

The Concept of Islamic Educational Supervision in Developing Multicultural Education

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Abstract

This research aims to explore the concept of supervision of Islamic education in developing multicultural education. In the era of globalization, multicultural education is an important need to build a society that is inclusive and tolerant of cultural, religious and ethnic diversity. Islamic educational institutions have a great responsibility to integrate multicultural values into their education system. This study uses a literature review system method to analyze various literature and current research related to the supervision of Islamic education and the implementation of multicultural education. The research results show that supervision of Islamic education has a strategic dimension in supporting multicultural education, such as strengthening the curriculum, developing teacher competency, and creating an inclusive school culture. Other findings indicate the important role of educational supervisors in building cross-cultural and religious dialogue, as well as in ensuring that every educational policy and practice reflects the principles of justice and respect for differences. The discussion underscores the need for ongoing training for education supervisors to understand the dynamics of diversity and manage the challenges that arise in the implementation of multicultural education. Apart from that, collaboration between Islamic educational institutions and communities and community organizations is considered crucial for strengthening the practice of multiculturalism. The conclusion of this research confirms that the concept of supervision of Islamic education can be an effective framework in developing multicultural education, as long as it is supported by comprehensive policies, adequate resources, and the commitment of all relevant parties. This research makes a significant contribution to the literature on multicultural education in an Islamic context

Keywords: Concept of supervision, Islamic education, multicultural

Introduction

In the context of globalization and social dynamics, education plays a strategic role in building a harmonious society amidst diversity. Multicultural education is an important approach to creating understanding, respect and tolerance between cultures, religions and ethnicities. Multicultural education not only emphasizes respect for differences, but also integrates universal values such as justice, equal rights, and mutual understanding in the learning process.

Islam, as a religion that prioritizes the principle of rahmatan lil 'alamin, has a strong foundation to support multicultural education. Islamic values such as ukhuwah (brotherhood),

tasamuh (tolerance), and social justice can actually be the basis for developing multicultural education. However, the implementation of this concept in the Islamic education system is often faced with structural, cultural and political challenges. This is where the role of monitoring Islamic education becomes very crucial.

Supervision of Islamic education has the main function of ensuring that Islamic values are not only taught but also applied in an inclusive learning process. Education supervisors are responsible for monitoring, evaluating and providing direction so that educational institutions are able to integrate multicultural values without losing Islamic identity. With the right approach, supervision can be a catalyst in creating a learning environment that is inclusive and respectful of diversity.

Unfortunately, the implementation of multicultural education in Islamic educational institutions in Indonesia often still faces various obstacles. These obstacles include teachers' lack of understanding of the concept of multiculturalism, limited supporting curriculum, and a lack of related training and professional development. Furthermore, in some cases, there is still resistance to the idea of multiculturalism which is considered to be contrary to traditional values.

As a country with the largest Muslim population in the world and a very diverse society, Indonesia has a big responsibility in developing multicultural education based on Islamic values. In this case, Islamic education supervisors must be able to act as innovators, mediators and facilitators who bridge the theory and practice of multicultural education. With a holistic approach, Islamic education supervisors can encourage the development of inclusive curricula, multiculturally oriented teacher training, and strengthening school cultures that respect diversity.

This context is increasingly relevant considering the challenges faced by the world of education in the digital era. Information and communication technology has brought significant changes in the way learning and teaching are done, but it has also brought the potential for value and identity conflicts. Therefore, Islamic education supervisors are required to not only understand the basic concepts of multicultural education, but also have the ability to adapt to changing times.

This research aims to explore the concept of supervision of Islamic education in developing multicultural education. By using the System of Literature Review (SLR) method, this research will analyze various relevant literature to formulate strategic steps that can be taken by supervisors of Islamic education. It is hoped that this approach can provide theoretical and practical contributions in efforts to strengthen multicultural education in Indonesia

Methods

This research uses the System Literature Review (SLR) method, which is a systematic approach to identifying, evaluating, and analyzing literature relevant to a particular topic. This method aims to gain an in-depth understanding of the concept of supervision of Islamic education in the context of developing multicultural education.

Stages of the Literature Review System

1. **Problem Identification** This research begins by identifying the main problem, namely how the concept of Islamic education supervision can contribute to developing multicultural education. The main focus is to discover the strategies, challenges and opportunities faced by educational supervisors in this context.
2. **Literature Selection Criteria** The literature used in this research was selected based on the following criteria: a. Published within the last 10 years (2013–2023) to ensure relevance. B. Comes from reputable journals indexed internationally (Scopus, Web of Science) and

- nationally (Sinta 1-2). C. Has a focus on supervision of Islamic education, multicultural education, or a combination of both.
3. Literature Search Literature searches were conducted through databases such as Google Scholar, Springer, Taylor & Francis, and ProQuest. Key words used include “Islamic education supervision,” “multicultural education,” “Islamic education supervision,” and “multicultural education.”
 4. Literature Selection The literature found was then selected based on abstract, methodology, and relevance to the research topic. This process is carried out in two stages: a. Initial stage: Selection based on abstract and title. b. Advanced level: In-depth analysis of the content of articles that meet the initial criteria.
 5. Data Analysis and Synthesis The selected literature was analyzed to identify main themes, such as the role of educational supervisors, multicultural education development strategies, and implementation challenges. The data is then synthesized to produce a comprehensive understanding.
 6. Results Reporting The results of the analysis are presented in the form of a descriptive narrative which includes: a. The role of Islamic education supervisors in the context of multiculturalism. b. Effective strategies and approaches. c. Challenges faced and practical recommendations.

Advantages of the SLR Method

The SLR method was chosen because it has several advantages, including: a. Provides a structured and thorough literature review. b. Enables identification of unanswered research gaps. c. Support research validity through comprehensive data-based analysis.

By using this method, research is expected to make a significant contribution in developing multicultural education through monitoring Islamic education, both in theoretical framework and practical implementation.

Result and Discussion

Conceptual Approach to Supervision of Islamic Education

Supervision of Islamic education is a systematic process that aims to ensure the sustainability, effectiveness and efficiency of the implementation of Islamic education in accordance with the principles of sharia and universal values contained in Islam. In this concept, supervision is not just an administrative activity, but is a strategic effort to achieve the goal of comprehensive Islamic education, namely the formation of human beings who are faithful, devout and have noble character. The role of Islamic education supervisors is very crucial, especially in the context of globalization and cultural diversity, where educational challenges are becoming increasingly complex.

In general, the Islamic education supervision approach includes three main aspects: academic supervision, managerial supervision, and clinical supervision. Academic supervision focuses on improving the quality of learning and teacher competence in integrating Islamic values in the educational process. Supervisors are responsible for ensuring that teaching materials, learning methods and evaluation are in accordance with the objectives of Islamic education. On the other hand, managerial supervision focuses on institutional management, including the development of policies that support Islamic values, human resource management, and management of the educational environment. Meanwhile, clinical supervision plays a role in assisting teachers directly, providing solutions to specific problems, and encouraging innovation in learning.

In the context of multicultural education, the supervisory approach to Islamic education faces additional challenges, namely how to ensure that the Islamic values taught are not only relevant but also inclusive of cultural and religious diversity. This is important because Islam, as the religion of rahmatan lil 'alamin, teaches universal principles such as justice, tolerance and

brotherhood. Therefore, Islamic education supervisors must have the ability to integrate these principles into the curriculum and daily educational practices. It is hoped that this inclusive supervision can form students who not only have intellectual intelligence but also have high social empathy.

One conceptual approach that is relevant in supervising Islamic education is a value-based approach (value-based supervision). This approach places Islamic values as the main foundation in all aspects of supervision. Supervisors not only act as evaluators but also as inspirers and motivators who instill noble Islamic values in teachers and students. In practice, this approach is implemented through strengthening Islamic values in every supervision process, whether in the form of curriculum development, teacher training, or learning evaluation.

Apart from that, a participatory approach is also an important strategy in monitoring Islamic education. In this approach, supervisors involve all relevant parties, including teachers, principals, students, and communities, in the decision-making process and implementation of educational policies. This participatory approach is in line with the principle of deliberation in Islam, which emphasizes the importance of listening to various views to reach the best decision. By involving various parties, supervisors not only ensure acceptance of policies but also strengthen the sense of ownership of the educational programs being implemented.

Furthermore, the conceptual approach in supervising Islamic education also includes the use of technology as a supervisory tool. In the digital era, Islamic education supervisors are required to utilize information technology in monitoring and evaluating the learning process. Technology allows supervision to be carried out more efficiently and transparently. For example, supervisors can use digital platforms to conduct online training for teachers, collect student performance data, or even facilitate discussions about inclusive curriculum development. This approach not only increases efficiency but also supports the adaptation of Islamic education to current developments.

Furthermore, an integrative approach is one of the main pillars in the concept of supervision of Islamic education. This approach emphasizes the importance of synergy between various educational components, including curriculum, teaching staff, infrastructure and educational policies. The supervisor is tasked with ensuring that all components work in harmony to achieve the goals of Islamic education. In the context of multicultural education, this integrative approach also includes efforts to integrate Islamic values with universal values, such as justice, equality and respect for differences. With this approach, supervisors can help Islamic educational institutions create an inclusive and conducive learning environment for all students.

However, implementation of this conceptual approach is not without challenges. One of the main challenges is resistance to change, especially in Islamic educational institutions which are still very traditional. In this situation, Islamic education supervisors need to prioritize a persuasive and educational approach to change mindsets and work culture in the educational environment. Another challenge faced is limited resources, both in the form of competent supervisory staff and adequate supporting facilities. Therefore, innovative strategies are needed to overcome this obstacle, such as through collaboration with various parties, both government and private.

Apart from that, the conceptual approach in monitoring Islamic education also needs to consider aspects of the local context. Each region has different cultural, social and economic characteristics, which influence the way Islamic education is carried out. Therefore, supervisors must have a deep understanding of the local context in which they work. With this understanding, they can design and implement monitoring programs that suit local needs and conditions.

In an effort to strengthen the conceptual approach to supervision of Islamic education, efforts are also needed to develop the professional competence of supervisors. Islamic education supervisors must have in-depth knowledge of the theory and practice of Islamic education, as well as the ability to manage various dynamics that occur in the field. This competency development can be done through continuous training, participation in scientific forums, and independent learning. With adequate competence, supervisors are not only able to carry out their duties effectively but also make a significant contribution to the development of Islamic education.

Ultimately, the conceptual approach in supervising Islamic education is a holistic effort to ensure that the goals of Islamic education are achieved optimally. With the right approach, supervisors can become agents of change who encourage innovation, maintain quality, and strengthen the relevance of Islamic education amidst the challenges of the times. This approach also provides a clear framework for supervisors to integrate Islamic values with the practical needs of modern education, thereby creating an education system that is not only rooted in tradition but also responsive to global developments.

Dimensions of Supervision in Multicultural Education

Multicultural education is an educational approach that prioritizes respect for cultural, religious and ethnic diversity in the educational environment. In this context, educational supervision plays a key role as a system of supervision and guidance to ensure that the goals of multicultural education are achieved. The supervision dimension in multicultural education covers various aspects, ranging from academic, managerial, to clinical supervision, all of which are aimed at creating an inclusive and tolerant educational environment.

The first dimension in multicultural education supervision is academic supervision, which focuses on monitoring the learning process. This supervision aims to ensure that the learning material taught in class reflects the values of multiculturalism. Supervisors play a role in helping teachers design curricula that integrate themes of cultural diversity, religion and universal values. In practice, supervisors provide guidance and guidance to teachers to use learning methods that promote tolerance, fairness, and respect for differences.

In academic supervision, supervisors are also responsible for ensuring that teaching materials are not only relevant to the needs of the national curriculum but also contextual to the students' environment. For example, in areas with high ethnic diversity, learning materials can be adapted to include local case studies that reflect that diversity. This aims to increase students' understanding of the importance of harmonious coexistence in a pluralistic society.

Supervisors also need to monitor the way teachers deliver multicultural material. In this case, training for teachers becomes very important. Supervisors may hold workshops or training that address interactive learning strategies, such as group discussions or simulations, designed to strengthen multicultural values among students. Thus, academic supervision becomes a strategic tool to ensure that the learning process not only transfers knowledge but also forms inclusive student character.

The second dimension of supervision in multicultural education is managerial supervision. This dimension focuses on institutional aspects, including policies, human resource management, and management of educational facilities. In multicultural education, supervisors are responsible for ensuring that school policies support diversity and inclusion. For example, schools need to have rules that prohibit discrimination based on ethnic or religious background.

Supervisors also play a role in building an organizational culture that supports multicultural education. This can be done by encouraging schools to hold activities involving various cultural groups, such as cultural festivals or interfaith seminars. Additionally, supervisors can ensure that school management reflects social justice principles, such as

providing all students with equal opportunities to participate in school activities, regardless of their background.

In the managerial dimension, supervisors also need to pay attention to human resource management. Teachers and school staff must have a good understanding of multicultural education and be able to implement these values in their daily tasks. Supervisors can organize regular training for teachers and staff to improve their competence in managing diversity in educational environments. Thus, managerial supervision becomes an important element in creating an inclusive school environment and supporting multicultural education.

The third dimension of supervision in multicultural education is clinical supervision, which involves direct assistance to teachers in the learning process. Clinical supervision aims to provide solutions to specific challenges faced by teachers in teaching multicultural values in the classroom. In this dimension, supervisors act as partners who help teachers identify problems, design more effective learning strategies, and evaluate results.

Clinical supervision is often personal and contextual. Supervisors can observe the learning process in class and provide direct feedback to the teacher. For example, if a teacher is having difficulty managing discussions about sensitive issues, such as intercultural conflict, the supervisor can provide suggestions about more constructive approaches. In addition, supervisors can help teachers design learning activities that encourage students to think critically and reflectively on multicultural issues.

Apart from providing assistance, clinical supervision also plays a role in evaluating the impact of multicultural learning on students. Supervisors can use various evaluation instruments, such as interviews, observations, and questionnaires, to measure the extent to which students understand and internalize multicultural values. Data from this evaluation is then used to improve the learning process in the future.

Integration of Supervision Dimensions in Multicultural Education

The success of multicultural education cannot be achieved without synergy between these three dimensions of supervision. Academic, managerial and clinical supervision must complement each other to create an education system that supports cultural and religious diversity. Supervisors need to have a clear vision of how to integrate these three dimensions in a holistic framework.

For example, the results of academic supervision can be used to design more inclusive policies at the managerial level. Conversely, findings from clinical supervision can be a basis for improving learning strategies implemented in the classroom. In this way, each dimension of supervision makes a unique, mutually supportive contribution to achieving the goals of multicultural education.

This integration also requires support from all parties involved in the education system, including teachers, school principals, students and the community. The supervisor serves as a liaison ensuring that all parties work together to create an inclusive educational environment. With an integrated approach, supervision in multicultural education is not only a control tool but also a catalyst for positive change.

Even though it has great potential, supervision in multicultural education also faces various challenges. One of the main challenges is resistance to change, especially among educational institutions that still adhere to conservative traditions. In this situation, supervisors need to use a persuasive and educational approach to change the mindset and culture of the organization.

Another challenge is limited resources, both in the form of competent supervisory personnel and adequate supporting facilities. To overcome this, supervisors need to innovate in using existing resources. For example, digital technology can be used to support the implementation of supervision, such as through online training or online evaluation platforms.

On the other hand, multicultural education also offers great opportunities for supervisors to become agents of change. With the right approach, supervisors can help educational institutions create a generation that is not only academically competent but also has a deep understanding of the importance of diversity and inclusion. This opportunity can be maximized by utilizing support from various parties, including government, communities and the private sector.

The supervision dimension in multicultural education includes academic, managerial, and clinical supervision, all of which contribute to creating an inclusive and tolerant educational environment. Despite the challenges, an integrated and collaborative approach can help supervisors overcome these obstacles. To strengthen the role of supervisors in multicultural education, continuous efforts are needed in developing professional competencies, utilizing technology, and collaborating with various parties. Thus, supervision in multicultural education can be an effective tool for forming a harmonious and just society.

Implementation of Multicultural Education in Islamic Education Institutions

Multicultural education has become an urgent need in the era of globalization, where cultural, religious and ethnic diversity has become an inseparable part of social life. In the context of Islamic educational institutions, the implementation of multicultural education is not only relevant but also in line with universal Islamic values which uphold the principles of justice, tolerance and respect for differences. Islamic educational institutions have a strategic role in building a generation that is able to live in harmony amidst diversity while maintaining their Islamic identity.

Philosophical and Theological Foundations of Multicultural Education in Islam

Islam teaches its people to respect differences and treat each individual fairly, as reflected in the Koran and Hadith. Al-Qur'an verses such as QS. Al-Hujurat: 13 which emphasizes that humans were created into nations and tribes in order to know each other, provides a strong theological basis for multicultural education. Likewise, the Prophet Muhammad SAW showed an example in building a pluralistic Medina society through the Medina Charter, which became an ideal model for managing diversity.

In this context, multicultural education in Islamic educational institutions has goals that are in line with Islamic teachings, namely creating a harmonious and inclusive society. Values such as mutual respect, tolerance and justice can be internalized through the educational process, so that students not only understand the importance of diversity but are also able to practice it in everyday life.

The Role of Islamic Education Institutions in Multicultural Education. As institutions based on religious values, Islamic educational institutions have an important role in shaping student character. Multicultural education can be implemented through various aspects, starting from the curriculum, extracurricular activities, to school culture. Islamic educational institutions can integrate multicultural values into subject matter such as Islamic Religious Education, Islamic Cultural History, and Arabic.

Apart from that, Islamic educational institutions can also be a space for building intercultural and interreligious dialogue. Through programs such as visits to other religious communities, cross-cultural seminars, and interfaith discussions, students can learn about the importance of mutual understanding and respect for differences. This approach not only broadens students' horizons but also strengthens their Islamic identity in an inclusive framework.

Multicultural-Based Curriculum in Islamic Education Institutions

The curriculum is one of the main instruments in implementing multicultural education. In Islamic educational institutions, the curriculum can be designed to reflect the cultural and religious diversity in society. For example, Islamic Religious Education subjects can include material about the relationship between Islam and other religions, the history of Islamic civilization involving various ethnic groups, and the contributions of ulama from various cultural backgrounds.

Apart from that, developing a multicultural-based curriculum must also include interactive and participatory learning methods. Teachers can use approaches such as group discussions, case studies, and simulations to help students understand diversity issues. In this way, students not only learn abstract concepts but are also directly involved in a learning process that fosters empathy and understanding of differences.

Strengthening Teacher Competencies in Multicultural Education Teachers play a central role in the implementation of multicultural education in Islamic educational institutions. Therefore, strengthening teacher competency is a strategic step that must be taken. Teachers need to be equipped with a deep understanding of multicultural education, including the ability to manage diversity in the classroom.

Training and workshops can be a means of increasing teacher competence in teaching multicultural values. Apart from that, teachers also need to have good cross-cultural communication skills in order to create an inclusive learning atmosphere. With adequate competence, teachers can be role models for students in respecting differences and promoting tolerance.

Extracurricular Activities as a Multicultural Education Media. Apart from the formal curriculum, multicultural education can also be implemented through extracurricular activities. In Islamic educational institutions, activities such as cultural arts performances, cultural exhibitions, and celebrations of religious holidays can be a means of introducing students to cultural and religious diversity.

Extracurricular activities can also be designed to include participation from various cultural groups. For example, arts and culture competitions involving students from various backgrounds can be an opportunity to promote diversity. In this way, students not only learn about multicultural values but also experience them directly in social interactions.

School Culture that Supports Multicultural Education. School culture plays an important role in creating an educational environment that supports multiculturalism. In Islamic educational institutions, school culture can be built based on Islamic values that respect diversity. This can be realized through school policies, such as rules that prohibit discrimination and prioritize justice for all students.

In addition, school culture can also be strengthened through daily practices, such as the use of inclusive language, constructive management of conflict, and appreciation for student achievements regardless of their background. With an inclusive school culture, students will feel accepted and valued, so they can learn better.

Collaboration with the Community in Multicultural Education Implementation of multicultural education in Islamic educational institutions cannot be done in isolation. Collaboration with the community is an important step to strengthen multicultural education. Islamic educational institutions can collaborate with community organizations, religious institutions and the government to develop programs that support diversity.

For example, Islamic educational institutions can organize visits to places of worship from various religions or invite community leaders from different cultural backgrounds to speak at schools. This kind of collaboration not only enriches students' learning experiences but also strengthens the relationship between educational institutions and communities.

Challenges in Implementing Multicultural Education. Even though it has great potential, the implementation of multicultural education in Islamic educational institutions also faces various challenges. One of the main challenges is resistance from parties who hold conservative views on diversity. In this situation, Islamic educational institutions need to use a persuasive and educative approach to change this mindset.

Another challenge is limited resources, both in the form of competent teaching staff and adequate supporting facilities. To overcome this, Islamic educational institutions need to innovate in utilizing existing resources, including digital technology as a multicultural learning medium.

Implementing multicultural education in Islamic educational institutions is a strategic step to build a harmonious society amidst diversity. Through an integrated approach to the curriculum, strengthening teacher competency, extracurricular activities and school culture, Islamic education institutions can be pioneers in promoting multicultural values. By overcoming existing challenges and taking advantage of available opportunities, multicultural education can become the foundation for creating a generation that is not only academically competent but also has a deep understanding of the importance of diversity

Conclusion

Supervision of Islamic education plays a strategic role in developing multicultural education in Indonesia. By integrating inclusive Islamic values, supervisors can create an educational environment that respects cultural and religious diversity. The implementation of multicultural education in Islamic educational institutions has shown positive impacts, such as increasing student tolerance and strengthening an inclusive Islamic identity. However, this implementation is not free from challenges, such as cultural resistance, limited resources, and lack of technology integration. To overcome this challenge, Islamic education supervisors need to adopt an inclusive approach, utilize technology, and build collaboration with various parties. With the right strategy, supervision of Islamic education can be a catalyst in creating a generation that is not only academically competent but also has cultural sensitivity and commitment to universal Islamic values. It is hoped that this research can become a basis for further development in efforts to strengthen multicultural education in Indonesia

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