

THE MULTICULTURAL VALUES IN THE NOVEL “99 CAHAYA DI LANGIT EROPA” AND THEIR APPLICATION IN LITERARY EDUCATION

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Abstract

This study aims to identify the multicultural values embedded in the novel 99 Cahaya di Langit Eropa by Hanum Salsabiela Rais and Rangga Almahendra, and to examine their implementation in literary appreciation learning in vocational high schools. This research employs a qualitative case study approach. The data consist of literary appreciation learning activities in a Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra class, with data sources including students and the novel itself. Data were collected through observation, interviews, and documentation. The data analysis process involved data reduction, data display, and conclusion drawing. The findings reveal a total of 250 multicultural values categorized into five themes: tolerance, trust building, mutual respect, flexible thinking, interdependence, and appreciation. These values are conveyed through the characters' interactions with individuals from diverse religious, cultural, and ethnic backgrounds. The study also found that these values are reflected and reinforced through classroom activities that promote respect for diversity, cooperative learning, and character development. This research contributes to the development of multicultural-based literary appreciation learning by demonstrating how literature can be used as a pedagogical tool to foster inclusivity, empathy, and social harmony among students.

Keywords

Appreciation, Literature, Multicultural, Novel, Values.



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INTRODUCTION

Multiculturalism means a stream of understanding of cultural diversity that is the result of cultural manifestations that exist in various ethnicities, religions, races, and others. Meanwhile, multiculturalism is a condition that exists in society where there are many cultures that live side by side and become a reflection of the reality of people's lives (Salahuddin, 2019). According to Tilaar (2004), Multiculturalism as cultural diversity is owned by ethnic groups in their country, such as in the fields of religious practice, education, and other fields. Referring to Banks, (2020), Multicultural education is an approach to building an inclusive society through recognition and appreciation of cultural diversity. A multicultural society has the characteristics of a cohesive, comfortable, lively, and stable life (Parasvati, 2024);(Sugarda, 2022). To fulfill this, there are conditions that must be implemented, namely a general culture and multicultural education, constitutional rights, a power structure based on agreement, a just and impartial state, and a plural and inclusive view of national identity (Rahman, 2024);(Putri, 2018). Therefore, multiculturalism is not merely a sociocultural condition but a framework that requires conscious commitment to justice, inclusivity, and equal participation in all aspects of national life.

The various ethnicities, religions, and races in Indonesia are a real manifestation that Indonesia is a country with cultural diversity. The many ethnicities, religions, and races are blessings received by the Indonesian people from the Almighty (Taryana, 2018);(Faqihudin & Hanif, 2024). In addition to being a blessing, cultural diversity can cause conflict and violence, resulting in victims and losses (Saputra & Azmi, 2022); (Hidayat, 2008). The phenomenon that is currently occurring is the loss of multicultural values in society, especially in the world of education. Dewojati (2021) Explaining as the author's reflection on social phenomena in society, literary works provide the author's inner riches to readers. One of them is a novel, which is a literary work that contains expressions of the author's feelings using language as its medium (Julia Maulida et al., 2022);(Anggraeni et al., 2023). Through novels, readers can appreciate, feel, and find the problems raised by the author.

Indirectly, novels use words that can unknowingly influence the views of those who read them (Ilahi, 2021; Fitriani, 2018). A literary work called a novel is the result of the author's interpretation of the lives of the surrounding community and is understood by the reader through a process of appreciation (Anshari, 2009; Wicaksono, 2017). After reading a novel, the reader then understands the content contained within his perspective based on his horizon of expectations.

Therefore, the novel cannot be separated from the elements and values that exist in society. The novel is able to become a model of a multicultural society in Indonesia.

The teaching of literary appreciation in Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra plays a crucial role in shaping students' character, fostering empathy, critical thinking, and openness to diversity. However, based on preliminary observations and interviews conducted at Vocational High School 1 Koto Baru, particularly in Grade XII, the implementation of literary appreciation learning has not been fully optimized. The instructional process remains heavily focused on textual analysis and the identification of intrinsic elements, with limited emphasis on exploring moral or multicultural values. Students often perceive literary lessons as monotonous and disconnected from real-life issues, especially those related to cultural and religious diversity.

Interviews with two Bahasa Indonesia teachers and six Grade XII students revealed that students rarely engage with literary texts that address multicultural experiences or foster intercultural understanding. Learning materials such as lesson plans and syllabi show a lack of focus on values education, particularly in promoting tolerance, respect for differences, and collaborative learning. Documentation also indicates that the texts used in the classroom are conventional and rarely provide space for discussions around diversity, equity, and inclusion—issues that are increasingly relevant in the context of Indonesia's plural society.

In response to this academic concern, the researcher selected the novel *99 Cahaya di Langit Eropa* by Hanum Salsabiela Rais and Rangga Almahendra as the object of study. The novel, which narrates the experiences of Indonesian Muslims navigating life in multicultural European societies, offers rich content for promoting values such as tolerance, mutual respect, and cultural sensitivity. This study adopts a qualitative case study approach, focusing on literary appreciation activities in a Grade XII classroom at Vocational High School Negeri 1 Koto Baru. Data were collected through observations, interviews, and documentation, with the aim of identifying the multicultural values within the novel and exploring their potential for integration into character-based literary education at the vocational high school level.

A number of previous studies have examined the role of literature in promoting multicultural values in education. A study conducted by Ismawati et al. (2019) focused on multiculturalism in Indonesian novels and aimed to identify multicultural values in various literary works while exploring their implementation in literature learning. The findings highlighted the

potential of Indonesian literature in shaping the character of a diverse society. Although this study shares a similar focus with the current research, it discusses Indonesian novels in general, while the present study concentrates specifically on the novel *99 Cahaya di Langit Eropa* as a central text. Mazid (2016) also examined the implementation of multicultural values, though within the context of civic education. His findings indicate that the integration of multicultural themes in education can enhance students' awareness and appreciation of diversity. While not focused on literature, this research supports the broader idea that education can serve as a powerful medium for fostering multicultural understanding. Another study by Oktasari & Kasanova (2023) analyzed how literary texts can contribute to character education by embedding multicultural values. However, the research did not provide a focused implementation strategy using a specific literary work.

Similarly, Miranti (2024), evaluated the effectiveness of literary appreciation learning using multicultural-themed texts in senior high schools. Their results showed positive student responses but were limited to theoretical analysis without application in vocational school settings. Murniati, (2015) explored how Indonesian novels integrate Islamic and Western cultural values, which is thematically relevant to *99 Cahaya di Langit Eropa*, but his study did not connect these cultural themes to educational practices. Based on these studies, it is evident that most previous research has either discussed multiculturalism in a general literary context or focused on non-vocational educational settings. This creates a gap that the current research aims to fill by offering a focused analysis of *99 Cahaya di Langit Eropa* and applying it directly in literary appreciation learning for Grade XII vocational high school students. This approach not only deepens the understanding of multicultural values in literature but also contributes practical insights into how such texts can be effectively utilized in classroom instruction.

Using Novels as Multicultural Models, this study explores multicultural values in the context of literature, especially the novel *99 Cahaya di Langit Eropa*. This novel can be considered a model of Indonesian multicultural society that allows readers to see diversity in a broader cultural, religious, and ethnic perspective. Previously, research may have focused more on the study of theory or the history of multiculturalism, but here the novel is used as a medium to foster multicultural understanding in literary learning. Implementation Approach in Literature Learning: This study connects the multicultural values found in the novel text with its practical implementation in literary appreciation learning in grade XII Vocational High School. By providing a more applicable approach, this study focuses on direct application in the education curriculum, which is different

from many previous studies that may be limited to text analysis without showing how these values can be applied in education.

METHOD

This study employs a qualitative case study approach, which is aimed at gaining a deep understanding of a particular phenomenon within its real-life context. A case study enables the researcher to explore a specific instance or subject, in this case, a literary work, by examining it thoroughly and contextually. The research is descriptive in nature, focusing on the experiences and expressions of individuals as captured in written form (Moleong, 2013).

The data in this research consist of learning activities in literary appreciation conducted in a Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra classroom. These activities include classroom interactions, student engagement, teacher instruction, and the use of literary texts during the learning process. The data sources in this study are: 1) Students of Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra class who participate in the literary appreciation learning process; 2) The novel *99 Cahaya di Langit Eropa* by Hanum Salsabiela Rais and Rangga Almahendra, which is used as the main teaching material in the classroom.

The data collection techniques used in this research are as follows; 1) Observations were conducted in a Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra classroom during literary appreciation lessons; 2) The observation period lasted from February 5 to March 20, 2020, covering a total of six sessions; 3) Each session lasted approximately 90 minutes. The researcher observed student activities, teacher instructions, and how the novel was used in the learning process. Interviews were conducted with selected participants to gain deeper insights into the learning process. The respondents included two literature teachers who were directly involved in teaching the material, as well as six Grade XII students who actively participated in the literary appreciation sessions. These interviews aimed to explore both students' and teachers' perceptions of the multicultural values presented in the novel and to assess their relevance to the objectives of literary appreciation learning. Documentation was used to support the data obtained from observations and interviews. The documents analyzed included teaching materials such as lesson plans, syllabi, student worksheets, and teacher notes, as well as the novel *99 Cahaya di Langit Eropa*, which served as the primary literary text in the learning activities.

The data in this study were analyzed using the interactive model of data analysis proposed by Miles and Huberman, which consists of three main steps. The first step is data reduction, which involves filtering and selecting relevant information from the raw data obtained through observations, interviews, and documentation. This step helps focus the analysis on essential aspects related to multicultural values. The second step is data display, where the reduced data are organized into thematic categories and presented in descriptive formats such as narrative texts or matrices to facilitate interpretation. The final step is conclusion drawing and verification, in which the researcher identifies patterns and themes from the displayed data, draws conclusions, and verifies their validity through triangulation, ensuring consistency across different data sources and collection methods.

FINDINGS AND DISCUSSION

Finding

Data on Literary Appreciation Learning Activities in Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra

This section presents detailed data on the implementation of literary appreciation learning activities in a Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra. The data were collected through observation, interviews, and documentation during the study period. The focus is on six key components of the learning process: approach, strategy, method, material, media, and evaluation. These components illustrate how the literary appreciation class is conducted and how multicultural values from the novel *99 Cahaya di Langit Eropa* are integrated into the learning activities.

Table 1. Summary of Literary Appreciation Learning Activities in Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra

No.	Component	Description	Data Source
1.	Learning Approach	The learning approach used is scientific and contextual, encouraging active student participation, discovery learning, and real-life application of literary themes.	Observation notes, teacher interview
2.	Learning Strategy	A student-centered strategy is implemented, emphasizing group collaboration and peer discussion to deepen understanding of literary content and multicultural values.	Teacher interview, lesson plan
3.	Learning Methods	Combination of discussion, question-and-answer sessions, text analysis, and role-playing to engage students in critical thinking	Classroom observation, documentation

	and empathetic understanding of the novel's multicultural messages.	
4. Learning Material	The novel <i>99 Cahaya di Langit Eropa</i> is the primary text, selected for its rich multicultural themes including tolerance, respect, and interdependence; supplemented by related excerpts, worksheets, and teacher-prepared guides.	Lesson plans, teacher interview
5. Learning Media	Media include the printed novel, multimedia presentations via projector, a whiteboard for mapping ideas, and student worksheets to support individual and group activities.	Observation, classroom documentation
6. Learning Evaluation	Formative assessments such as group presentations, written reflections, and peer feedback are used to evaluate students' comprehension and ability to relate multicultural values from the novel to their own contexts.	Student worksheets, teacher interview

Description and Analysis of Literary Appreciation Learning Activities

Learning Approach

The observations and teacher interviews revealed that the literary appreciation class adopts a scientific and contextual learning approach. This approach aligns with the national curriculum's emphasis on active learning and real-world application. Students are encouraged to engage with the literary text not only as a source of aesthetic appreciation but also as a medium for understanding complex social and cultural phenomena, such as multiculturalism. The teacher facilitates learning by guiding students to observe, question, analyze, and reflect on the novel's contents, fostering critical thinking and meaningful engagement.

Learning Strategy

The strategy used in the classroom centers on student participation and collaboration. Teachers implement group work to stimulate dialogue among students, encouraging them to share diverse perspectives on the multicultural themes of the novel. This peer interaction helps students construct knowledge collaboratively and develop social skills such as communication, empathy, and mutual respect. From interviews, teachers emphasized that this strategy was chosen to create a dynamic classroom atmosphere that values each student's voice and promotes inclusivity.

Learning Methods

Multiple teaching methods are combined to enhance student engagement and comprehension. Discussion and question-and-answer sessions allow students to actively explore

and interpret the literary text. The method of textual analysis directs students to focus on language use, narrative elements, and cultural representations within the novel. Additionally, role-playing activities were occasionally used to simulate scenarios from the novel, helping students internalize the experiences of characters from different cultural backgrounds. This diversity in methods supports various learning styles and deepens students' critical and empathetic responses.

Learning Material

The core material for literary appreciation is the novel *99 Cahaya di Langit Eropa*, chosen for its thematic richness and relevance to multicultural education. The novel's narratives provide authentic contexts where students can observe values such as tolerance, trust-building, respect, flexibility in thinking, and interdependence. Supplementary materials include worksheets that guide students to identify and reflect on these values, as well as teacher-prepared notes highlighting key passages. The integration of these materials enables a focused exploration of multicultural themes.

Learning Media

A variety of media supports the learning process. The printed novel is the primary text that students read both in class and as homework. A projector is used to present visuals and excerpts to complement textual analysis. The whiteboard serves as a collaborative space where ideas and key concepts are mapped out during discussions. Worksheets facilitate both individual and group activities, providing structured tasks that help students organize their thoughts and document their insights.

Learning Evaluation

Assessment in this learning setting is predominantly formative, aiming to support ongoing learning rather than merely measure outcomes. Students are evaluated through group presentations where they articulate their understanding of the novel's multicultural values and relate them to real-life contexts. Written reflections encourage personal connections and critical thinking about the themes discussed. Peer feedback sessions promote constructive dialogue and reinforce social skills. Teacher interviews and document analysis confirm that these varied evaluation methods contribute effectively to achieving learning objectives centered on both literary appreciation and character education.

The data findings in this study are based on the identification of multicultural values in the novel *99 Cahaya di Langit Eropa* by Hanum Salsabiela Rais and Rangga Almahendra. These values are presented through narrative descriptions, dialogues, and character interactions. The results of the data classification are summarized as follows:

Table 2. Distribution of Multicultural Values in the Novel *99 Cahaya di Langit Eropa*

No.	Value Category	Sub-Indicators	Number of Data
1.	Tolerance	Freedom in religion, assembly, and interaction	109
2.	Trust Building	Affection, positive thinking	13
3.	Mutual Respect	Respecting others, not underestimating	61
4.	Flexible Thinking	Forgiveness, sensitivity to new things	43
5.	Interdependence & Appreciation	Social beings, cooperation, responsibility, and gratitude	24

Descriptive Note:

Based on the table above, tolerance emerges as the most dominant multicultural value found in the novel, followed by mutual respect, flexible thinking, interdependence and appreciation, and trust building.

Tolerance (109 data)

Sub-indicator: Freedom in practicing religion

"Isn't there a verse of the Qur'an that explains the meaning of Allah creating humans differently so that humans respect each other?" (Data 10 CLE)

Sub-indicator: Freedom of assembly and interaction

"Fatma adalah kawan baruku di kelas Bahasa Jerman di sebuah kursus singkat yang diselenggarakan oleh pemerintah Austria... Hanya aku dan Fatma yang berwajah nonbule." (Data 27 CLE)

Trust Building (13 data)

Sub-indicator: Affection between people

"Fatma smiled while stroking her only daughter's hair." (Data 37 CLE)

Sub-indicator: Positive thinking towards others

"Di Eropa model bisnis seperti ini sudah biasa. Mungkin orang Austria sudah terdidik untuk selalu berbuat jujur." (Data 73 CLE)

Mutual Respect (61 data)

Sub-indicator: Respecting others

"Maimonides, someone who is respected, respected for his knowledge... I found a Jewish woman who was very friendly even though she couldn't answer my greeting." (Data 168 CLE)

Sub-indicator: Not underestimating others

"Kau sudah berhasil menjadi agen muslim yang baik, Fatma... kau bisa menjadi yang terbaik di kelas." (Data 221 CLE)

Flexible Thinking (43 data)

Sub-indicator: Forgiveness

"Maafkan kami... Kami mohon maaf sebesar-besarnya." (Data 91 CLE)

Sub-indicator: Sensitivity to new/unique things

"Pesan tersembunyi dalam piring itulah yang membuat benda kuno ini jadi istimewa." (Data 130 CLE)

Interdependence and Appreciation (24 data)

Sub-indicator: Cooperation and learning together

"Hanum, kau tertarik mempelajari Kufic lagi?" Tanya Marion... Aku yakin, di Eropa ini akan lebih banyak lagi museum yang akan kukunjungi." (Data 134 CLE)

Sub-indicator: Sense of responsibility

"Sekarang adalah tanggung jawabmu, Hanum! Bahasa Inggrismu lebih baik, balaslah e-mail mereka untukku." (Data 231 CLE)

Sub-indicator: Gratitude

"Kucucapkan terima kasih atas kehangatan surat menyurat via e-mail." (Data 114 CLE)

Discussion

The findings of this study reveal several important aspects regarding the literary appreciation learning activities conducted in the Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra class. The learning process was characterized by the use of various approaches, strategies, and methods that actively engaged students in exploring multicultural values through the novel *99 Cahaya di Langit Eropa*. Observations showed that the teacher implemented interactive discussions, group work, and reflective writing exercises aimed at deepening students' understanding of the novel's themes. Interviews with both teachers and students confirmed that the integration of multicultural values into literary appreciation was

consciously planned and executed. Furthermore, documentation such as lesson plans and student worksheets reflected this deliberate focus on character education through literature. These learning activities not only facilitated comprehension of the novel's content but also fostered students' critical thinking and empathy towards cultural diversity. However, some students expressed challenges in fully grasping the complex cultural contexts due to limited prior exposure. Despite this, the overall learning atmosphere encouraged openness and respect among peers, as evident from classroom interactions. The evaluation methods employed included formative assessments through presentations and written reflections, which helped measure both cognitive and affective learning outcomes. This structured pedagogical approach underscores the potential of literature as a medium for inculcating multicultural awareness in vocational education settings.

This finding aligns closely with the theoretical framework proposed by Charoensilp (2024), who emphasizes culturally responsive teaching as a vital strategy to engage students from diverse backgrounds in meaningful learning experiences. Gay argues that integrating students' cultural contexts into the curriculum not only improves academic achievement but also fosters positive identity formation and social cohesion. In the context of literary appreciation, this means selecting texts and designing activities that resonate with students' lived experiences and promote critical reflection on diversity. The observed use of interactive and reflective methods in this study echoes the principles of constructivist learning theory, which advocates for active knowledge construction through social interaction and contextualized experiences (Habsy, 2019). These theoretical perspectives support the idea that literary texts rich in multicultural values can serve as effective tools for character education.

Several studies corroborate these conclusions. For instance, Mila, (2024) found that incorporating multicultural literature in senior high school classrooms increased students' cultural empathy and tolerance. Sukirman & Mirnawati, (2020) demonstrated that literature-based learning positively impacted students' social attitudes and interpersonal skills. These findings affirm the potential of novels like *99 Cahaya di Langit Eropa* to function as catalysts for developing multicultural competencies in educational settings. However, contrasting evidence from Sari, (2025) and Bahroni, (2024) suggests that the effectiveness of literary appreciation activities depends heavily on the teacher's pedagogical skills and the availability of adequate learning resources. This study found that insufficient teacher preparation and lack of supportive materials often limit the impact of multicultural literature in the classroom, which corresponds with some challenges noted in this

study related to student comprehension difficulties. Therefore, while the integration of multicultural values through literature holds promise, its success requires holistic support from educators and institutions.

Moving on to the values identified within the novel itself, the study found that multicultural values are deeply embedded throughout the narrative of *99 Cahaya di Langit Eropa*. These values manifest not only in the dialogues but also in the characters' behaviors and interactions within a multicultural European context. Tolerance emerged as the most prominent value, highlighted by 109 instances in the data, emphasizing respect for religious and cultural differences. This emphasis supports Wachsmuth et al. (2023) dan Nuswantari (2018), who argue that tolerance is foundational for harmonious social relations in both education and society at large. The quote "Isn't there a verse of the Qur'an that explains the meaning of Allah creating humans differently so that humans respect each other?" reflects the novel's theological grounding for diversity as divine wisdom. Trust building, though less frequent, played a significant role by demonstrating how simple acts of kindness foster mutual respect, aligning with Narinasamy (2024) and Shapira & Dolev (2023), who stress the importance of empathy in multicultural cohesion. Mutual respect was observed as a recognition of human dignity regardless of background. Nadhiroh & Ahmadi (2024) assertion that appreciating cultural differences is key to inclusivity in education.

The novel's portrayal of flexible thinking, shown through characters' openness to new perspectives, supports Prananda (2020) and Guo (2024), who highlight adaptability and critical thinking as essential skills for navigating an increasingly diverse world. The values of interdependence and appreciation further underline that multicultural life thrives on cooperation, shared responsibility, and gratitude. Eny Junyanti, (2024) and Curriculum, (2024) affirm that fostering interdependence enhances collaborative learning and social harmony, reinforcing the novel's message. Nonetheless, some critics argue that literary texts might idealize multicultural interactions and overlook real-world tensions and conflicts, suggesting a need for supplementary critical discussions in the classroom to address these complexities (Agustian, 2019). This critique does not diminish the novel's pedagogical value but calls for a balanced approach to literary education.

Overall, these multicultural values identified in the novel and their integration into classroom activities illustrate the powerful role literature can play in character education. By moving beyond textual analysis to moral and social application, students are better prepared to live

harmoniously in a pluralistic society. This is particularly relevant for vocational education, where students will soon enter diverse workplaces. The study's findings reinforce the national curriculum's emphasis on character building and multicultural awareness as educational goals. They also invite further research into effective pedagogical strategies to maximize the literature's impact on student attitudes and behaviors in multicultural contexts.

CONCLUSION

The findings of this study indicate that the novel 99 Cahaya di Langit Eropa contains a variety of multicultural values that are highly relevant for integration into literary appreciation learning. These values include tolerance, mutual trust, respect for differences, flexibility in thinking, interdependence, and appreciation. They are revealed through the experiences and interactions of the main and supporting characters with individuals from diverse religious, cultural, and ethnic backgrounds. The implementation of these values in formal education, particularly in Vocational Grade XII Vocational High School 1 Koto Baru, Dharmasraya Regency, West Sumatra, plays a crucial role in shaping students' character to live harmoniously in a pluralistic society. Literary appreciation learning that emphasizes multicultural values helps foster attitudes of respect, openness, and collaboration among students. In the face of globalization and growing cultural diversity, such attitudes are essential. This study reinforces the view that literature is not only a tool for aesthetic appreciation but also a powerful medium for instilling multicultural values and preparing students to become inclusive, empathetic, and culturally aware citizens.

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