

THE CONCEPT OF ISLAMIC EDUCATIONAL SUPERVISION IN DEVELOPMENT OF MULTICULTURAL EDUCATION

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Abstract

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cultural
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supervision

The aims of this research is to examine how the idea of Islamic education supervision is implemented in Senior High Schools in order to promote the growth of multicultural education. This study primarily examines the role of supervision in the School's multicultural education policies and practices, from conception to execution to assessment. This research employs the Systematic Literature Review (SLR) methodology to locate a suitable supervision framework to aid multicultural education. The study's findings suggest that the suggested supervision framework highlights the synergy between Islamic value-based supervision methods and the application of multiculturalism concepts. The three main elements of this framework are enhancing teachers' multicultural skills, creating a curriculum based on value integration, and ongoing monitoring to make sure that learning practices promote cultural harmony. This model is anticipated to establish an inclusive educational environment that is pertinent to the diversity found in Islamic educational establishments like MAN and other public schools at the same grade level.

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INTRODUCTION

Education helps to mold pupils' characters so that they may live in a variety of cultures, religions, and traditions, in the context of an increasingly pluralistic society (Suryani & Hidayat, 2023). In order to raise public knowledge of the value of mutual respect, tolerance, and cooperation between individuals and groups with different backgrounds, multicultural education has emerged as a solution (Munasir et al., 2024). As an educational system based on universal values, Islamic education has the potential to promote the concept of multicultural education. Islamic ideals like justice,

rahmatan lil 'alamin, and *ukhuwah humaniyah* are pertinent to fostering an inclusive society (Nurfitriani et al., 2024). Islamic educational institutions have a duty in this environment to incorporate these values into the curriculum.

Supervision is a crucial element in the administration of Islamic educational organizations (Hendri et al., 2024). In addition to assuring the quality of education, educational supervision guides schools in accomplishing their mission and vision. The idea of supervising Islamic education emphasizes a comprehensive strategy that covers spiritual, cognitive, and social aspects (Irmawati & Mardiana, 2024). Regarding the execution of multicultural education, MAN 2 Nganjuk, as one of the top madrasas, has intriguing features to investigate. Due to the wide range of student and faculty backgrounds, this madrasah serves as a microcosm of multicultural society. This necessitates that there are suitable laws in place to promote harmony while also optimizing the educational process's potential for diversity (Raudhah et al., 2024).

The function of Islamic education supervisors becomes extremely important in the implementation of multicultural education (Munte et al., 2024). In addition to serving as monitors and evaluators, supervisors also act as facilitators and innovators, assisting educational organizations in incorporating multicultural values into their curriculum, teaching methods, and school policies. The purpose of this study is to examine the notion of Islamic education supervision used at MAN to promote the advancement of multicultural education. The study's primary goal is to examine the role that supervision has in the creation, execution, and assessment of multicultural education policies and practices in the madrasah.

Researchers opted for an Islamic education supervision method over educational management in this study since supervision places more focus on teacher coaching, mentoring, and mentoring throughout the educational process. The managerial method of supervision only concentrates on attaining institutional goals, while the personal and professional strategy aims to improve the quality of learning. Islamic education supervision at MAN is a key tool for fostering multicultural values since it allows teachers to receive direct guidance on inclusive pedagogical methods, managing diverse classrooms, and utilizing teaching strategies that value differences. Supervision also fosters open communication between madrasa administrators and teachers as professional colleagues, which makes it simpler for pupils to absorb the principles of tolerance and diversity in their studies. For this reason, the supervisory method is seen

as more contextual and pertinent to addressing the genuine demands for establishing multicultural education in the madrasa environment, particularly within the framework of Islamic education, which places emphasis on the tenet of *rahmatan lil alamin*. It is anticipated that this method will improve teachers' capacity to manage diversity-based learning in a manner that is both effective and compassionate.

To examine in detail how the notion of Islamic education oversight may contribute to the advancement of multicultural education This method enables researchers to find, analyze, and integrate a wide range of pertinent publications from reputable sources. This study will employ SLR to explore a variety of ideas, theories, and best practices that have been used in the field of Islamic education and multicultural education supervision across different environments. The findings of this study are expected to contribute significantly to the development of theoretical research and the practice of monitoring Islamic education, particularly in the context of cultural diversity. Additionally, this study seeks to make recommendations that may be used by educational supervisors and other Islamic educational institutions to promote multicultural harmonization in the educational setting and establish an adaptive supervision system.

In modern instructional research, a key emphasis is placed on multicultural education in Islam. Through a literature review, Abzar (2024) Muhammadiyah universities, focusing on the practical aspects and difficulties of implementing it in the context of Islamic education. As a result of the demands of diverse communities, Muhammadiyah institutions have embraced the ideals of multiculturalism, according to this study. Aulia et al. (2024) focuses more on the philosophical foundations of Islamic education in building a multicultural-based curriculum, with an emphasis on integrating the values of tolerance, justice and respect for diversity in Islamic religious education.

Dike and Parida (2024) studied multicultural education models in primary schools, concentrating on methods for fostering tolerance among pupils at the Buah Hati Sintang Integrated Islamic Elementary School. Research by Dwi et al. (2024) explores multicultural education from the standpoint of Islamic educational philosophy, offering theoretical understanding of the connection between multicultural education and the development of students' character. Additionally. Fahrul et al. (2024) emphasizes the role of Islamic Religious Education (PAI) instructors in fostering

tolerant attitudes through multicultural education, demonstrating the contribution of educators in promoting social cohesion in the classroom.

In addition, Ghozali et al. (2024) and Haddade (2024) emphasize the need for multiculturalism education in Islam in order to address the difficulties of globalization and foster social cohesion. Hadi et al. (2024) provide a practical approach by integrating multicultural education as an effort to resolve ethnic conflicts, which shows the relevance of multicultural education in dealing with broader social problems.

Prior studies have emphasized a number of facets of multicultural education, such as curriculum, teacher roles, philosophical orientations, and conflict resolution. However, there have been no specific studies that investigate the idea of overseeing Islamic education in the context of creating multicultural education, particularly in schools like MAN 2 Nganjuk. This study will address this deficiency by examining how supervision may promote the integration of multicultural values in Islamic education contexts. In addition to furthering our knowledge of the function of supervision as a strategic component in achieving inclusive and diversity-oriented education, this research makes a novel contribution.

RESEARCH METHOD

To thoroughly examine the relevant literature on the idea of supervision of Islamic and multicultural education, this study employs a Systematic Literature Review (SLR) methodology (Raudhah et al., 2024). The SLR approach was selected because it facilitates methodical literary acquisition, analysis, and synthesis in order to identify pertinent research trends and gaps (Irmawati & Mardiana, 2024).

Steps in the Research Process; 1) define Research Issues The major research questions addressed in this SLR are: a. How may the notion of Islamic education supervision aid in the advancement of multicultural education? b. According to the existing literature, what are the main elements in the integration between supervision of Islamic education and multicultural education? c. What are the research gaps in this area? 2) Literature Search

Scholarly databases like Google Scholar, Scopus, Springer, and ProQuest were used to search the literature. The keywords employed are: a. Islamic Educational Supervision b. Multicultural Education c. Integration of Islamic Values and Multiculturalism. d. Supervision in Islamic Schools.

To ensure current literature was included, searches were limited to certain time periods (e.g., 2015–2024) Criteria for inclusion and exclusion: a. Inclusion Criteria: Articles pertaining to the oversight of Islamic education, multicultural education, and case studies in educational institutions. b. Exclusion Criteria: Literature that is not in full text, literature outside the purview of Islam or multicultural education, and non-academic publications. 2. Selection procedure: a. Identified literature was filtered using abstracts and keywords. b. To verify the research's relevance, chosen articles were then examined in further detail. 3. Data analysis. Using a thematic method, pertinent literature data were analyzed to find key themes, research trends, and gaps. 4. Results Synthesis and Presentation The study findings are presented in narrative form, along with suggestions for future research, and they illustrate the connection between the supervision of Islamic education and multicultural education.

The SLR method offers a systematic approach for addressing research issues with a solid theoretical foundation. This study can identify the strengths and weaknesses of earlier research by critically analyzing the literature, as well as make suggestions for the creation of future integration models.

No	Author & Year	Article Title	Study Focus	Key Findings
1	Raudhah et al., 2024	Islamic Education Supervision and Multicultural Values	Integration of Islamic values and multiculturalism	Supervision based on rahmatan lil 'alamin values increases student tolerance
2	Irmawati & Mardiana, 2024	The Role of Supervisors in Islamic Schools	The role of supervisors in madrasas	Supervision increases teachers' social sensitivity
3	Ahmad, 2023	Educational Supervision in Multicultural Islamic Context	Supervision in a pluralistic environment	Strengthening cross-cultural competence through supervision
4	Nurfadilah, 2022	Islamic Pedagogy and Multiculturalism	Islamic education and diversity	Supervision supports inclusive teaching strategies
5	Yusuf & Hanafi, 2021	Leadership and Supervision in Islamic Schools	Leadership and supervision	Collaborative supervision creates a culture of mutual respect
6	Zulkarnain, 2021	Multicultural Supervision Approaches	Multicultural supervision approach	Supervision based on socio-cultural context is more effective

7	Farida, 2020	The Islamic Supervisor's Role in Peaceful School Culture	Supervision and culture of peace	Proactive supervision reduces discrimination
8	Halim et al., 2020	The Contribution of Islamic Supervision to Social Harmony	Supervision and social harmony	Supervision creates space for intercultural dialogue
9	Aminah, 2019	Integrative Islamic Supervision Practices	Integrative practice	Integrative supervision strengthens character education
10	Suryana & Maulana, 2019	Supervision for Interfaith Understanding	Interfaith supervision	Supervision based on moderate Islamic values increases tolerance
11	God willing, 2019	Multiculturalism in Islamic Boarding Schools	Islamic boarding schools and multiculturalism	Supervision supports culturally responsive curriculum
12	Basri, 2018	Education Supervision and Cultural Pluralism	Supervision and cultural pluralism	Contextual supervision strengthens fairness in teaching
13	Rizal et al., 2018	Teachers' Performance in Multicultural Islamic Schools	Teacher performance	Supervision improves teaching adaptation
14	Revelation, 2017	Building Inclusive Supervision Frameworks	Inclusive supervision framework	New guidelines for multiculturalism-based supervision are needed
15	Thohari, 2017	Islamic Values in Multicultural Teaching Supervision	Islamic values in supervision	Aswaja value-based supervision promotes peace
16	Hasanah & Rashid, 2017	Supervisory Strategies in Islamic Institutions	Supervision strategy	Participatory observation strategies are more effective in plural contexts
17	Fitriah, 2016	Supervision to Enhance Tolerant Pedagogy	tolerant pedagogy	Supervision supports teachers in managing value conflicts
18	Mahmudi, 2016	Integration of Islamic and Multicultural Perspectives	Integration of perspectives	Supervision strengthens cross-identity understanding

19	Jalaluddin, 2016	Supervisory Ethics in Multicultural Settings	Supervision ethics	Supervision needs to pay attention to local and global values
20	Maesaroh, 2015	Educational Supervision and Diversity Management	Diversity supervision and management	Supervision as a tool of social management in Islamic schools
21		Role of Islamic Supervisors in Promoting Unity	Supervision and unity	Supervision plays a role in preventing radicalism

Table 1. Summary of 21 Articles Reviewed in the SLR Study

The table above contains 21 academic articles that meet the inclusion criteria and have been systematically reviewed using a peer-reviewed approach *Systematic Literature Review (SLR)*. The articles were selected based on: a) direct relevance to the theme of supervision of Islamic education and multicultural education, b) full-text availability and scientific quality from accredited academic sources, c) publication period between 2015 to 2024.

The main purpose of this review is to identify *research trends, main theme, And research gap* (research gaps) in the integration of Islamic education supervision with a multicultural approach. From the results of this review, it was found that: a) the majority of articles highlight the importance of contextual and integrative supervision approach in a pluralistic Islamic educational environment, b) several articles offer values-based models of supervision mercy for all the worlds, tolerance, and inclusive character building, c) there is a need for development of a supervision model that is more adaptive to socio-cultural dynamics.

FINDINGS AND DISCUSSION

Literature Review on Supervision of Islamic Education

Islamic education places a high priority on supervision as a means of assuring the quality of education, which encompasses spiritual and multicultural values as well as intellectual components. According to Sutrisno & Hidayat (2022), madrasa head supervision focuses on increasing teacher professional competence, with a holistic approach to support learning based on Islamic values. added that effective supervision in Islamic education must include strengthening the quality of learning, integration of religious values, and adaptation to modern challenges. Yuliana & Hidayat (2019)

emphasized the importance of contemporary supervision that is not only relevant to the dynamics of global education, but also maintains the uniqueness of Islamic traditions. Meanwhile, Syafi'I (2023) highlight participation-based supervision models and strategies that are able to accommodate the diversity of students in the context of Islamic education. The case study at MAN 2 Nganjuk shows that implementing supervision based on multicultural values can increase understanding and appreciation of cultural differences among students, which ultimately supports the creation of an inclusive learning environment.

Aspect	Reference	Key Findings	Gap
Supervision Focus	Arsul, Suharni, & Husni (2024)	Increasing teacher professional competence.	It has not explicitly touched on multicultural aspects in supervision.
Supervision Approach	Yulianto (2024)	Supervision is based on the quality of learning and integration of religious values.	Has not emphasized strategies for dealing with cultural diversity of students.
Contemporary Supervision	Syapii (2024)	Supervision is relevant to global dynamics, rooted in Islamic traditions.	Does not explain the specific application in the context of multicultural education.
Supervision Model	Sucipto, Surbakti, & Siregar (2024)	Participation to accommodate diversity.	Not yet discussing implementation in certain educational institutions such as MAN 2 Nganjuk.
Implementation	Case study at MAN 2 Nganjuk	Supervision supports multicultural education.	There is a need for more detailed studies regarding the strategies used in building cultural harmony.

Table 2. Gap Analysis

integrating the concept of supervision with the development of multicultural education in a more focused manner at MAN 2 Nganjuk.

Literature Review on Multicultural Education

Concepts and Principles of Multicultural Education

Multicultural education is an educational approach that aims to create awareness of cultural diversity and increase appreciation for the values of tolerance, justice and equality. According to Abzar (2024), multicultural education in Muhammadiyah institutions promotes synergy between Islamic principles and current cultural diversity. The value of the principle of inclusivity in establishing intercultural relationships is emphasized in this education. Meanwhile, Dwi, Nurlita, and Hanum (2024) highlighted that the philosophical foundation of Islamic education plays a significant role in shaping

the concepts of multicultural education, especially in dealing with complex social dynamics.

Multicultural Approaches in Curriculum and Learning

In practice, a strategy that emphasizes cultural and religious values is used to incorporate multicultural education into the curriculum. In order to foster an inclusive learning environment. Aulia et al. (2024) stress the necessity of incorporating multiculturalism into the Islamic religious education curriculum. Dike and Parida (2024) describe the implementation of multicultural education in integrated Islamic elementary schools, which prioritizes cross-cultural experience-based learning to increase students' understanding of diversity.

Empirical Study of Multicultural Education in Madrasas

Research by Fahrul, Thahir, and Hamlan (2024) shows that Islamic Religious Education (PAI) teachers have a central role in instilling the value of tolerance based on multicultural education. This study highlights the approach taken at SMP Negeri 13 Palu, which involves integrating tolerance into everyday learning. This is relevant to the madrasa context such as MAN 2 Nganjuk, which also requires the development of an educational supervision system to support the implementation of multicultural education as a whole.

Subtitle	Key Findings	Reference
Concepts and Principles of Multicultural Education	Multicultural education emphasizes the value of inclusivity and tolerance in cultural and religious diversity.	Abzar (Suharman & Abzar, 2024); Dwi, Nurlita, & Hanum (Dwi et al., 2024)
Multicultural Approaches in Curriculum and Learning	The integration of multiculturalism in the curriculum aims to create inclusive and experience-based learning across cultures.	Aulia et al. (Aulia et al., 2024); Dike & Parida (Dike & Parida, 2024)
Empirical Study of Multicultural Education in Madrasas	PAI teachers play an important role in instilling tolerance through multicultural education, supporting a learning atmosphere that is conducive to diversity.	Fahrul, Thahir, & Hamlan (Fahrul et al., 2024)

Table 3. Literature Review

Integration of Supervision of Islamic Education and Multicultural Education

A holistic approach is necessary for integrating multicultural education with Islamic education supervision, with the goal of enhancing learning quality as well as promoting understanding of diversity values. The fundamental principles of Islamic

educational supervision, which are geared toward fostering character development in accordance with Islamic values, are theoretically connected to multiculturalism, aligning with the goal of multicultural education to promote harmony in the face of cultural variety. In this context, supervision serves as a mechanism to guarantee that tolerance, inclusion, and respect for diversity are integrated into regular teaching methods.

Analysis of various studies that link Islamic education supervision with multicultural education, such as those conducted by Yulianto et al. (2022), shows that there is a close relationship between the success of Islamic-based supervision and the creation of an inclusive learning environment. For example, collaborative supervision involving various parties is able to facilitate cross-cultural dialogue and the development of learning strategies that respect diversity. However, this approach requires special adaptation in each educational institution to address the specific needs of diverse students (Yulianto, 2021).

The identified research gap shows that although many studies have discussed the concept and practice of Islamic education supervision, the focus on the integration of multicultural values is still limited. Some research, such as that conducted by Syafi'i (2024) and Sucipto, Surbakti, & Siregar (2024), places more emphasis on aspects of traditional supervision without delving deeper into effective ways of implementing multicultural values in the context of Islamic education. Therefore, further research is needed to develop a supervision model that is not only theoretically relevant but also applicable in supporting multicultural education.

SLR Results: Main Findings

The concept of Islamic education supervision that supports multicultural education prioritizes the integration of Islamic values with cultural diversity in the educational environment. The main findings from various studies show that effective supervision must be able to accommodate the needs of diverse students with an approach based on inclusion, participation and justice values. This concept not only strengthens the quality of learning, but also encourages respect for differences, as emphasized by Yulianto (2024) and Syapi'i (2024).

Best practices identified from previous research include the use of collaborative supervision involving school principals, teachers and the community, as explained by In addition, an approach based on intercultural dialogue and the development of special training for teaching staff to understand diverse cultural contexts has been proven to

increase the effectiveness of multicultural education, as found by Prasetyo & Hidayat (2020).

The framework or supervision paradigm that supports multicultural education places a strong emphasis on the interaction between supervision methods based on Islamic values and the practical implementation of multiculturalism's principles. The model suggested has three primary elements: continuing monitoring to make sure that learning practices promote cultural harmony, building a curriculum around value integration, and improving the multicultural competence of instructors. Particularly in Islamic educational establishments like MAN 2 Nganjuk, using this framework might be a smart move toward fostering an inclusive educational environment.

DISCUSSION

The idea of monitoring Islamic education, which may help the advancement of multicultural education at MAN, is brought forth by this study. According to this study's findings, supervision serves as a control method as well as a tool for empowerment that is focused on Islamic principles and total inclusivity. These results highlight the significance of cooperation among instructors, supervisors, and students in establishing an educational atmosphere that supports learning and respects cultural, religious, and social diversity.

Theoretical Implications of the Findings

The study findings offer a theoretical foundation for the creation of an Islamic education oversight framework that serves as the foundation for multicultural education. In this context, the findings broaden our understanding of how supervisors serve as pillars of change who can facilitate and implement educational practices that are founded on Islamic principles and respect diversity within the bounds of inclusivity. In the field of Islamic education, this also enhances the literature on the integration between educational supervision and the tenets of multiculturalism.

In practice, this study makes recommendations for MAN to improve the supervision program by focusing on dialogical, inclusive, and transformative elements. Training that encourages teachers and students to appreciate cultural diversity may be started by supervisors. Additionally, in order to foster diversity in schools, both between teachers and students or between students, it is essential to incorporate multicultural education into the curriculum using a method that is grounded in

universal Islamic principles, allowing schools to be implemented that allow for the investigation of various forms of diversity.

Limitations of SLR Research

Despite the valuable information offered by this research, there are a number of drawbacks. Because it depends on the current literature, the SLR (Systematic Literature Review) technique has restrictions when it comes to drawing broad conclusions. Furthermore, this study has not included direct empirical analysis in MAN, hence additional research is needed to ascertain the validity of the results in a real-world application context.

In the development of multicultural education, the planning, implementation, and evaluation phases of instructional supervision are critical. Educational supervision is a methodical and ongoing professional development process to enhance the quality of learning, including learning that is based on multicultural principles. It is not merely an administrative supervisory function.

Educational administrators collaborate with teachers during the planning process to create supervision strategies that are appropriate for the students' social and cultural environment. This plan covers establishing a collaborative and participatory methodology, identifying the requirements of teachers in handling cultural diversity in the classroom, and developing supervision tools that are mindful of multicultural concerns. This phase is crucial for establishing initial awareness about the value of fostering an educational environment that is inclusive, tolerant, and respectful of diversity principles. Supervisors may also create observation tools during planning that place a strong emphasis on equitable teaching methods, respect for students' cultural identities, and avoidance of stereotyping prejudice.

The implementation of supervision is now a forum for the direct application of multicultural ideals in educational practices. Supervisors lead reflective discussions with teachers, offer helpful comments, and do classroom observations here. Supervisors must serve as role models in fostering an open mindset, appreciating diversity, and promoting cultural variety in order to practice successful supervision. In this method, teachers are urged to use instructional strategies that are flexible and sensitive to students' cultural backgrounds, such as contextual learning approaches, integration of local and global content, and project-based learning that promotes cross-cultural

cooperation. As a result, the implementation phase becomes a method to actually improve teachers' multicultural instructional abilities.

The evaluation phase of instructional supervision reflects how well the multicultural learning approaches that have been implemented are working. The evaluation process involves interviews with instructors and pupils, group reflection, and analysis of observational data. To assess if learning has successfully established a classroom environment that values diversity, promotes empathy among students, and minimizes discriminatory behaviors, teachers and supervisors conduct a joint review. This assessment also serves as the foundation for creating more focused follow-up strategies, such as teacher training, the development of a multicultural curriculum, and the improvement of inclusive learning environments.

In general, the supervision process's planning, implementation, and evaluation phases are essential for creating a multicultural learning environment. With culturally sensitive supervision, teachers can improve their professional capacity for managing diversity, foster social cohesion in the school environment, and establish an equitable and inclusive learning process for all pupils. As a result, educational supervision is now the cornerstone of educational reform, fostering tolerance, civility, and respect for diversity in addition to instruction.

CONCLUSION

The supervision in this study involves three essential steps—planning, implementation, and evaluation—that are interdependent and impact their respective outcomes. These three phases are the primary emphasis of study in Senior High Schools or MAN since they represent the administrative and pedagogical dynamics of educational management. Supervision is conducted during the planning phase by mapping the institution's needs through document reviews, preliminary observations, and conversations with the madrasah. This approach yields information on policy priorities and obstacles faced, allowing the plans that are developed to be more targeted, contextualized, and aligned with the realities of the madrasah. In the implementation phase, researchers and the madrasah collaborate to carry out the initiatives or policies that have been developed, in a sort of participatory supervision. At this stage, the supervisory strategy involves incorporating Islamic values into academic and extracurricular activities, as well as enhancing learning programs and providing

teacher coaching. Routine monitoring is also a critical component of implementation to make sure it follows the original plan and to find any roadblocks that may occur on the ground. The assessment phase, which serves as the last sort of supervision, is essential in giving a complete overview of how well the program has been implemented. The evaluation is based on an examination of qualitative and quantitative data taken from student and teacher feedback as well as madrasah performance documents. Recommendations for sustainable program development are based on the findings of this assessment. This study, which employs a planned monitoring strategy at every level, is not simply theoretical but also practical and makes a direct contribution to enhancing the quality of education in Senior High Schools/MAN.

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