qualitative approach	Multicultural education and tolerance character	Tolerance character building requires synergy among school, family, and community from an early age.
10	Agusniati et al., 2025	Character Education Based on Multiculturalism: Efforts to Foster Tolerance from an Early Age in Elementary Schools	Qualitative descriptive	Character education and multiculturalism	Multicultural-based character education supports harmonious school culture and appreciation of diversity.
11	Suryaman & Suharyanto, 2022	Multicultural-Based Management of Culturing Tolerance Values in Elementary School	Descriptive qualitative	School management and tolerance values	Tolerance is developed through principals' leadership, classroom learning, habituation, and extracurricular activities.
12	Bala & Sanjaya, 2025	Eksistensi Nilai-Nilai Pancasila di Sekolah Dasar: Sebuah Upaya Mengikis Dekandensi Toleransi Era Globalisasi	Qualitative descriptive	Pancasila values and tolerance	Integration of Pancasila values in formal and hidden curriculum helps shape tolerant character.
13	Sunu, 2021	Mengelola E-Learning melalui Pembelajaran	Integrative review	Collaborative learning in multicultural	Collaborative learning in multicultural

No	Author & Year	Article Title	Method	Main Focus	Main Findings
		Kolaboratif di dalam Kelas yang Multikultural		classes	classrooms can reduce individualism and foster togetherness.
14	Sanjaya, & Swastika, 2025	Pembelajaran PKN Berbasis Problem Based Learning dalam Upaya Meningkatkan Integritas Nasionalisme Siswa Kelas VI	Experimental	PKN learning and national integrity	PBL in PKN strengthens students' national understanding and character, supporting value-oriented civic learning.
15	Mastura, 2024	Supporting perspective on multicultural/value-based learning	Qualitative/ review support	Tolerant attitudes in value-based learning	Multicultural-value-oriented instruction contributes to inclusive interaction and respect for difference.

Based on the review matrix, the strongest concentration of studies is found in the area of Civic Education as a medium for multicultural and tolerance education in elementary schools. Several core articles directly discuss how PKN or PPKn is used to integrate multicultural values into classroom learning and how such learning contributes to students' tolerance, multicultural awareness, empathy, and respect for diversity. These studies consistently show that Civic Education becomes more meaningful when it is linked to students' social realities and diversity experiences. A second pattern in the literature is the importance of learning strategies and classroom practices. The reviewed studies show that dialogue, group discussion, simulation, collaborative learning, project-based activities, contextual experiences, and culturally responsive teaching are repeatedly associated with the development of tolerance attitudes. This means that the success of multicultural-based Civic Education does not depend solely on the content of the curriculum, but also on how the learning process is designed and experienced by students.

A third pattern concerns supporting and inhibiting factors in implementation. The literature suggests that successful multicultural-based Civic Education requires teacher readiness, school support, inclusive communication, contextual teaching materials, and collaboration with families or communities. Conversely, limited multicultural resources, inadequate teacher training, and the lack of culturally responsive materials remain recurrent barriers. These findings indicate that the development of tolerance through Civic Education is both a pedagogical and institutional process.

Discussion

The findings of this review indicate that multicultural-based Civic Education learning has an important role in developing tolerance among elementary school students. Civic Education is shown not only as a subject concerned with civic knowledge, but also as a pedagogical space where students learn to understand diversity, respect differences, and practice inclusive social behavior in everyday school life. This confirms that Civic Education has a dual function in elementary schools: transmitting citizenship values and shaping students' social character in multicultural contexts (Rai et al., 2021; Suastika, 2022; Sunu, 2021). Studies directly related to PKN and PPKn consistently show that when multicultural values are intentionally integrated into

Civic Education, students become more open to diversity and more capable of demonstrating tolerance, empathy, and mutual respect.

One major pattern emerging from the literature is that multicultural education in elementary schools is rarely positioned as a stand-alone subject. Instead, it is embedded into Civic Education learning through lesson planning, classroom interaction, materials on diversity, and value-based activities. This pattern is important because it shows that the development of tolerance does not require a completely separate curriculum structure; rather, tolerance can be cultivated through the meaningful enrichment of existing Civic Education content (Kamal *et al.*, 2025; Waman & Dewi, 2021). In this sense, Civic Education becomes a strategic medium because its objectives are already closely connected to democratic values, coexistence, respect for human dignity, and national unity in diversity. The integration of multicultural values into PPKn lesson plans, classroom discussions, simulations, and contextual learning activities demonstrates that tolerance can be developed as both a learning objective and a lived classroom experience.

Another important finding is that tolerance is more effectively developed when learning is participatory, contextual, and dialogical. The reviewed studies repeatedly show that students' tolerant attitudes are strengthened when they are given opportunities to engage in intercultural dialogue, collaborative work, reflective discussion, simulation, project-based learning, and direct experiences of diversity (Angraini & Ersya, 2025; Pastini *et al.*, 2022; Purnama, 2021). This suggests that tolerance is not formed merely by telling students that diversity should be respected. Tolerance becomes stronger when students encounter difference in meaningful ways, interact with peers from different backgrounds, and are guided to reflect on those interactions. The quasi-experimental evidence showing a significant improvement in tolerance attitudes through multicultural learning strategies reinforces this argument and gives empirical support to more interactive approaches in Civic Education classrooms (Qondias *et al.*, 2022; Santika *et al.*, 2022).

The literature also highlights the strategic role of teachers in implementing multicultural-based Civic Education. Teachers are not only deliverers of content, but facilitators of dialogue, mediators of classroom relationships, and role models in demonstrating respectful interaction. Several studies emphasize that teachers influence how diversity is interpreted by students, how inclusive the classroom climate becomes, and how tolerance values are translated into daily habits (Kamal *et al.*, 2025; Nurmansyah & Muttaqin, 2024; Waman & Dewi, 2021). This means that the success of multicultural-based Civic Education is strongly tied to teacher sensitivity toward students' different backgrounds, their ability to design inclusive learning experiences, and their readiness to prevent discrimination or exclusion in classroom interaction. Therefore, multicultural competence is not an additional skill for Civic Education teachers, but a central requirement for effective tolerance education in elementary schools.

A further pattern in the review is that tolerance development is influenced not only by classroom learning, but also by broader institutional and social support. Some studies point out that school culture, principal leadership, habituation programs, parental involvement, community participation, and access to contextual resources all contribute to the strengthening of tolerant attitudes (Anfal *et al.*, 2024; Mastura & Purwowidodo, 2024; Santika *et al.*, 2022). This pattern shows that multicultural-based Civic Education should not be understood narrowly as a classroom method alone. Its implementation is more effective when supported by an inclusive school environment and by cooperation between school, family, and community. Such findings are important because they suggest that tolerance education in elementary schools is both instructional and ecological: students learn tolerance not only from lessons, but also from the values consistently practiced in their wider educational environment (Kertih, 2023; Rahmawati *et al.*, 2025; Widiastini & Agetania, 2024).

Despite these positive findings, the review also identifies several limitations in the existing literature. First, many studies are still descriptive qualitative case studies or conceptual reviews, while fewer studies provide strong comparative or longitudinal evidence regarding the long-term effect of multicultural-based Civic Education on tolerance development (Agusniati *et al.*, 2025; Idawati *et al.*, 2024; Suryaman & Suharyanto, 2022). Second, some studies discuss tolerance, diversity, or character education broadly without directly connecting them to Civic Education

learning design (Bala & Sanjaya, 2025; Sunu, 2021). Third, the literature is still fragmented across themes such as multicultural awareness, tolerance attitudes, Pancasila values, school management, and character education, which makes it difficult to build a single integrated framework of multicultural-based Civic Education in elementary schools (Mastura & Purwowidodo, 2024; Sanjaya & Swastika, 2025). These limitations explain why a systematic synthesis is needed and also indicate that the field still has room for further theoretical and empirical development.

Overall, this review confirms that multicultural-based Civic Education learning offers meaningful contributions to the development of tolerance among elementary school students. Its strength lies in its ability to connect citizenship values with students' concrete experiences of diversity, making tolerance not only an abstract moral principle but also a practical social attitude. Through Civic Education, students are encouraged to understand difference, appreciate others, and live harmoniously in plural environments from an early age. At the same time, the findings also suggest that future studies should move toward more integrated models of multicultural-based Civic Education, stronger empirical testing of instructional strategies, and broader examination of how school systems can sustain tolerance education in diverse elementary school settings.

CONCLUSION

This systematic literature review shows that multicultural-based Civic Education learning has an important role in developing tolerance among elementary school students. The reviewed studies indicate that Civic Education is not only relevant for transmitting civic knowledge, but also effective as a learning space for fostering multicultural awareness, empathy, mutual respect, and inclusive social attitudes. Through the integration of multicultural values into Civic Education, students are guided to understand diversity as a shared reality that must be respected and managed constructively in everyday life. The findings further reveal three major patterns. First, multicultural education in elementary schools is generally integrated into Civic Education rather than taught as a separate subject. Second, tolerance is more effectively developed through participatory, contextual, and dialogical learning strategies such as discussion, simulation, collaboration, reflective activities, and project-based learning. Third, the success of multicultural-based Civic Education is influenced by teacher competence, school support, learning resources, and the broader educational environment, including family and community involvement. These patterns confirm that tolerance development through Civic Education is both a pedagogical and an institutional process. However, the literature also remains fragmented and is still dominated by descriptive and case-based studies. For that reason, further research is needed to develop more integrated conceptual models, broader comparative studies, and stronger empirical evidence concerning multicultural-based Civic Education in elementary schools. Overall, this review affirms that multicultural-based Civic Education provides a meaningful and contextually relevant approach for strengthening tolerance among elementary school students in diverse educational settings.

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