

DAFTAR PUSTAKA

- Abacioglu, C. S., Epskamp, S., Fischer, A. H., & Volman, M. (2023). Effects of multicultural education on student engagement in low- and high-concentration classrooms: the mediating role of student relationships. *Learning Environments Research*, 0123456789. <https://doi.org/10.1007/s10984-023-09462-0>
- Abbas, S. (2018). COLLABORATIVE SERVICE LEARNING: Model Pendidikan Sepanjang Hayat untuk Membina Kepribadian dan Tanggung Jawab Sosial Generasi Digital. *COLLABORATIVE SERVICE LEARNING: Model Pendidikan Sepanjang Hayat Untuk Membina Kepribadian Dan Tanggung Jawab Sosial Generasi Digital*, 1113–1125.
- Abbie, H., & Timothy, D. (2016). *The Essentials of Instructional Design*. Routledge Taylor & Francis Group.
- Aga Mohd Jaladin, R., Amit, N., Anuar, A. A., Fernandez, J. A., Salleh, S., Rais, H., & Lim, H. S. (2020). Development of a continuous professional development training module based on multicultural counselling competency for professional counsellors in Malaysia. *Journal of Adult and Continuing Education*, 26(2), 242–261. <https://doi.org/10.1177/1477971419896375>
- Aguilar, J., & Cháves, M. (2022). A Review of a Teaching–Learning Strategy Change to Strengthen Geomatic Concepts and Tools in the Biosystems Engineering Academic Studies at the Universidad de Costa Rica †. *Engineering Proceedings*, 9(1). <https://doi.org/10.3390/engproc2021009044>
- Agus, I. P., Giri, A., Ardini, N. L., Kertiani, N. W., Agama, K., & Tabanan, K. (2021). Pancasila Sebagai Landasan Filosofis Pendidikan Nasional. *Sanjiwani Jurnal Filsafat*, 12(1), 113–123.
- Ahyar, Sihkabuden, & Soepriyanto, Y. (2019). IMPLEMENTASI MODEL PEMBELAJARAN PROBLEM BASED LEARNING (PBL) PADA MATA PELAJARAN PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN (PPKN). *JINOTEP (Jurnal Inovasi Teknologi Pembelajaran)*, 5(2), 74–80.
- Akarcay Ulutas, D., Ustabasi Gunduz, D., & Kirlioglu, M. (2022). Perceptions of Social Workers in the School Social Work Project: The Need for Multicultural Education. *Participatory Educational Research*, 9(5), 330–351. <https://doi.org/10.17275/per.22.117.9.5>
- Akhyar, S. M., & Dewi, D. A. (2022). Pengajaran Pendidikan Pancasila Di Sekolah Dasar Guna Mempertahankan Ideologi Pancasila Di Era Globalisasi. *Jurnal Kewarganegaraan*, 6(1), 1541–1546. <http://journal.upy.ac.id/index.php/pkn/article/view/2772%0Ahttps://journal.upy.ac.id/index.php/pkn/article/view/2772/pdf>
- Al-Balushi, S. M., Ambusaidi, A. K., Al-Balushi, K. A., Al-Hajri, F. H., & Al-Sinani, M. S. (2020). Student-centred and teacher-centred science classrooms as visualized by science teachers and their supervisors. *Teaching and Teacher Education*, 89, 103014. <https://doi.org/10.1016/j.tate.2019.103014>
- Andriawan, W., Islam, U., Mataram, N., & Andriawan, W. (2022). Pancasila Perspective on the Development of Legal Philosophy : Relation of Justice and Progressive Law. *Volkgeist*, V(1), 1–11. <https://doi.org/10.24090/VOLKSGEIST.V5I1.6361>
- Androsov, A., & Zhang, B. H. (2023). Students as Co-Creators: Bringing Culturally Responsive Teaching into a Doctoral Course for International Students

in China. *SAGE Open*, 13(1), 1–16. <https://doi.org/10.1177/21582440221145914>

Anisah, S., & Marzuki. (2019). Citizenship Education as Value Education and the Nation's Strengthening of Character for Citizens. *Advances in Social Science, Education and Humanities Research*, 323(ICoSSCE 2018), 186–193. <https://doi.org/10.2991/icosse-icsmc-18.2019.36>

Antón-Solanas, I., Coelho, M., Huércanos-Esparza, I., Vanceulebroeck, V., Kalkan, I., Cordeiro, R., Kömürkü, N., Soares-Coelho, T., Hamam-Alcober, N., Dehaes, S., Casa-Nova, A., & Sagarra-Romero, L. (2020). The Teaching and Learning Cultural Competence in a Multicultural Environment (CCMEN) Model. *Nursing Reports*, 10(2), 154–163. <https://doi.org/10.3390/nursrep10020019>

Antonopoulou, H., Halkiopoulos, C., Gkintoni, E., & Katsimpelis, A. (2022). Application of Gamification Tools for Identification of Neurocognitive and Social Function in Distance Learning Education. *International Journal of Learning, Teaching and Educational Research*, 21(5), 367–400. <https://doi.org/10.26803/ijlter.21.5.19>

Arauf, M. A. (2022). Become Recognized Minority in a Multicultural Society: An- Naim's Theory in Responding to Ahmadiyyah Cases in Indonesia. *International Journal of Social Science and Religion (IJSSR)*, 109–132. <https://doi.org/10.53639/ijssr.v3i3.67>

Arbabi, K., Yeh, C. J., Mahmud, Z., & Salleh, A. (2017). From Monocultural to Multicultural: Adaptation of Iranian Immigrant Adolescents in Malaysia. *Journal of Adolescent Research*, 32(3), 371–402. <https://doi.org/10.1177/0743558416630811>

Ariyanto, M. P., Nurcahyandi, Z. R., Diva, S. A., & Kudus, U. M. (2023). Penggunaan Gamifikasi Wordwall untuk Meningkatkan Hasil Belajar Matematika Siswa. *Mathema: Jurnal Pendidikan Matematika*, 5(1), 1–10. <https://ejurnal.teknokrat.ac.id/index.php/jurnalmathema/article/view/2080/1089>

Arphattananon, T. (2018). Multicultural education in Thailand. *Intercultural Education*, 29(2), 149–162. <https://doi.org/10.1080/14675986.2018.1430020>

Arphattananon, T. (2021). Multi-Lingual and Multicultural Education in Globalizing Southeast Asia. *Austrian Journal of South-East Asian Studies*, 14(2), 149–153. <https://doi.org/10.14764/10.ASEAS-0064>

Astashova, N. A., Bondyрева, S. K., & Zhuk, O. L. (2019). Preparation of future teachers for the implementation of the ideas of multicultural education in the interactive educational space. *Obrazovanie i Nauka*, 21(2), 27–50. <https://doi.org/10.17853/1994-5639-2019-2-27-50>

Astuti, Hayati, H., Waluyanti, F. T., & Wanda, D. (2022). Local Wisdom Enriching Complementary Feeding Practices during Disaster Situations in Indonesia. *Kesmas*, 17(2), 105–112. <https://doi.org/10.21109/kesmas.v17i2.5452>

Azizah, N. (2020). Urgensi Kompetensi Multikultural Dari Konselor Sebagai Sarana Membangun Integritas Bangsa. *Counsnesia Indonesian Journal Of Guidance and Counseling*, 1(01), 12–19. <https://doi.org/10.36728/cijgc.v1i01.1170>

Azmia, I., & Kasduri, M. (2023). Pengaruh Menggunakan Media Pembelajaran Pada Aplikasi Game Kahoot Terhadap Evaluasi Pembelajaran PAI di SMP Swasta An-Nizam Medan. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 2(4), 451–456. <https://jpion.org/index.php/jpi451> Situswebjurnal: <https://jpion.org/index.php/jpi>

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman & Co.

<https://doi.org/10.1891/0889-8391.13.2.158>

Barton, K. C., & Ho, L. C. (2020). Cultivating sprouts of benevolence: a foundational principle for curriculum in civic and multicultural education. *Multicultural Education Review*, 12(3), 157–176. <https://doi.org/10.1080/2005615X.2020.1808928>

Beemer, L. R., Ajibewa, T. A., Dellavecchia, G., & Hasson, R. E. (2019). A pilot intervention using gamification to enhance student participation in classroom activity breaks. *International Journal of Environmental Research and Public Health*, 16(21), 1–11. <https://doi.org/10.3390/ijerph16214082>

Begum, R., & Liton, H. A. (2018). Needs and Demands Of 21st Century Learning Skills: A Reflective Approach. *International Journal of English Language, Literatur and Translation Studies (IJELR)*, 5(1), 222–232.

Benawa, A., Lusia, E., Alwino, A., Irawan, I., & Witono, P. H. (2023). The Effect of Pancasila Education, Civic Education, and Religion Education on Value Education for The Students During COVID 19 Pandemic. *E3S Web of Conferences*, 388. <https://doi.org/10.1051/e3sconf/202338804008>

Benawa, A., & Sihombing, A. A. (2023). The Significance Influence of Pancasila Education and Religion Education on the Formation of Pancasila Student Profile by Hybrid Learning. *E3S Web of Conferences* 426, 01068.

Benediktsson, A. I. (2022). The place of multicultural education in legal acts concerning teacher education in Norway. *Multicultural Education Review*, 14(4), 228–242. <https://doi.org/10.1080/2005615X.2023.2164972>

Boone, W. J. (2020). Rasch Basics for the Novice. In M. S. Khine (Ed.), *Rasch measurement: Applications in quantitative educational research* (pp. 1–281). Springer. <https://doi.org/10.1007/978-981-15-1800-3>

Buitrago, R., Salinas, J., & Boude, O. (2023). Validation of a Model for the Formalization of Personal Learning Pathways Through Expert Judgment. *Journal of Higher Education Theory and Practice*, 23(12), 224–241. <https://doi.org/10.33423/jhetp.v23i12.6283>

Burbules, N. C., Fan, G., & Repp, P. (2020). Five trends of education and technology in a sustainable future. *Geography and Sustainability*, 1(2), 93–97. <https://doi.org/10.1016/j.geosus.2020.05.001>

Burnett, B., & McArdle, F. (2011). Multiculturalism, education for sustainable development (ESD) and the shifting discursive landscape of social inclusion. *Discourse*, 32(1), 43–56. <https://doi.org/10.1080/01596306.2011.537070>

Bytyqi, B. (2021). Project-Based Learning: a Teaching Approach Where Learning Comes Alive. *Journal of Teaching English for Specific and Academic Purposes*, 9(4), 775–777. <https://doi.org/10.22190/JTESAP2104775B>

Cahyani, I. N., Mulyana, D., & Cahyono, C. (2023). Hubungan Karakter Profil Pelajar Pancasila dengan Hasil Belajar Peserta Didik Mata Pelajaran Pendidikan Pancasila. *Lucerna : Jurnal Riset Pendidikan Dan Pembelajaran*, 3(2), 53–63. <https://doi.org/10.56393/lucerna.v3i2.1718>

Cahyono, D. (2022). Gamification for Education: Using LexiPal to Foster Intrinsic and Extrinsic Learning Motivation of Students with Dyslexia. *ACM International Conference Proceeding Series*, 32–38. <https://doi.org/10.1145/3572549.3572555>

Canen, A., & Peters, M. A. (2005). Issues and Dilemmas of Multicultural Education: Theories, Policies and Practices. *Policy Futures in Education*, 3(4),

309–313. <https://doi.org/10.2304/pfie.2005.3.4.309>

Carvalho, J., Casado, I. S., & Delgado, S. C. (2020). *Conditioning Factors in the Integration of Technology in the Teaching of Portuguese Non- Native Language : A Post-COVID 19 Reflection for the Current Training of Teachers*. 19(9), 196–219.

Casmana, A. R. (2018). *A critical review of citizenship education in developing civic intellectual in Indonesia*. 1–14.

Cavus, N., Ibrahim, I., Ogbonna Okonkwo, M., Bode Ayansina, N., & Modupeola, T. (2023). The Effects of Gamification in Education: A Systematic Literature Review. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 14(2), 211–241. <https://doi.org/10.18662/brain/14.2/452>

Ccoa, N. M. Q., Choquehuanca, M. E. F., & Paucar, F. H. R. (2023). An Application of the Quizizz Gamification Tool to Improve Motivation in the Evaluation of Elementary School Students. *International Journal of Information and Education Technology*, 13(3), 544–550. <https://doi.org/10.18178/ijiet.2023.13.3.1837>

Chahar Mahali, S., & Sevigny, P. R. (2022). Multicultural Classrooms: Culturally Responsive Teaching Self-Efficacy among A Sample of Canadian Preservice Teachers. *Education and Urban Society*, 54(8), 946–968. <https://doi.org/10.1177/00131245211062526>

Chaika, O., Chahrak, N., Zhumbai, M., Apelt, H., Kopchak, L., & Litvinova, A. (2021). Pedagogical Framework for Poly Multicultural Education of Foreign Language Students Seeking a Degree in Teaching. *International Journal of Health Sciences*, 5(3), 605–616. <https://doi.org/10.53730/IJHS.V5N3.2618>

Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. *Frontiers in Psychology*, 12(July). <https://doi.org/10.3389/fpsyg.2021.695067>

Chang, S., & Tharenou, P. (2004). Competencies Needed for Managing a Multicultural Workgroup. *Asia Pacific Journal of Human Resources*, 42(1), 57–74. <https://doi.org/10.1177/1038411104041534>

Chao, M. M., Okazaki, S., & Hong, Y. yi. (2011). The quest for multicultural competence: Challenges and lessons learned from clinical and organizational research. *Social and Personality Psychology Compass*, 5(5), 263–274. <https://doi.org/10.1111/j.1751-9004.2011.00350.x>

Charoensilp, P. (2024). Intercultural Sensitivity as a Factor in Perceived Culturally Responsive Teaching of Teachers in Northern Thailand. *REFlections*, 31(1), 90–117. <https://doi.org/10.61508/refl.v31i1.271669>

Cheng, M. M., Lacaste, A. V., Saranza, C., & Chuang, H. H. (2021). Culturally responsive teaching in technology-supported learning environments in marine education for sustainable development. *Sustainability (Switzerland)*, 13(24). <https://doi.org/10.3390/su132413922>

Cheng, P., Tang, H., Dong, Y., Liu, K., Jiang, P., & Liu, Y. (2021). Knowledge mapping of research on land use change and food security: A visual analysis using citespace and vosviewer. *International Journal of Environmental Research and Public Health*, 18(24). <https://doi.org/10.3390/ijerph182413065>

Choi, S., & Mao, X. (2021). Teacher autonomy for improving teacher self-efficacy in multicultural classrooms: A cross-national study of professional

development in multicultural education. *International Journal of Educational Research*, 105(November 2020), 101711. <https://doi.org/10.1016/j.ijer.2020.101711>

Chuang, H., Shih, C., & Cheng, M. (2020). Teachers' perceptions of culturally responsive teaching in technology-supported learning environments. *British Journal of Educational Technology*, 51(6), 2442–2460. <https://doi.org/10.1111/bjet.12921>

Civitillo, S. (2019). *Teachers' cultural diversity beliefs and culturally responsive practices* [University of Potsdam]. <https://doi.org/10.25932/publishup-42776>

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.

Dahalan, F., Alias, N., & Shaharom, M. S. N. (2023). Gamification and Game Based Learning for Vocational Education and Training: A Systematic Literature Review. In *Education and Information Technologies* (Issue 0123456789). Springer US. <https://doi.org/10.1007/s10639-022-11548-w>

Dameron, M. L., Camp, A., Friedmann, B., & Parikh-Foxx, S. (2020). Multicultural Education and Perceived Multicultural Competency of School Counselors. *Journal of Multicultural Counseling and Development*, 48(3), 176–190. <https://doi.org/10.1002/jmcd.12176>

Delpit, L. (1986). Skills and Other Dilemmas of a Progressive Black Educator. *Harvard Educational Review*, 56(4), 379–386. <https://doi.org/10.17763/haer.56.4.674v5h1m125h3014>

Delpit, L. (1997). Ebonics and Culturally Responsive Instruction: What Should Teachers Do? In *TEACHING FOR EQUITY*. New Press.

Delpit, L. D. (2017). The silenced dialogue: Power and pedagogy in educating other people's children. *Exploring Education: An Introduction to the Foundations of Education*, 53(3), 296–310. <https://doi.org/10.4324/9781315408545-20>

Dewey, J. (2001). Democracy and Education. In *The Pennsylvania State University*. The Pennsylvania State University. <http://www.tandfonline.com/doi/abs/10.1080/00131725209341529>

Dewi, N. R., Rizkiana, F., Nurkhalisa, S., & Dwijayanti, I. (2020). The effectiveness of Multicultural Education through traditional games-based inquiry toward improving the ability of critical thinking. *Journal of Physics: Conference Series*, 1521(4). <https://doi.org/10.1088/1742-6596/1521/4/042125>

Diab, A. L., Pabbajah, M., Nurina Widyanti, R., Muthalib, L. M., & Fajar Widyatmoko, W. (2022). Accommodation of local wisdom in conflict resolution of Indonesia's urban society. *Cogent Social Sciences*, 8(1). <https://doi.org/10.1080/23311886.2022.2153413>

Djunatan, S., Budaya, I., & Untuk Gereja, L. (2011). SILIH ASAH, SILIH ASIH, SILIH ASUH: Inspirasi Budaya Lokal untuk Gereja. *Studia Philosophica et Theologica*, 11(1), 115–127.

Doucette, B., Sanabria, A., Sheplak, A., & Aydin, H. (2021). The perceptions of culturally diverse graduate students on multicultural education: Implication for inclusion and diversity awareness in higher education. *European Journal of Educational Research*, 10(3), 1259–1273. <https://doi.org/10.12973/EU-JER.10.3.1259>

Dushyant, K., Ph, S., Assistant, D., D, S. K. P., Sherry, V., & Ph, C. (2020). Does negative teacher behavior influence student self-efficacy and mastery goal

orientation ? *Learning and Motivation*, 71(July), 101653. <https://doi.org/10.1016/j.lmot.2020.101653>

Erlangga, Munir, Septem Riza, L., Piantari, E., Junaeti, E., & Seanaldi Permana, I. (2023). Implementation of the Gamification Concept in the Development of a Learning Management System to Improve Students' Cognitive In Basic Programming Subjects Towards a Smart Learning Environment. *ADI Journal on Recent Innovation (AJRI)*, 5(1), 43–53. <https://doi.org/10.34306/ajri.v5i1.902>

Fabricio De, C. I. (2018a). Using gamification in education: A systematic literature review. *International Conference on Information Systems 2018, ICIS 2018*, 1–17.

Fabricio De, C. I. (2018b). Using gamification in education: A systematic literature review. *International Conference on Information Systems 2018, ICIS 2018, December 2018*.

Fadhilah, N., & Adela, D. (2020). Penguatan Nilai-Nilai Pancasila di Sekolah Dasar. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 2(3), 7–16. <https://doi.org/10.52005/belaindika.v2i3.44>

Fatmawati, L., Prama Dewi, K., & Wuryandani, W. (2023). Multicultural Competence of Elementary Teacher Education Students. *International Journal of Elementary Education*, 7(4), 721–730. <https://doi.org/10.23887/ijee.v7i4.62880>

Fauzia, N., Maslihah, S., & Wyandini, D. Z. (2020). Trisilas Local Wisdom Scale , Silih Asih, Silih Asah, Silih Asuh. *Jurnal Psikologi TALENTA*, 5(2), 121. <https://doi.org/10.26858/talenta.v5i2.12757>

Fernando, Z. J., Pujiyono, P., Susetyo, H., & Candra, S. (2022). Preventing bribery in the private sector through legal reform based on Pancasila Preventing bribery in the private sector through legal reform based on Pancasila. *Cogent Social Sciences*, 8(1). <https://doi.org/10.1080/23311886.2022.2138906>

Fernando, Z. J., Pujiyono, P., Susetyo, H., Candra, S., & Putra, P. S. (2022). Preventing bribery in the private sector through legal reform based on Pancasila. *Cogent Social Sciences*, 8(1). <https://doi.org/10.1080/23311886.2022.2138906>

Finanti, E. D., & Marzuki, M. (2021). Cooperative Learning Strategies in Citizenship Education Subject in Elementary Schools During the Pandemic Covid-19. *Jurnal Ilmu Pendidikan*, 27(1), 34. <https://doi.org/10.17977/um048v27i1p34-40>

Firdaus, F., Anggreta, D. K., & Yasin, F. (2020). Internalizing Multiculturalism Values Through Education: Anticipatory Strategies for Multicultural Problems and Intolerance in Indonesia. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 22(1), 131. <https://doi.org/10.25077/jantro.v22.n1.p131-141.2020>

Fisher, D. (2021). Learning of Biographical Writing for Coping with Ethnic Prejudice in a Culturally Diverse Society. *European Journal of Educational Research*, 11(1), 69–81. <https://doi.org/https://doi.org/10.12973>

Freire, P. (2020). Pedagogy of the oppressed. In *The Community Performance Reader*. <https://doi.org/10.4324/9781003060635-5>

Fretty Luciana Gurning, Puji Chairunisa, D. L. T. (2023). Peranan Filsafat Pancasila dalam Pengembangan Nasional Khususnya Pembentukan Karakter Mahasiswa. *Jurnal Edukasi Non Formal*, 1(1), 73–80.

Fukuda, K. (2020). Science, technology and innovation ecosystem transformation toward society 5.0. *International Journal of Production Economics*, 220(April), 107460. <https://doi.org/10.1016/j.ijpe.2019.07.033>

- Futaqi, S. (2018). Kompetensi Multikultural Lembaga Pendidikan Islam. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(1), 1–18. <https://doi.org/10.52166/talim.v1i1.621>
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 37(1), 19–35. <https://doi.org/10.1007/BF02648057>
- Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative Studies in Education*, 15(6), 613–629. <https://doi.org/10.1080/0951839022000014349>
- Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152. <https://doi.org/10.1177/0022487109347320>
- Gay, G. (2013). Teaching To and Through Cultural Diversity. *Curriculum Inquiry*, 43(1), 48–70. <https://doi.org/10.1111/curi.12002>
- Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. *Multicultural Education Review*, 7(3), 123–139. <https://doi.org/10.1080/2005615X.2015.1072079>
- Gede Agung, D. A., Nasih, A. M., Sumarmi, Idris, & Kurniawan, B. (2024). Local wisdom as a model of interfaith communication in creating religious harmony in Indonesia. *Social Sciences and Humanities Open*, 9(July 2023), 100827. <https://doi.org/10.1016/j.ssaho.2024.100827>
- Ghafouri, R., Zamanzadeh, V., & Nasiri, M. (2024). Comparison of education using the flipped class, gamification and gamification in the flipped learning environment on the performance of nursing students in a client health assessment: a randomized clinical trial. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05966-2>
- Guritno, B., Dewi, R. S., Arianti, F., Utama, S., Norvadewi, N., & Anggara, O. (2023). Culture of Islamic Economic Principles and Democracy and Welfare Based on Pancasila Ideology. *Journal of Intercultural Communication*, 23(1), 55–65.
- Hadi, N. (2019). Development of Reading Materials for Multicultural Education with the Topic of Kasada Tradition in Tengger Community (Study of Ethnography at the Bromo-Tengger-Semeru National Park, Jawa Timur). *Journal of Physics: Conference Series*, 1387(1). <https://doi.org/10.1088/1742-6596/1387/1/012033>
- Hanafie Das, S. W., Halik, A., Ahdar, & Iman, B. (2022). Prenatal Education Process Based on Local Wisdom in Indonesia. *Education Research International*, 2022. <https://doi.org/10.1155/2022/6500362>
- Hank, C., Weber, S., & Huber, C. (2023). The role of cooperative learning in promoting social integration: an intervention-study. *Unterrichtswissenschaft*. <https://doi.org/10.1007/s42010-023-00174-1>
- Harjatanaya, T. Y., & Hoon, C. Y. (2020). Politics of multicultural education in post-Suharto Indonesia: a study of the Chinese minority. *Compare*, 50(1), 18–35. <https://doi.org/10.1080/03057925.2018.1493573>
- Harun, A. S., Pamungkas, J., & Manaf, A. (2020). Character based on multicultural and local wisdom in early childhood: The construction of a research instrument. *New Educational Review*, 61, 181–196. <https://doi.org/10.15804/ner.2020.61.3.15>
- Hasibuan, H. A. (2022). Peran Modul Berbasis Kearifan Lokal Untuk Mendukung Pendidikan Merdeka Belajar. *Prosiding Pendidikan Dasar*, 1(1), 292–301.

<https://doi.org/10.34007/ppd.v1i1.201>

Hidayat, O. S. (2020). *Pendidikan Karakter Sesuai Pembelajaran Abad 21*. Edura-UNJ.

Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, 60(3), 353–366. <https://doi.org/10.1037/a0032595>

Hoon, C. Y. (2013). Between evangelism and multiculturalism: The dynamics of Protestant Christianity in Indonesia. *Social Compass*, 60(4), 457–470. <https://doi.org/10.1177/0037768613502758>

Hoon, C. Y. (2017). Putting Religion into Multiculturalism: Conceptualising Religious Multiculturalism in Indonesia. *Asian Studies Review*, 41(3), 476–493. <https://doi.org/10.1080/10357823.2017.1334761>

Huang, T., Zhong, W., Lu, C., Zhang, C., Deng, Z., Zhou, R., Zhao, Z., & Luo, X. (2022). Visualized Analysis of Global Studies on Cervical Spondylosis Surgery: A Bibliometric Study Based on Web of Science Database and VOSviewer. *Indian Journal of Orthopaedics*, 56(6), 996–1010. <https://doi.org/10.1007/s43465-021-00581-5>

Hubi, Z. B., Suryadi, K., & Luthfiani, R. S. (2024). Implementasi penguatan pendidikan karakter melalui program bandung masagi di sekolah menengah pertama. *Jurnal Pendidikan Karakter*, 1(1), 55–63. <https://doi.org/10.21831/jpka.v1i1.69535>

Husni, Setiawan, I., Azis, A., Tantowie, T. A. J., & Rizal, S. S. (2020). Validity and reliability of multicultural competency instruments for islamic education teachers. *International Journal of Scientific and Technology Research*, 9(2), 4634–4639.

Ibda, F. (2023). Perkembangan Moral Dalam Pandangan Lawrence Kohlberg. *Intelektualita*, 12(1), 62–77. <https://doi.org/10.22373/ji.v12i1.19256>

ICF Consulting Services Ltd. (2015). Literature Review on the Impact of Digital Technology on Learning and Teaching. *Social Research Series*, 61. <http://www.gov.scot/Resource/0048/00489224.pdf>

Idana, R. F., & Insani, N. H. (2024). Implementation of Javanese Cultural Values Through the Pancasila Student Profile in Merdeka Curriculum. *Al-Ishlah: Jurnal Pendidikan*, 16, 3132–3147. <https://doi.org/10.35445/alishlah.v16i3>

Idrus, F., Ramli, L. N., & Habib, N. J. (2023). Exploring Preservice Teachers' Experiences of Implementing Culturally Responsive Teaching in the ESL Classrooms. *Theory and Practice in Language Studies*, 13(3), 766–776. [https://doi.org/10.17507/tpls.1303Semadi, Y. P., Pendidikan, U., Singaraja, G., Indonesia, P., & Berkarakter, B. \(2019\). FILSAFAT PANCASILA DALAM PENDIDIKAN DI INDONESIA. Jurnal Filsafat Indonesia, 2\(2\), 82–89.](https://doi.org/10.17507/tpls.1303Semadi, Y. P., Pendidikan, U., Singaraja, G., Indonesia, P., & Berkarakter, B. (2019). FILSAFAT PANCASILA DALAM PENDIDIKAN DI INDONESIA. Jurnal Filsafat Indonesia, 2(2), 82–89.)

Iqbal, K. J., Umair, M., Altaf, M., Hussain, T., Ahmad, R. M., Abdeen, S. M. Z. U., Pieroni, A., Abbasi, A. M., Ali, S., Ashraf, S., Amjad, N., Khan, A. M., & Bussmann, R. W. (2023). Cross-cultural diversity analysis: traditional knowledge and uses of freshwater fish species by indigenous peoples of southern Punjab, Pakistan. *Journal of Ethnobiology and Ethnomedicine*, 19(1), 1–17. <https://doi.org/10.1186/s13002-022-00573-1>

Ivenicki, A. (2021). COVID-19 and multicultural education in Brazil. *Perspectives in Education*, 39(1), 231–241. <https://doi.org/10.18820/2519593X/pie.v39.i1.14>

- Japar, M., Fadhillah, D. N., Komin, W., Kardiman, Y., Triyanto, T., & Sarkadi, S. (2022). The implementation of multiculturalism learning model based on local wisdom in civic education. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(2), 186–195. <https://doi.org/10.21831/jc.v19i2.53547>
- Jayadi, K., Abduh, A., & Basri, M. (2022). A meta-analysis of multicultural education paradigm in Indonesia. *Heliyon*, 8(1), e08828. <https://doi.org/10.1016/j.heliyon.2022.e08828>
- Jones, J. M., Sander, J. B., & Booker, K. W. (2013). Multicultural competency building: Practical solutions for training and evaluating student progress. *Training and Education in Professional Psychology*, 7(1), 12–22. <https://doi.org/10.1037/a0030880>
- Julita, J. M. (2024). Gardner's Theory of Multiple Intelligences: The Basis for Creating a New Learning Approach Appropriate for Teaching Home Economics at Hondagua National High School. *Psych Educ*, April. <https://doi.org/10.5281/zenodo.10997015>
- Julkifli, Masrukhi, & Susilaningsih, E. (2022). Learning Strategy of Pancasila and Citizenship Education on Students' Character Development. *Journal of Primary Education*, 9(1), 14–21. <https://journal.unnes.ac.id/sju/index.php/jpe/article/view/35601>
- Jung, K., & Wang, L. (2021). A study on the effect of gamification on use-intention and participation in libraries. *ICIC Express Letters, Part B: Applications*, 12(1), 9–15. <https://doi.org/10.24507/icicelb.12.01.9>
- Kamalodeen, V. J., Ramsawak-Jodha, N., Figaro-Henry, S., Jaggernaut, S. J., & Dedovets, Z. (2021). Designing gamification for geometry in elementary schools: insights from the designers. *Smart Learning Environments*, 8(1). <https://doi.org/10.1186/s40561-021-00181-8>
- Kamarudin, N. A. B., Ikram, R. R. binti R., Azman, F. N. B., Ahmad, S. S. S., & Zainuddin, D. Bin. (2022). A Study of The Effects of Short-Term AI Coding Course with Gamification Elements on Students' Cognitive Mental Health. *TEM Journal*, 11(4), 1854–1862. <https://doi.org/10.18421/TEM114-53>
- Kardana, I. N., Rajistha, I. G. N. A., & Sri Satyawati, M. (2022). Revitalizing Local Wisdom in Balinese Simile: An Effort to Enhance Balinese Youth Character. *Journal of Language Teaching and Research*, 13(1), 138–144. <https://doi.org/10.17507/JLTR.1301.16>
- Kaya, O. S., & Ercag, E. (2023). The impact of applying challenge - based gamification program on students' learning outcomes : Academic achievement , motivation and flow. *Education and Information Technologies*, 0123456789. <https://doi.org/10.1007/s10639-023-11585-z>
- Keast, S., & Marangio, K. (2015). Values and Knowledge Education (VaKE) in Teacher Education: Benefits for Science Pre-service Teachers when Using Dilemma Stories. *Procedia - Social and Behavioral Sciences*, 167, 198–203. <https://doi.org/10.1016/j.sbspro.2015a2.662>
- Kemendikbudristek. (2022). Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi No.033/H/KR/2022. *Salinan*.
- Khadimally, S. (2009). *Dick and Carey Instructional Design Model* (pp. 1–7). University of Phoenix.
- Khaitova, N. F. (2021). History of Gamification and Its Role in the Educational

Process. *International Journal of Multicultural and Multireligious Understanding*, 8(5), 212. <https://doi.org/10.18415/ijmmu.v8i5.2640>

Kholidah, L. N., Winaryo, I., & Inriyani, Y. (2022). Evaluasi Program Kegiatan P5 Kearifan Lokal Fase D di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7569–7577. <https://doi.org/10.31004/edukatif.v4i6.4177>

King, J. E., & Ladson-Billings, G. (1990). The Teacher Education Challenge in Elite University Settings: Developing Critical Perspectives for Teaching in a Democratic and Multicultural Society. *European Journal of Intercultural Studies*, 1(2), 15–30. <https://doi.org/10.1080/0952391900010202>

Koc-Damgaci, F., & Aydin, H. (2018). Social media and its potential impacts on multicultural education in Turkey. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(3), 797–810. <https://doi.org/10.12973/ejmste/80945>

Koh, S. Y., & Harris, A. (2020). Multicultural reflexivity: university students negotiating ‘pockets’ and ‘strings’ of multiculturalism in Malaysia. *Children’s Geographies*, 18(6), 712–725. <https://doi.org/10.1080/14733285.2020.1713300>

Kramarczuk, K., Mak, J., Shockley, E. T., & Ketelhut, D. J. (2023). Computational Thinking-Integrated Elementary Science with Culturally Responsive Teaching: A Vignette Study. *SIGCSE*, 2021. <https://doi.org/10.1145/3545947.3576255>

Krasniqi, S., Shala, V., Hoti, R., & Podvorica, A. (2023). Cultural Diversity, Civil Rights, and the Status of Foreigners in Some European Union Countries. *Corporate Law and Governance Review*, 5(2), 92–99. <https://doi.org/10.22495/clgrv5i2p10>

Krisdian, W., Permana, A. Y., & Barliana, M. S. (2022). Hidup Haronis: Kawasan Wisata Alam Sebagai Media Pembelajaran Pengalaman Budaya Sunda. *Jurnal Arsitektur Zonasi*, 5(3), 489–498. <https://doi.org/10.17509/jaz.v5i3.47965>

Kummanee, J., Nilsook, P., & Wannapiroon, P. (2020). Digital learning ecosystem involving steam gamification for a vocational innovator. *International Journal of Information and Education Technology*, 10(7), 533–539. <https://doi.org/10.18178/ijiet.2020.10.7.1420>

Kurniawan, S. (2023). Thomas Lickona’s Idea on Character Education Which Builds Multicultural Awareness: Its Relevance for School/Madrasah in Indonesia. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 14(1), 33–53.

Kusumawati, I., Ari Bowo, A. N., & Wahono, J. (2021). Model Pembelajaran Ppkn Melalui Pendekatan Komprehensif. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 2(1), 24. <https://doi.org/10.26418/jppkn.v2i1.43556>

Ladson-Billings, G. (1995). But that’s just good teaching! the case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165. <https://doi.org/10.1080/00405849509543675>

Ladson-Billings, G. (1998). Teaching in dangerous times: Culturally relevant approaches to teacher assessment. *Journal of Negro Education*, 67(3), 255–267. <https://doi.org/10.2307/2668194>

Ladson-Billings, G. (2005). Culturally relevant teaching: The key to making multicultural education work. *Research and Multicultural Education: From the Margins to the Mainstream*, 102–118. <https://doi.org/10.4324/9780203973257>

Lan, T. J. (2011). Heterogeneity, politics of ethnicity, and multiculturalism What is a viable framework for Indonesia? *Wacana, Journal of the Humanities of Indonesia*, 13(2), 279. <https://doi.org/10.17510/wjhi.v13i2.24>

- Larsen, A. B. (2023). Perceptions of Cultural Diversity among Pre-service Teachers. *Scandinavian Journal of Educational Research*, 67(2), 212–224. <https://doi.org/10.1080/00313831.2021.2006300>
- Leifels, K., & Zhang, R. P. (2023). Cultural diversity in work teams and wellbeing impairments: A stress perspective. *International Journal of Cross Cultural Management*, 23(2), 367–387. <https://doi.org/10.1177/14705958231188807>
- Lestari, S. O., & Kurnia, H. (2022). Peran pendidikan Pancasila dalam pembentukan karakter. *Jurnal Citizenship: Media Publikasi Pendidikan Pancasila Dan Kewarganegaraan*, 5(1), 25–32. <https://doi.org/10.12928/citizenship.v5i2.23179>
- Lewin, C., Cranmer, S., & McNicol, S. (2018). Developing digital pedagogy through learning design: An activity theory perspective. *British Journal of Educational Technology*, 49(6), 1131–1144. <https://doi.org/10.1111/bjet.12705>
- Lickona, T. (2009). *Educating for character_ how our schools can teach respect and responsibility*-Random House Publishing Group_Bantam Books (2009_1991).
- Liebech-Lien, B. (2020). The bumpy road to implementing cooperative learning: Towards sustained practice through collaborative action. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1780056>
- Lim, E. M., & Kim, S. H. (2020). A Validation of a Multicultural Competency Measure Among South Korean Counselors. *Journal of Multicultural Counseling and Development*, 48(1), 15–29. <https://doi.org/10.1002/jmcd.12161>
- Liyanawatta, M., Yang, S. H., Liu, Y. T., Zhuang, Y. Y., & Chen, G. dong. (2022). Audience participation digital drama-based learning activities for situational learning in the classroom. *British Journal of Educational Technology*, 53(1), 189–206. <https://doi.org/10.1111/bjet.13160>
- Lubis, D. A., & Najicha, F. U. (2022). Pentingnya Pancasila Menjadi Mata Pelajaran Wajib dalam Kurikulum Pendidikan Nasional Guna Menjaga Keutuhan Bangsa. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 2(5), 171–175. <https://doi.org/10.56393/decive.v2i5.614>
- Lubis, M. R. (2023). LAW ENFORCEMENT CONCERNING THE CRIME OF MONEY LAUNDERING BASED ON PANCASILA. *Jurnal Hukum*, 38(1), 32–42.
- Lubis, S. P. W., Suryadarma, I. G. P., Paidi, & Yanto, B. E. (2022). The Effectiveness of Problem-based learning with Local Wisdom oriented to Socio-Scientific Issues. *International Journal of Instruction*, 15(2), 455–472. <https://doi.org/10.29333/iji.2022.15225a>
- Lusiana, M. (2017). Pengembangan Karakter Kebangsaan Berbasis Kearifan Lokal sebagai alternatif pada Pendidikan Informal di Kabupaten Sintang. *Pekan*, 2(2), 88–102.
- Lutfina, E., Setiawan, R. O. C., Nugroho, A., & Abdillah, M. Z. (2023). PERANCANGAN APLIKASI PEMBELAJARAN DENGAN KONSEP GAMIFIKASI Systematic Literature Review. *METHOMIKA Jurnal Manajemen Informatika Dan Komputerisasi Akuntansi*, 7(1), 78–87. <https://doi.org/10.46880/jmika.Vol7No1.pp78-87>
- Madung, O. G., & Mere, W. S. (2021). Constructing Modern Indonesia Based on Pancasila in Dialogue with the Political Concepts Underlying the Idea of Human Rights. *Journal of Southeast Asian Human Rights*, 5(1), 1–24.

<https://doi.org/10.19184/jseahr.v5i1.20258>

Magunje, C., & Chigona, A. (2021). E-Learning Policy and Technology-Enhanced Flexible Curriculum Delivery in Developing Contexts: A Critical Discourse Analysis. *Critical Studies in Teaching and Learning*, 9(2), 83–104. <https://doi.org/10.14426/cristal.v9i2.447>

Mahali, S. C. (2022). Multicultural Classrooms : Culturally Responsive Teaching Self-Efficacy among A Sample of Canadian Preservice Teachers. *Sag*. <https://doi.org/10.1177/00131245211062526>

Manzano-León, A., Rodríguez-Ferrer, J. M., Aguilar-Parra, J. M., & Salavera, C. (2022). The Legends of Elendor: Educational Gamification as an Influential Factor in Academic Flow and Academic Performance in Socially Depressed Communities. *Education Sciences*, 13(1), 8. <https://doi.org/10.3390/educsci13010008>

Marjuni. (2019). FILSAFAT PENDIDIKAN PANCASILA DALAM PERSPEKTIF PENDIDIKAN ISLAM DI INDONESIA. *Jurnal Filsafat Indonesia*, 2(2).

Marlina, Sumarmi, Astina, I. K., Utomo, D. H., & Kurniawati, E. (2022). Ecotourism Management Based on Local Wisdom for Optimizing the Function of Cave Water Resources As a Prevention of Floods and Droughts in Wakatobi Regency, Indonesia. *Geojournal of Tourism and Geosites*, 44(4), 1222–1232. <https://doi.org/10.30892/gtg.44406-938>

Maulidiah, R. H., Nisa, K., Rahayu, S., Irma, C. N., & Fitrianti, E. (2023). Multicultural Education Values in the Indonesian Textbooks: A Critical Discourse Analysis. *Theory and Practice in Language Studies*, 13(3), 624–635. <https://doi.org/10.17507/tpls.1303.11>

Meilana, S. F., & Aslam, A. (2022). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 5605–5613. <https://doi.org/10.31004/basicedu.v6i4.2815>

Meléndez-Luces, J., & Couto-Cantero, P. (2021). Engaging ethnic-diverse students: A research based on culturally responsive teaching for roma-gypsy students. *Education Sciences*, 11(11). <https://doi.org/10.3390/educsci11110739>

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass Inc.

Miftah, M. (2016). MULTICULTURAL EDUCATION IN THE DIVERSITY OF NATIONAL CULTURES. *QIJIS (Qudus International Journal of Islamic Studies)*, 4(2), 167. <https://doi.org/10.21043/qijis.v4i2.1766>

Miharja, D. (2015). SISTEM KEPERCAYAAN AWAL MASYARAKAT SUNDA. *Al-AdYaN*, 10(1), 19–36.

Moeis, I., Febriani, R., Sandra, I., & Pabbajah, M. (2022). Intercultural values in local wisdom: A global treasure of Minangkabau ethnic in Indonesia. *Cogent Arts and Humanities*, 9(1). <https://doi.org/10.1080/23311983.2022.2116841>

Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Annals of Spiru Haret University*, 17(3), 1–32.

Moleiro, C., Freire, J., & Tomsic, M. (2013). Immigrant perspectives on multicultural competencies of clinicians: A qualitative study with immigrants in Portugal. *International Journal of Migration, Health and Social Care*, 9(2), 84–95. <https://doi.org/10.1108/IJMHS-05-2013-0003>

Muhammad Jafar, Mohamad Syarif Sumatri, Hermanti, J. (2022). *Pluralisme dan*

- Pendidikan Multikultural Muhammad*. CV. Jakad Media Publishing.
- Musi, M. A., Muh. Yusri Bachtiar, Herlina, & Sitti Nurhidayah Ilyas. (2022). Local Wisdom Values of the Bugis Community in Early Childhood Multicultural Learning. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(2), 255–264. <https://doi.org/10.23887/paud.v10i2.50622>
- Najid, A. A., Rahmawati, Y., & Yusmaniar. (2021). Developing students' attitudes towards chemistry learning through culturally responsive transformative teaching (CRTT). *AIP Conference Proceedings*, 2331(April). <https://doi.org/10.1063/5.0041989>
- Nakaya, A. (2018). Overcoming Ethnic Conflict through Multicultural Education: The Case of West Kalimantan, Indonesia social identity Multicultural Education, Transformative Citizenship Education, and Social Identity Methods Multiculturalism in Indonesia's Education System . *International Journal of Multicultural Education*, 20(1), 118–137.
- Nevrita, N. (2023). Analysis of Maritime Content in the Project for Strengthening the Profile of Pancasila Students (P-5) as an Educational Media in Getting to Know the Culture of Coastal Communities at SMP Negeri 19 Bintan (Activist School Batch 2). *BIO Web of Conferences*, 05003.
- Ngiu, Z. (2020). MULTICULTURAL EDUCATION IN STRENGTHENING NATIONAL. *Ilkogretim Online - Elementary Education Online*, 19(4), 2689–2696. <https://doi.org/10.17051/ilkonline.2020.04.764633>
- Ni'amah, M. (2024). Menumbuhkan Tunas Kreativitas: Strategi Pembelajaran Pendidikan Pancasila yang Efektif untuk Kelas 1 SD/MI. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa*, 2(3), 191–202.
- Nieto, S. (2012). *Finding Joy in Teaching Students of Diverse Backgrounds: Culturally Responsive and Socially Just Practices in U.S. Classrooms*. NH: Heinemann.
- Nieto, S. (2016). Culturally Responsive Pedagogy: Some Key Features. *University of Massachusetts, Amherst*, <https://www.mtholyoke.edu/sites/default/files/prof.http://www.sonianieto.com/wp-content/uploads/2016/02/Culturally-Responsive-Teaching.pdf>
- Noor, A. F., Supardi, A. R. K., & Haryanto, S. (2019). Multicultural Education Praxis for Primary Schools: Perspective of Muhammadiyah Primary Schools Indonesia. *International Journal of Psychosocial Rehabilitation*, 23(4), 1039–1052. <https://doi.org/10.37200/ijpr/v23i4/pr190432>
- Novo, C., Zanchetta, C., Goldmann, E., & de Carvalho, C. V. (2024). The Use of Gamification and Web-Based Apps for Sustainability Education. *Sustainability (Switzerland)* , 16(8). <https://doi.org/10.3390/su16083197>
- Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai Kearifan Lokal: Projek Paradigma Baru Program Sekolah Penggerak untuk Mewujudkan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3639–3648. <https://doi.org/10.31004/basicedu.v6i3.2727>
- Nurdin, B. V., Hutagalung, S. S., Yulianto, Kurniawan, R. C., & Hermawan, D. (2021). Bibliometric Analysis on Governance Index Topics Using Scopus Database and Vosviewer. *Journal of Physics: Conference Series*, 1933(1). <https://doi.org/10.1088/1742-6596/1933/1/012047>
- Nurgiansah, T. H. (2021). Pendidikan Pancasila Sebagai Upaya

Membentuk Karakter Jujur. *Jurnal Pendidikan Kewarganegaraan*, 9(1), 33–41.

Nurgiansah, T. H. (2022). Pendidikan Pancasila sebagai Upaya Membentuk Karakter Religius. *Jurnal Basicedu*, 6(4), 7310–7316. <https://doi.org/10.31004/basicedu.v6i4.3481>

Nurizka, R., Irawan, R., Sakti, S. A., & Hidayat, L. (2020). Internalization of school culture to foster awareness of Pancasila values in elementary school students. *Universal Journal of Educational Research*, 8(10), 4818–4825. <https://doi.org/10.13189/ujer.2020.081053>

Nurmadiyah, Tolla, I., & Jabu, B. (2022). Design of Contextual Teaching and Learning (CTL) Model to Improve Student's Life Skills: The Development Phase in Research and Development. *Asian Journal of Applied Sciences*, 10(1), 16–24. <https://doi.org/10.24203/ajas.v10i1.6848>

Nurwardani, P. (2016). *Pendidikan Pendidikan Pancasila*. Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia.

Obizoba, C. (2015). Instructional Design Models-Framework for Innovative Teaching and Learning Methodologies. *International Journal of Higher Education Management (IJHEM)*, 2(1), 40–51.

Oktaviani, L., Aulia, U. Y., Murdiono, M., & Suharno, S. (2024). Strengthening the critical thinking skill through the six-hat thinking model in pancasila education. *Journal of Education and Learning*, 18(4), 1272–1278. <https://doi.org/10.11591/edulearn.v18i4.21202>

Oliveira, W., Hamari, J., Joaquim, S., Toda, A. M., Palomino, P. T., Vassileva, J., & Isotani, S. (2022). The effects of personalized gamification on students' flow experience, motivation, and enjoyment. *Smart Learning Environments*, 9(1). <https://doi.org/10.1186/s40561-022-00194-x>

Oliveira, W., Hamari, J., Shi, L., Toda, A. M., Rodrigues, L., Palomino, P. T., & Isotani, S. (2022). Tailored gamification in education: A literature review and future agenda. In *Education and Information Technologies*. Springer US. <https://doi.org/10.1007/s10639-022-11122-4>

Pajariantio, H., Pribadi, I., & Sari, P. (2022). Tolerance between religions through the role of local wisdom and religious moderation. *HTS Teologiese Studies / Theological Studies*, 78(4), 1–8. <https://doi.org/10.4102/hts.v78i4.7043>

Pangalila, T., & Mantiri, J. (2019). The role of Tomohon society's local wisdom in developing tolerance attitudes. *International Journal of Engineering and Advanced Technology*, 8(5), 366–372. <https://doi.org/10.35940/ijeat.E1052.0585C19>

Pangkey, R. D. H., & Mongdong, R. (2019). Portfolio assessment trial on learning of citizenship in elementary school. *International Journal of Innovation, Creativity and Change*, 5(5), 124–135.

Park, S. (2022). The ambivalence in the ambiguity of UNESCO's cultural policy remit: a structural description of the Common Heritage of Mankind in the Cultural Diversity Convention. *International Journal of Cultural Policy*, 29(6), 701–715. <https://doi.org/10.1080/10286632.2022.2107637>

Parra González, M. E., López Belmonte, J., Fuentes-Cabrera, A., & Segura Robles, A. (2019). Gamification in Primary Education Grade. A Project of Gamification in Tutorial Action Subject to Increase Motivation and Satisfaction of the Students. *Trends and Good Practices in Research and Teaching. A Spanish-*

- English Collaboration*, December. <https://doi.org/10.36006/16184-13>
- Patras, Y. E., Hidayat, R., & Mulyawati, Y. (2023). A Need Analysis for The Development of Multicultural Learning Model Based on Local Wisdom Integrated Gamification : Public Schools and Female Teachers Need More. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(4), 1071. <https://doi.org/10.33394/jk.v9i4.8974>
- Peterson, L. (2010). Service Learning. In and A. H. M. Lorie Roy, Kelly Jensen (Ed.), *Service learning : linking library education and practice* (Vol. 49, Issue 4). Library of Congress Cataloging-in-Publication Data. <https://doi.org/10.5860/rusq.49n4.403>
- Portes, P. R., González Canché, M., Boada, D., & Whatley, M. E. (2018). Early Evaluation Findings From the Instructional Conversation Study: Culturally Responsive Teaching Outcomes for Diverse Learners in Elementary School. *American Educational Research Journal*, 55(3), 488–531. <https://doi.org/10.3102/0002831217741089>
- Prasetyo, Z. K. (2012). *Research and Development Pengembangan Berbasis Penelitian*. Universitas Negeri Sebelas Maret.
- Pratama, F. F., Nurgiansah, T. H., & Choerunnisa, R. R. (2022). Kajian Nilai-Nilai Karakter Kearifan Lokal Masyarakat Sunda dalam Membentuk Sikap Moral Kewarganegaraan. *Jurnal Kewarganegaraan*, 6(2), 3473–3483. <https://journal.upy.ac.id/index.php/pkn/article/view/3449>
- Priyambodo, Buditiawan, K., Irawan, A. B., Setyawan, D., Rinawati, H. S., Afriyanni, Momon, Yolarita, E., Khasanah Masbiran, V. U., & Dananjaya, I. (2022). Mitigation of Social Impacts of Alternative Road Development Plans Based on Local Wisdom in West Sumatra, Indonesia. *Scientific World Journal*, 2022. <https://doi.org/10.1155/2022/6895084>
- Puji, H. K., Deasy, A., & Ismi, R. (2022). Preserving the Sustainability of Natural Resources and Agro-Ecosystems in Tidal Swampland Through Local Wisdom in Indonesia. *Journal of Sustainability Science and Management*, 17(5), 2672–7226. <https://doi.org/10.46754/jssm.2022.05.006>
- Pujilestari, Y., & Susila, A. (2020). Pemanfaatan Media Visual dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Ilmiah Mimbar Demokrasi*, 19(02), 40–47. <https://doi.org/10.21009/jimd.v19i02.14334>
- Putra, H. (2021). From Pluralism to Multiculturalism: Challenges in Indonesia. *Proceedings of the 1st International Seminar on Cultural Sciences, ISCS 2020, 4 November 2020, Malang, Indonesia*. <https://doi.org/10.4108/eai.4-11-2020.2308923>
- Qondias, D., Lasmawan, W., Dantes, N., & Arnyana, I. B. P. (2022). Effectiveness of Multicultural Problem-Based Learning Models in Improving Social Attitudes and Critical Thinking Skills of Elementary School Students in Thematic Instruction. *Journal of Education and E-Learning Research*, 9(2), 62–70. <https://doi.org/10.20448/JEELR.V9I2.3812>
- Quinzio-Zafran, A. M., & Wilkins, E. A. (2020). Culturally Responsive Teaching. *The New Teacher's Guide to Overcoming Common Challenges*, 30–50. <https://doi.org/10.4324/9781003105008-3>
- Rachmadtullah, R., Syofyan, H., & Rasmitadila. (2020). The role of civic education teachers in implementing multicultural education in elementary school

students. *Universal Journal of Educational Research*, 8(2), 540–546. <https://doi.org/10.13189/ujer.2020.080225>

Rahimma, W. D. (2023). PENGEMBANGAN MODUL DIGITAL MATA PELAJARAN PENDIDIKAN PANCASILA MATERI “KEUTUHAN NKRI” DI KELAS IV SEKOLAH DASAR. *JPGSD*, 11(9).

Rahmah, S. A. (2020). Implementasi Kearifan Lokal Silih Asah, Silih Asih, Silih Asuh, Silih Wawangi, Silih Wawangi, Silih Wawangi Dalam Membentuk Karakter Peserta Didik. *Sosietas*, 10(1), 791–800. <http://ejournal.upi.edu/index.php/sosietas>

Rahmawati, Y., Mardiah, A., Taylor, E., Taylor, P. C., & Ridwan, A. (2023). Chemistry Learning through Culturally Responsive Transformative Teaching (CRTT): Educating Indonesian High School Students for Cultural Sustainability. *Sustainability (Switzerland)*, 15(8). <https://doi.org/10.3390/su15086925>

Rahmawati, Y., Ridwan, A., & Agustin, M. A. (2020). Pengembangan Kompetensi Guru dalam Pembelajaran Berbasis Budaya: Culturally Responsive Transformative Teaching (CRTT). *ABDI: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 2(1), 48–57. <https://doi.org/10.24036/abdi.v2i1.33>

Rahmawati, Y., Ridwan, A., Cahyana, U., & Febriana, D. (2020). The integration of culturally responsive transformative teaching to enhance student cultural identity in the chemistry classroom. *Universal Journal of Educational Research*, 8(2), 468–476. <https://doi.org/10.13189/ujer.2020.080218>

Rahmawati, Y., Ridwan, A., Faustine, S., & Mawarni, P. C. (2020). Pengembangan Soft Skills Siswa Melalui Penerapan Culturally Responsive Transformative Teaching (CRTT) dalam Pembelajaran Kimia. *Jurnal Penelitian Pendidikan IPA*, 6(1). <https://doi.org/10.29303/jppipa.v6i1.317>

Rahmawati, Y., Ridwan, A., Faustine, S., Syarah, S., Ibrahim, & Mawarni, P. C. (2020). Science Literacy and Student Cultural Identity Development Through Ethno-Pedagogy Approach in Science Learning. *Edusains*, 12(1), 54–63.

Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., & Fauzi, A. (2020). South Kalimantan local wisdom-based biology learning model. *European Journal of Educational Research*, 9(2), 639–653. <https://doi.org/10.12973/eu-jer.9.2.639>

Ramli, S., Rasul, M. S., Mohd Affandi, H., Abd Rauf, R. A., & Pranita, D. (2022). Analysing Teaching Strategy, Reflection and Networking Indicators Towards Learning for Sustainable Development (LSD) of Green Skills. *Journal of Technical Education and Training*, 14(1), 63–74. <https://doi.org/10.30880/jtet.2022.14.01.006>

Redondo-Rodríguez, C., Becerra-Mejías, J. A., Gil-Fernández, G., & Rodríguez-Velasco, F. J. (2022). Influence of Gamification and Cooperative Work in Peer, Mixed and Interdisciplinary Teams on Emotional Intelligence, Learning Strategies and Life Goals That Motivate University Students to Study. *International Journal of Environmental Research and Public Health*, 20(1), 547. <https://doi.org/10.3390/ijerph20010547>

Register, J., Fernandes, A., & Pugalee, D. (2022). Supporting Preservice Mathematics Teachers’ Culturally Responsive Teaching: A Focus on Teaching for Social Justice. *Mathematics*, 10(6). <https://doi.org/10.3390/math10060896>

Rifani, E., Maulina, N., & Ummah, F. S. (2022). Studi Literatur : kompetensi multikultural guru BK dalam mendukung keberhasilan layanan konseling multikultural. *Indonesian Journal Of Guidance and Counseling: Theory and*

Application, 11(2), 196–204.

Rogelj, B., Planinc, T. R., Repe, B., & Klun, M. I. (2024). Education for sustainable mobility in Slovenia: Using gamification to influence the travel habits of children. *European Journal of Geography*, 15(2), 81–93. <https://doi.org/10.48088/EJG.B.ROG.15.2.081.093>

Ruiz, J. J. R., Sanchez, A. D. V., & Figueredo, O. R. B. (2024). Impact of gamification on school engagement: a systematic review. *Frontiers in Education*, 9(December). <https://doi.org/10.3389/educ.2024.1466926>

Rummar, M. (2022). KEARIFAN LOKAL DAN PENERAPANNYA DI SEKOLAH. *Syntax Transformation*, 3(12).

Rusmana, T. (2018). Rekontruksi Nilai-Nilai Konsep Tritangtu Sunda Sebagai Metode Penciptaan Teater Ke Dalam Bentuk Teater Kontemporer. *Mudra Jurnal Seni Budaya*, 33(1), 114–127. <https://doi.org/10.31091/mudra.v33i1.314>

Sabri, S., & Abdul, M. (2020). Integration of Dick and Carey Design in String Ensemble Class Instructional Material Design. *International Journal of Innovation, Creativity and Change*, 14(11), 359–388.

Saefullah, K. (2018). Sustainable Community Development in Rural and Urban Areas. *IOP Conference Series: Earth and Environmental Science*, 145(1). <https://doi.org/10.1088/1755-1315/145/1/012106>

Sahibudin, S., Supandi, S., Mujiburrohman, M., Rijal, S., & Atnawi, A. (2020). Multicultural Education as a Supported for the Formation on Environment of Islamic Communities in Pamekasan Regency. *IOP Conference Series: Earth and Environmental Science*, 469(1). <https://doi.org/10.1088/1755-1315/469/1/012100>

Saihu, M., Umar, N., Raya, A. T., & Shunhaji, A. (2022). Multicultural Education Based on Religiosity to Enhance Social Harmonization within Students: A Study in Public Senior High School. *Pegem Egitim ve Ogretim Dergisi*, 12(3), 265–274. <https://doi.org/10.47750/pegegog.12.03.28>

Sakarneh, M. A., & Al-Swelmyeen, M. B. (2020). The extent to which the Jordanian inclusive basic school teachers use the constructivism theory in teaching. *Journal of Educational and Social Research*, 10(1), 182–197. <https://doi.org/10.36941/jesr-2020-0017>

Santika, I. W. E. (2022). Penguatan Nilai-Nilai Kearifan Lokal Bali dalam Membentuk Profil Pelajar Pancasila. *Jurnal Pendidikan Dan Konseling*, 4(4), 1349–1358.

<https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/6472/4851>

Sariyatun, Joebagio, H., & Sumardjoko, B. (2018). Proliferation of Democratic Education in Indonesia: The Influence Measurement of Tolerance, Multiculturalism, and Historical Awareness on the Democratic Attitude. *The New Educational Review*, 52(2), 112–123. <https://doi.org/10.15804/tner.2018.52.2.09>

Scheerens, J. (2023). Theory on Teaching Effectiveness at Meta, General and Partial Level. In *Theorizing Teaching: Current Status and Open Issues*. https://doi.org/10.1007/978-3-031-25613-4_4

Schirmer, B. R., & Lockman, A. S. (2022). Culturally Responsive Teaching in an Undergraduate Online General Education Course. *Online Learning Journal*, 26(3), 132–148. <https://doi.org/10.24059/olj.v26i3.2805>

Schunk, D. H. (2012). Learning Theories An Educational Perspective Sixth Edition. In *Pearson*. Pearson Education, Inc. <http://link.springer.com/10.1007/BF00751323>

- Septinaningrum, Hakam, K. A., Setiawan, W., & Agustin, M. (2022). Developing of Augmented Reality Media Containing Grebeg Pancasila for Character Learning in Elementary School. *Ingenierie Des Systemes d'Information*, 27(2), 243–253. <https://doi.org/10.18280/isi.270208>
- Setiyono, J., & Natalis, A. (2023). Universal Values of Pancasila in Managing the Crime of Terrorism. *Cosmopolitan Civil Societies: An Interdisciplinary Journal*, 15(2), 48–63.
- Silva, R. J. R. da, Rodrigues, R. G., & Leal, C. T. P. (2019). Gamification in Management Education: A Systematic Literature Review. *BAR - Brazilian Administration Review*, 16(2). <https://doi.org/10.1590/1807-7692bar2019180103>
- Silva, R., Farias, C., & Mesquita, I. (2021). Cooperative learning contribution to student social learning and active role in the class. *Sustainability (Switzerland)*, 13(15). <https://doi.org/10.3390/su13158644>
- Siti Eshah Mokshein, H. I. and H. A. (2019). The Use of Rasch Measurement Model In English Testing. *Cakrawala Pendidikan*, 38(1), 16–32. <https://doi.org/10.21831/cp.v38i1.22750>
- Smith, A. B., Johnson, C. W., Powell, G. M., & Oliver, J. P. (2011). The Relationship between Multicultural Service-Learning and Self-Reported Multicultural Competencies in Undergraduate Students: A Qualitative Participatory Action Study. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 26(2), 1–13. <https://doi.org/10.1080/1937156X.2011.11949676>
- Sotos-Martínez, V. J., Tortosa-Martínez, J., Baena-Morales, S., & Ferriz-Valero, A. (2023). Boosting Student's Motivation through Gamification in Physical Education. *Behavioral Sciences*, 13(2). <https://doi.org/10.3390/bs13020165>
- Sousa, C., Gonçalves, G., Santos, V., & Orgambidez-Ramos, A. (2019). The relationship between multicultural personality, intergroup contact, and...: EBSCOhost. *Psicologia e Sociedade*, 1–17. <http://web.a.ebscohost.com.apollo.worc.ac.uk/ehost/pdfviewer/pdfviewer?vid=7&sid=c9b2bbb0-daf7-4923-9d8e-c36a0ebf9d2a%40sessionmgr4008>
- Stephens, N. M., Hamedani, M. Y. G., & Townsend, S. S. M. (2019). Difference Matters: Teaching Students a Contextual Theory of Difference Can Help Them Succeed. *Perspectives on Psychological Science*, 14(2), 156–174. <https://doi.org/10.1177/1745691618797957>
- Suastika, I. N., Suartama, I. K., Sanjaya, D. B., & Arta, K. S. (2021). Application of multicultural-based learning model syntax of social studies learning. *Cypriot Journal of Educational Sciences*, 16(4), 1660–1679. <https://doi.org/10.18844/cjes.v16i4.6030>
- Subarimani, N., Zakaria, N. S., & Jaafar, W. M. W. (2020). Multicultural Competency, Spirituality and Self-Efficacy in Dealing with Legal and Ethical Issues. *Pertanika Journal of Social Sciences and Humanities*, 28(2), 1371–1386.
- Subasi Singh, S., & Akar, H. (2021). Culturally responsive teaching: beliefs of pre-service teachers in the Viennese context. *Intercultural Education*, 32(1), 46–61. <https://doi.org/10.1080/14675986.2020.1844533>
- Sujinah, S., Mu'ammam, M. A., Affandy, A. N., & Supriyanto, E. (2019). The effectiveness of local wisdom based on textbook to improve students' writing literacy. *Universal Journal of Educational Research*, 7(12), 2573–2583. <https://doi.org/10.13189/ujer.2019.071204>

- Sulistiawati, A., Khawani, A., Yulianti, J., Kamaludin, A., & Munip, A. (2023). Implementasi profil pelajar Pancasila melalui proyek bermuatan kearifan lokal di SD Negeri Trayu. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(3), 195–208. <https://doi.org/10.12928/fundadikdas.v5i3.7082>
- Sumardjoko, B., & Musyiam, M. (2018). Model of civic education learning based on the local wisdom for revitalizing values of pancasila. *Cakrawala Pendidikan*, 37(2), 201–211.
- Sumintono, B. (2014). Model Rasch untuk Penelitian Sosial Kuantitatif. *Makalah Kuliah Umum Di Jurusan Statistika, ITS Surabaya, 21 November 2014, November 201*, 1–9. <http://deceng3.wordpress.com>
- Sundara, K., & Solehah, S. (2019). Penanaman Karakter Nilai Pancasila Dalam Mencegah Terjadinya Los Generation di Pondok Pesantren. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 7(2), 84–92.
- Suprpto, N., Prahani, B. K., & Cheng, T. H. (2021). Indonesian curriculum reform in policy and local wisdom: Perspectives from science education. *Jurnal Pendidikan IPA Indonesia*, 10(1), 69–80. <https://doi.org/10.15294/jpii.v10i1.28438>
- Susan Fitriarsi, R. Y. (2017). Model Pembelajaran Pendidikan Pancasila dan Kewarganegaraan untuk Menumbuhkan Karakter Peduli Lingkungan Hidup Siswa. *Konferensi Nasional Kewarganegaraan III, November*, 167–175. <https://core.ac.uk/download/pdf/154347506.pdf>
- Susanto, T., Rasni, H., & Susumaningrum, L. A. (2019). Using values of local wisdom for family healthcare of adolescents in the Indonesian context. *Sri Lanka Journal of Child Health*, 48(3), 256–258. <https://doi.org/10.4038/slch.v48i3.8762>
- Susanto, Y. K., Rudyanto, A., & Rahayuningsih, D. A. (2022). Redefining the Concept of Local Wisdom-Based CSR and Its Practice. *Sustainability (Switzerland)*, 14(19). <https://doi.org/10.3390/su141912069>
- Sutrisno, S., Firdaus, L. N., & Putra, Z. H. (2023). Ethnoeconomic Learning Approach to Strengthen the Profile of Pancasila Students in a Globally Diverse Environment. *BIO Web of Conferences*, 06005, 1–5.
- Swazo, R., & Celinska, D. (2014). Cutting edge practices to teach multicultural competencies in counseling, psychology, and education: teaching abroad or on campus? *Intercultural Education*, 25(2), 105–113. <https://doi.org/10.1080/14675986.2014.886821>
- Syahfitri, J., & Muntahanah. (2024). The effectiveness of local wisdom-based interactive digital module on students' critical thinking disposition. *International Journal of Evaluation and Research in Education*, 13(4), 2170–2177. <https://doi.org/10.11591/ijere.v13i4.28256>
- Syakur, A., & Khoiroh, M. (2021). Local wisdom for civil religious harmony in indonesia: An ethnographic investigation on mbah moni's grave ritual in babatan village, wiyung sub-district, surabaya city, Jawa Timur Province. *Kasetsart Journal of Social Sciences*, 42(3), 674–681. <https://doi.org/10.34044/j.kjss.2021.42.3.32>
- Syamsi, I., & Tahar, M. M. (2021). Local wisdom-based character education for special needs students in inclusive elementary schools. *Cypriot Journal of Educational Sciences*, 16(6), 3329–3342.

<https://doi.org/10.18844/cjes.v16i6.6567>

Tabrani, Z. A., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila As the Core Value for Character Building in Islamic Higher Education Institutions. *Jurnal Ilmiah Peuradeun*, 12(2), 565–592.

<https://doi.org/10.26811/peuradeun.v12i2.1212>

Taimalu, M., & Luik, P. (2019). The impact of beliefs and knowledge on the integration of technology among teacher educators: A path analysis. *Teaching and Teacher Education*, 79, 101–110. <https://doi.org/10.1016/j.tate.2018.12.012>

Tao, K. W., Owen, J., Pace, B. T., & Imel, Z. E. (2015). A meta-analysis of multicultural competencies and psychotherapy process and outcome. *Journal of Counseling Psychology*, 62(3), 337–350. <https://doi.org/10.1037/cou0000086>

Tarigan, R. I. (2019). The Role of Multicultural Education Toward Students' Creative Thinking Skills (Case Study on Kaki Dian Emas Foundation, Indonesia). *Journal of Management Practices, Humanities and Social Sciences*, 3(2), 44–52. <https://doi.org/10.33152/jmphss-3.2.3>

Tatlı, Z., Gülay, A., & Mert, A. (2023). Impact of Gamification Applications on Students' Attitudes towards Lesson and Procrastination Behaviors. *International Journal of Contemporary Educational Research*, 10(2), 522–534. <https://doi.org/10.52380/ijcer.2023.10.2.387>

Taujiya, F., Nurvadi, G. M., Parameswari, L., Basyari, I. W., Hayati, A. A., Jati, S. G., & Author, C. (2024). Sundanese Ethnic Mentifact Culture Silih Asih, Silih Asuh, Silih Asah in the Context of Ethnopedagogy. *International Journal Of Humanities Education And Social Sciences (IJHESS)*, 4(1), 285–296.

Tessmer, M. (2005). *Planing and Conducting Formative Evaluations*. Routledge.

Tohri, A., Rasyad, A., Sururuddin, M., & Istiqlal, L. M. (2022). The urgency of Sasak local wisdom-based character education for elementary school in East Lombok, Indonesia. *International Journal of Evaluation and Research in Education*, 11(1), 333–344. <https://doi.org/10.11591/ijere.v11i1.21869>

Ulseth, R. R., Froyd, J. E., Litzinger, T. A., Ewert, D., & Johnson, B. M. (2011). A new model of project based learning. *ASEE Annual Conference and Exposition, Conference Proceedings, June 2015*.

Ulum, F. F., Caturwati, E., & Herdini, H. (2022). Struktur Tritangtu pada Siger Aksesoris Pengantin Sunda Priangan. *PANTUN: Jurnal Ilmiah Seni Budaya*, 7(2). <https://doi.org/10.26742/pantun.v7i2.2043>

Uyun, M. (2022). Prospective Teachers' Intercultural Sensitivity as the Effort to Actualize the Multicultural Education. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 2917–2934. <https://doi.org/10.35445/alishlah.v14i3.1923>

Uyun, M., Fahmi, I., Fitriani, Alimron, & Pratama, I. P. (2024). The role of local wisdom, cultural values, and religious values on cultivating social awareness and enhancing integrity in students. *Humanities and Social Sciences Letters*, 12(4), 1224–1238. <https://doi.org/10.18488/61.v12i4.3906>

Vioreza, N., Supriatna, N., & Abdul, K. (2023). The effect of utilizing Betawi local food in the implementation of Pancasila student profile strengthening project on increasing ecoliteracy of elementary school students. *Kasetsart*, 44, 1115–1126.

Wahyono, S. B., Budiningsih, A., Suyantiningsih, & Rahmadonna, S. (2022). MULTICULTURAL EDUCATION AND RELIGIOUS TOLERANCE Elementary School Teachers' Understanding of Multicultural Education in

- Yogyakarta. *Al-Jami'ah*, 60(2), 467–508.
<https://doi.org/10.14421/AJIS.2022.602.467-508>
- Wallace, J., Howes, E. V., Funk, A., Krepski, S., Pincus, M., Sylvester, S., Tsoi, K., Tully, C., Sharif, R., & Swift, S. (2022). Stories That Teachers Tell: Exploring Culturally Responsive Science Teaching. *Education Sciences*, 12(6).
<https://doi.org/10.3390/educsci12060401>
- Walter Dick, Lou Carey, J. O. C. (2015). *The Systematic Design of Instruction*. Pearson.
- Wasino. (2013). Indonesia: From Pluralism To Multiculturalism. *Paramita Historical Studies Journal*, 23(2), 153.
- Watkins, M., & Noble, G. (2022). Reconstituting teachers' professional knowledge: using Cultural Studies to rethink multicultural education. *Continuum*, 00(00), 1–14. <https://doi.org/10.1080/10304312.2022.2049212>
- Weimer, A. A., Parault Dowds, S. J., Fabricius, W. V., Schwanenflugel, P. J., & Suh, G. W. (2017). Development of constructivist theory of mind from middle childhood to early adulthood and its relation to social cognition and behavior. *Journal of Experimental Child Psychology*, 154, 28–45.
<https://doi.org/10.1016/j.jecp.2016.10.002>
- Weinberger, A. (2012). Values and knowledge education. In D. A. and R. Reingold (Ed.), *Changes in Teachers' Moral Role. From Passive Observers to Moral and Democratic Leaders* (pp. 165–166). Sense Publishers.
- Widiatmaka, P. (2016). Kendala Pendidikan Kewarganegaraan dalam membangun karakter peserta didik di dalam proses pembelajaran. *Jurnal Civics: Media Kajian Kewarganegaraan*, 13(2), 188–198.
<https://doi.org/10.21831/civics.v13i2.12743>
- Wigunadika, I. W. S. (2018). PENDIDIKAN KARAKTER BERBASIS KEARIFAN LOKAL MASYARAKAT BALI. *PURWADITA*, 2(2), 17–34.
- Wulandari, T., Widiastuti, A., Setiawan, J., & Fadli, M. R. (2023). Development of learning models for inculcating Pancasila values. *International Journal of Evaluation and Research in Education (IJERE)*, 12(3), 1364–1374.
<https://doi.org/10.11591/ijere.v12i3.25687>
- Yakovleva, O. (2022). Digital Learning Environment Values of Pre-Service Teachers as a Basis for Successful Professional Self-Realisation: A Case Study. *Education Sciences*, 12(2). <https://doi.org/10.3390/educsci12020120>
- Yang, S. L., Hsiao, Y. J., & Hsiao, H. C. (2014). Culturally responsive teaching with new Taiwanese children: interviews with class teachers in elementary schools. *Asia Pacific Journal of Education*, 34(3), 288–304.
<https://doi.org/10.1080/02188791.2013.853647>
- Yani, F., & Darmayanti, E. (2020). Implementasi Nilai-nilai Pancasila Melalui Pendidikan Pancasila sebagai Upaya Membangun Sikap Toleransi pada Mahasiswa di Universitas Potensi Utama. *Jurnal Lex Justitia*, 2(1), 48–58.
- Yasir, Y., Firzal, Y., Yesicha, C., & Sulistyani, A. (2022). Environmental Communication Based on Local Wisdom in Forest Conservation: a Study on Sentajo Forbidden Forest, Indonesia. *Journal of Landscape Ecology(Czech Republic)*, 15(2), 127–145. <https://doi.org/10.2478/jlecol-2022-0014>
- Yuko, I. (2019). Culturally Responsive Teaching in a Global Era: Using the Genres of Multicultural Literature. *The Educational Forum*, 83(0), 13–27.
<https://doi.org/10.1080/00131725.2018.1508529>

Yusra, A., & Neviyarni, S. (2022). A Review of Behaviorist Learning Theory and its Impact on the Learning. *International Journal of Educational Dynamics*, 5(1), 81–91.

Yusuf, R., Sanusi, Razali, Maimun, & Putra, I. (2020). The efforts to improve culture literacy and student citizenship through ICT based (LBK) media in pancasila and citizenship education. *Universal Journal of Educational Research*, 8(4), 1513–1519. <https://doi.org/10.13189/ujer.2020.080444>

Yuyun Elizabeth Patras , Muhammad Japar, Y. R., & Rais Hidayat. (2025). Integration of Culturally Responsive Teaching Approach , Local Wisdom , and Gamification in Pancasila Education to Develop Students ' Multicultural Competence. *Educational Process: International Journal*, 14.

Zamroni, Astuti Dwiningrum, S. I., Hope, J., Kartowagiran, B., Sudartinah, T., Siteine, A., & Yao, Z. (2021). Cross-cultural competence in multicultural education in Indonesian and New Zealand high schools. *International Journal of Instruction*, 14(3), 597–612. <https://doi.org/10.29333/iji.2021.14335a>

Zhou, M., College, D. S., Brown, D., & College, D. S. (2020). Educational Learning Theory. In *Instructional Design: International Perspectives I*. <https://doi.org/10.4324/9780203062920-11>

Zulfa. (2017). FILSAFAT PANCASILA SEBAGAI LANDASAN BERNEGARA YANG DEMOKRATIS. *Jurnal Bakaba*, 6(2), 30–38.

