



## MULTICULTURAL EDUCATION MANAGEMENT THEORY

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DOI : <http://dx.doi.org/10.30829/tar.v32i2.4728>

### ARTICLE INFO

#### Article History

Received : August 08, 2025

Revised : November 29, 2025

Accepted : December 31, 2025

#### Keywords

Management, Multiculturalism,  
and Education

### ABSTRACT

*Education is the primary foundation for developing good individuals and societies. In an era of increasing globalization and interconnectivity, education faces the challenge of managing the diversity of cultures, religions, and social backgrounds of students. The method for writing the research results of this review article begins with a gap analysis followed by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) method. The PRISMA method consists of five stages: 1) defining eligibility criteria, 2) determining information sources, 3) selecting data, 4) collecting data, and 5) collecting data. This curriculum emphasizes four main aspects. The results of the study indicate that a series of management processes are necessary to implement multicultural values education efforts to shape religious character in students in the school environment. These efforts are realized through education, because it is through education that a person's basic character, intellectual, and emotional abilities can be formed in viewing the surrounding reality. This can be interpreted as meaning that education is the process of transmitting culture and simultaneously learning societal norms, through specific methods, so that people acquire knowledge, understanding, and behaviors appropriate to their needs.*

### Introduction

Education is considered a primary need in human life. Education is believed to provide the knowledge and skills necessary for daily living. It is hoped that this education will lead to a better life. Education, broadly defined, is a process related to efforts to develop three aspects of a person's life: outlook on life, attitude toward life, and life skills. Efforts to develop these three aspects can be carried out in schools, outside of school, and within the family. Activities in schools are strictly planned and implemented according to established principles. While activities outside of school have clear plans and programs, their implementation is relatively loose, with various flexible guidelines adapted to local needs and conditions. Education within the family is carried out informally without standardized, written objectives.

Education is the primary foundation for developing good individuals and communities. In an era of increasing globalization and interconnectivity, education faces the challenge of managing the diversity of cultures, religions, and social backgrounds of students. Amidst these differences, it is crucial for the education system to ensure that all students feel valued, supported, and have equal opportunities to learn.

Student character development can be achieved in various ways, one of which is through multicultural education. Multiculturalism has recently become a significant issue in character development efforts in Indonesian society. The goal of multicultural education is crucial for minimizing and preventing conflict in several regions. Through multicultural-based education, students' attitudes and mindsets will be more open to understanding and appreciating diversity.

Multicultural education management is highly relevant in addressing this diversity. This approach recognizes that each individual has a unique cultural, religious, and social background, as well as the right to be respected and recognized within the educational context. Multicultural education management focuses on justice, equality, and appreciation of differences. The goal is to create a learning environment that facilitates cultural exchange, mutual understanding, and the development of intercultural skills. In the context of Islamic education, it is crucial to integrate Islamic values and principles with a multicultural education management approach. Islam, as a religion encompassing various cultures and communities, teaches the importance of tolerance, brotherhood, and justice. The multicultural Islamic education management approach seeks to create a learning environment that not only embraces cultural diversity but also encourages students to understand, respect, and build harmonious relationships with other human beings.

### **Research Method**

This article was compiled using a qualitative method through a systematic literature review approach (Rachmawati & Purwandari, 2022). This study presents comprehensive and balanced facts by summarizing the results of previous research (Andriani, 2021). Articles were collected through Google Scholar with a publication year range of 2019 - 2024. The keywords used in the search were "philosophy" and "Islamic education management." Articles found in the search results were further specified using the PRISMA flow. The method for writing the research results of this article review begins with a gap analysis followed by the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-analyses). The PRISMA method consists of five stages: 1) defining eligibility criteria, 2) determining information sources, 3) data selection, 4) data collection, and 5) data retrieval (Utami et al., 2021).

### **Result and Discussion**

#### **Multicultural Education Management Theory**

Etymologically, management comes from the word "managio," meaning to administer, or "manage/manaagiare," meaning to train and organize steps. According to Nanang Fattah in Hasan Baharun, management is the process of planning, organizing, leading, and controlling an organization's efforts in all aspects to achieve goals effectively and efficiently. Meanwhile, Dimock in Harmonika explains that "management is knowing where you want to go, but you must know what the forces are with which you must deal, and how to handle your ship and your crew effectively and without waste in the process of getting there." This definition was later translated by As-Sayyid Mahmud Al Hawariy in his book, as "management is knowing where to go, what difficulties to avoid, what forces to exert, and how to best control the ship and its members without wasting time." Lucey, in Juhji et al., describes management as a system comprising a set of actions, including planning, organizing, coordinating, and supervising, aimed at establishing and achieving goals by using and utilizing human and other resources.

This concept was emphasized by Arifin, who explained that management is the process of utilizing resources through management functions such as planning, organizing, mobilizing, and controlling to achieve goals efficiently and effectively.

Furthermore, regarding multiculturalism, Choirul Mahfud revealed that the root of the word "multicultural" is culture. He further explained that etymologically, "multicultural" is composed of the words "multi" (many) and "kultur" (culture), so that, in essence, this term reflects a recognition of the human value of individuals living in groups with diverse cultures. Multicultural education, then, is a learning approach that utilizes the diversity of students' cultural backgrounds to enhance their learning experiences in the classroom and educational environment. This approach aims to support and broaden understanding of diverse cultures, differences, similarities, and democratic principles. Some consider multicultural education to be an idea or concept, as well as a reform movement in education. This concept emerged because everyone, regardless of their gender or status, can be recognized as having an equal right to learn in formal educational environments.

### **A Philosophical Review of Multicultural Education in Indonesia**

The Indonesian nation does not have a long history of multiculturalism. Multiculturalism has only become known in Indonesia in the past decade after the reformation, marked by the growing development of democracy. The Indonesian nation must recognize that since its founding, it has been comprised of various ethnicities, tribes, races, and religions. Therefore, multiculturalism must continue to be developed as a manifestation of the implementation of the state philosophy of *Bhinneka Tunggal Ika* (Unity in Diversity). Internalization of the values of Pancasila as the Indonesian nation's philosophy of life must be continuously practiced in a multi-ethnic society.

The development of multiculturalism in Indonesia can be divided into three eras: the Old Order, the New Order, and the Reformation. Both the Old Order and New Order tended to enforce equality, where the centralism of the ruling monoculture negated the pluralism and multiculturalism of the Indonesian nation. The Old Order government emphasized nationalism to strengthen the newly independent Indonesian nation. Meanwhile, the New Order government was more authoritative, with its centralist regime tightly suppressing democracy and human rights, as it was considered a threat to government stability. The reform era then marked the beginning of democratization in Indonesia, accommodating the interests of all groups. Multiculturalism is not a deficiency, but rather a national treasure rarely possessed by other nations. Therefore, multiculturalism must be maintained and developed.

In the context of Indonesian education, multicultural education aligns with the state philosophy of Pancasila and the 1945 Constitution. Article 32, paragraph 1 of the 1945 Constitution states, "The state advances Indonesian national culture among world civilizations by guaranteeing the freedom of the people to maintain and develop their cultural values." Furthermore, Article 2 states, "The state respects and preserves regional languages as national cultural treasures." Furthermore, multiculturalism aligns with the state motto, *Bhinneka Tunggal Ika*.

Furthermore, Law No. 20 of 2003 concerning the National Education System (Sikdiknas) states that the principles of education are democratic, just, and non-discriminatory, upholding human rights, religious values, cultural values, and national diversity. These objectives align with the major goals of multicultural education.

#### **1. Various Values of Multicultural Education**

According to Will Kymlicka, as quoted by Rosyada, multicultural educational values that can be taught in schools include the individual and collective rights of every member of

society, the aspirations of minority groups, minority rights, individual freedom, and tolerance between individuals and groups.<sup>93</sup> Justice and equal rights without distinction of ethnicity, religion, language, or gender. The values to be achieved in multicultural education are justice and human rights.

The values of multiculturalism applied in educational institutions essentially serve to shape students' character by instilling an awareness of the importance of coexisting in diversity. This is because cultural differences are intertwined in relationships and interdependence, fostering mutual listening and acceptance of differences with an open mind to find joint solutions to address intergroup conflicts that frequently arise. Therefore, instilling multicultural values has several goals: to hone students' skills with multicultural knowledge, to emphasize educational equality and cultural pluralism as an educational philosophy, and to teach the values of multiculturalism.

Furthermore, multicultural values in Islamic education include at least 17 values. These values are: Tawhid (oneness of God), ummah (living together), tafāhum (mutual understanding), musāwah (equality), raḥmah (mutual love), amanāh (honesty), ta'āruḥ (co-existence), takrīm (mutual respect), ḥusnuzzan (positive thinking), tasāmuḥ (tolerance), 'afw (forgiveness), sulḥ (reconciliation), fastabiquḥ khairāt (competing in goodness), iṣlāḥ (conflict resolution), lain (non-violence), ṣilāh/salām (peace), and 'adl (justice).

### **Strategic Management for Implementing Multicultural Educational Values**

Developing a strategy requires considering various factors, both internal and external. In education, a strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. Multiculturalism, derived from the word "culture," refers to a diverse range of cultures, serving as a guideline for human life. The term "multiculturalism" refers to the socio-anthropological plurality of ethnic groups, languages, and religions and can also assume a democratic and egalitarian attitude toward accepting diversity.

The principal's strategy implementation, both at the macro and micro levels, is supported by the entire school administration team. Subject teachers, including those with significant involvement and roles, play a significant role in co-designing the madrasah's vision and mission, and implementing the curriculum and learning strategies appropriate to their respective fields of study. This creates a harmonious learning environment, imbued with tolerance among members of the madrasah community, while upholding the values of multicultural education. *Formulasi Strategi dalam Penanaman Nilai-nilai Pendidikan Multikultural.*

The success of a principal in managing the educational institution they lead is largely determined by the principal's thorough planning. If they are able to properly guide, mobilize, and direct their staff, all activities within the madrasah organization can be carried out effectively and efficiently.

In this regard, the principal's planning, both macro and micro, is supported by the entire school administration team. Subject teachers, including those with a significant role and contribution, collaborate with the principal in designing the madrasah's vision and mission and implementing the school's curriculum and learning strategies in accordance with their respective areas of study, thereby creating a harmonious learning environment, imbued with tolerance among members of the madrasah community, and upholding multicultural values.

1. Realizing the Vision and Mission of Multicultural Education. According to Farida Hanum and Setya Raharja, the vision and mission of multicultural education is to always uphold and respect pluralism, democracy, and humanism.<sup>97</sup> By implementing multicultural education with a vision and mission of respecting pluralism, democracy, and humanism, it is hoped that students will become a generation that always upholds morality, discipline, humanistic concern, and honesty in their daily behavior.

Ultimately, it is hoped that the problems facing the nation can be gradually minimized. The future generation is a multicultural generation that respects differences and always upholds the values of democracy, justice, and humanity.

2. **Identifying Supporting and Inhibiting Factors.** The principal, together with his team, can identify and formulate supporting and inhibiting factors in instilling multicultural educational values in schools and madrasahs. These supporting factors include the school climate, curriculum, facilities and infrastructure, teacher roles, and school programs and activities. Meanwhile, inhibiting factors include diverse individual attitudes and sometimes a lack of acceptance of differences, a lack of learning media about diversity, a lack of media in schools depicting diversity and multicultural values, and a lack of outreach by teachers.
3. **Formulating Value-Based Educational Objectives.** Multicultural Education. The importance of education that considers the inseparable processes of culture and education. Education and culture are closely related, where both speak at the same level: values. A person's way of thinking can be understood by tracing the origins of their conscious actions from social interactions (activities and language used) that are based on their life history. The values perspective of multicultural education describes the circumstances of individuals and how their behavior is influenced by specific factors in their surrounding environment and socio-cultural context. A person's development should be studied not only focusing on the individual or the environment, but also on their social and cultural context.
4. **Formulating Educational Programs that Support the Incultation of Multicultural Educational Values.** In instilling multicultural educational values, the next step is to formulate various school programs that align with multicultural educational values. This is because the formulation of these educational programs represents the selection of strategies in strategic management studies before entering the strategy implementation stage. This program formulation can be done by: (1) determining the main programs; (2) formulating alternative programs; (3) formulating success indicators for each main program; and (4) determining who is responsible for these programs.

### **Implementing Strategies for Instilling Multicultural Educational Values**

In the book "Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools," the strategy for instilling multicultural educational values can be implemented in three ways: education system reform, parent and community involvement, and school resource reform. First, reform the education system from the grassroots to the central level, so that multicultural educational values can be implemented nationally at all levels of education. Second, building collaborative relationships with parents and the community for educators and nurturing multicultural communities to foster relationships across ethnicities, cultures, and religions. Third, developing professional reforms for education practitioners who are truly willing to support multicultural education, including leadership skills, curriculum development, knowledge and skills, and attitudes in various fields, including intercultural literacy. Developing strategies that are integral to multicultural education is a competency element: self-understanding. Principals and teachers should have a good understanding and communication skills with their students, equipped with a variety of skills. Because, basically teaching is the art of communication which starts from understanding yourself as a servant of God who adheres to religious values that are *rahmatan lil alamin*.

### **Evaluation of Strategies for Instilling Multicultural Educational Values**



Multicultural education evaluations can utilize achievement tests, covering both academic and non-academic aspects of students. In academic areas, these tests can utilize case study and problem-solving techniques. For non-academic areas, these achievement tests can utilize performance techniques, observing student behavior. These two techniques can also be combined with role-playing.

Furthermore, evaluation aspects can be broadly summarized as program evaluations and teacher performance evaluations. Each evaluation is scheduled periodically. Program evaluations are conducted at least annually before the following year's work meeting. For program components, the components evaluated are their relevance to the environment and an analysis of the needs of students and the school based on multiculturalism. The evaluation process involves self-assessment by the principal, and by homeroom teachers. There are six characteristics of school work meetings: clarity of the meeting's purpose, discussion of issues, attendance and direct leadership by the principal and all or most teachers and staff, the principal providing guidance, and exchange of opinions and assignment of tasks. These evaluation meetings aim to measure the implementation of multicultural education, which the school continues to develop. Through self-assessment, teachers utilize the principle of respecting each student's individual abilities. This respect for diverse abilities can be seen through the establishment of standards tailored to student needs.

### **Conclusion**

One way to achieve these educational goals is through the inculcation of multicultural values in the formation of religious character in students, as stipulated in the National Education System Law No. 20 of 2003, Chapter II, Article 3. Therefore, the inculcation of multicultural values in the formation of religious character in students is crucial because it can shape students into individuals who believe in and fear God Almighty, possess noble morals, and become democratic and responsible citizens.

A series of management processes are necessary to implement multicultural values education in the formation of religious character in students within the school environment. These efforts are realized through education, as it is through education that a person's basic character, intellectual, and emotional perspectives are formed in viewing the reality around them. This can be interpreted as meaning that education is the process of transmitting culture and simultaneously learning societal norms, through specific methods so that people acquire knowledge, understanding, and behaviors appropriate to their needs.

Multicultural education management is the process of managing diversity in education using management functions such as planning, organizing, leadership, implementation, and control/supervision. Furthermore, the approach to multicultural Islamic education management encompasses various methods used to integrate multicultural values into the management of Islamic education. Some approaches that can be applied include: historical, sociological, cultural, psychological, aesthetic, and philosophical approaches.

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