

INTEGRATION OF MULTICULTURAL VALUES BASED ON THE HISTORICAL LEGACY OF SYEKH QURO IN SOCIAL STUDIES LEARNING: A CASE STUDY AT SMAN 1 LEMAHABANG, KARAWANG

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ABSTRAK

Masyarakat Indonesia yang beragam secara sosial dan budaya menuntut pembelajaran IPS yang tidak hanya berorientasi pada pengetahuan, tetapi juga mampu menanamkan nilai toleransi, penghargaan terhadap perbedaan, dan kehidupan sosial yang harmonis. Namun, pemanfaatan sejarah lokal sebagai konteks untuk mengintegrasikan nilai multikultural dalam pembelajaran IPS masih belum banyak dikaji. Penelitian ini bertujuan untuk mendeskripsikan proses integrasi nilai multikultural berdasarkan warisan sejarah Syekh Quro dalam pembelajaran IPS serta mengidentifikasi faktor pendukung dan tantangan pelaksanaannya di SMAN 1 Lemahabang, Karawang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi pembelajaran, wawancara mendalam dengan wakil kepala sekolah, guru IPS, dan siswa, refleksi siswa, serta analisis dokumen pembelajaran. Data dianalisis secara tematik dengan menerapkan triangulasi sumber dan teknik serta *member checking* untuk memastikan kredibilitas data. Hasil penelitian menunjukkan bahwa integrasi nilai multikultural berlangsung melalui tiga lapisan yang saling berkaitan, yaitu struktural, pedagogis, dan pengalaman belajar siswa. Pada tingkat struktural, kebijakan sekolah dan perencanaan pembelajaran mendukung integrasi nilai multikultural. Pada tingkat pedagogis, guru menggunakan narasi sejarah Syekh Quro, diskusi dialogis, pembelajaran kontekstual, dan kegiatan reflektif. Pada tingkat pengalaman, siswa menunjukkan pemahaman terhadap nilai toleransi, penghargaan terhadap perbedaan, kerja sama, dan keterbukaan terhadap perspektif lain melalui kegiatan kolaboratif. Faktor pendukung meliputi dukungan kelembagaan dan ketertarikan siswa terhadap sejarah lokal, sedangkan keterbatasan sumber belajar dan kesiapan pedagogis guru menjadi tantangan. Temuan ini menunjukkan bahwa sejarah lokal dapat menjadi konteks yang relevan untuk mendukung integrasi nilai multikultural dalam pembelajaran IPS. **Kata kunci:** pendidikan multikultural, sejarah lokal, Syekh Quro, pembelajaran IPS, studi kasus.

ABSTRACT

Indonesia's social and cultural diversity requires Social Studies learning that not only develops students' knowledge but also fosters tolerance, respect for differences, and harmonious social relations. However, the use of local history as a context for integrating multicultural values into Social Studies learning remains relatively underexplored. This study aimed to describe the integration of multicultural values based on the historical legacy of Syekh Quro in Social Studies learning and to identify the supporting factors and challenges of its implementation at SMAN 1 Lemahabang, Karawang. The study employed a qualitative approach with a case study design. Data were collected through classroom observations, in-depth interviews with the vice principal, Social Studies teachers, and students, student reflections, and analysis of instructional documents. The data were analyzed thematically using source and technique triangulation and member checking to enhance data credibility. The findings show that multicultural value integration occurred through three interconnected layers: structural, pedagogical, and experiential. At the structural level, school policies and instructional planning supported the integration of multicultural values. At the pedagogical level, teachers employed Syekh Quro's historical narrative, dialogical discussions, contextual learning, and reflective activities. At the experiential level, students demonstrated understanding of tolerance, respect for differences, cooperation, and openness to different perspectives through collaborative learning activities. Institutional support and students' interest in local history were identified as supporting factors, while limited learning resources and

teachers' pedagogical readiness remained challenges. These findings indicate that local history can provide a relevant contextual basis for integrating multicultural values into Social Studies learning.

Keywords: multicultural education, local history, Syekh Quro, Social Studies learning, senior high school.

INTRODUCTION

Indonesia's social and cultural diversity creates an important challenge for education because students need not only to acquire academic knowledge but also to develop the capacity to live constructively within a pluralistic society. Differences in ethnicity, religion, culture, language, and social background require learning environments that encourage students to recognize and respect diverse perspectives. Multicultural education provides an important framework for addressing this need by integrating diversity, equity, social interaction, and respect for differences into educational processes (Banks, 2016; Tilaar, 2017). In this context, education is expected to contribute not only to students' intellectual development but also to the formation of inclusive attitudes and responsible citizenship (Banks, 2019; UNESCO, 2017).

The need for multicultural education is particularly relevant to Social Studies learning because Social Studies deals directly with social relations, cultural diversity, citizenship, and the dynamics of community life. Social Studies learning can provide opportunities for students to understand diversity through social and historical contexts that are close to their everyday experiences (Putra & Hidayat, 2020; Supriatna, 2020). Previous studies have shown that the integration of multicultural perspectives into Social Studies can strengthen students' understanding of diversity and create learning environments that encourage inclusive attitudes (Halim & Suyatno, 2021; Kapile, 2024). Therefore, multicultural education in Social Studies should not be positioned merely as additional content, but as an integral part of the learning process through which students interpret and respond to social differences.

One approach that can strengthen the contextualization of multicultural education is the use of local history. Local history provides learning materials that are closely connected to students' geographical, cultural, and social environments, allowing historical knowledge to be related to experiences that students can recognize in their own communities. Research on local history and multicultural education indicates that historical narratives rooted in local communities can support the development of tolerance and awareness of cultural diversity (Budiwanti & Nurhadi, 2020; Kusnadi & Supriatna, 2019). Similarly, local history has been identified as a meaningful resource for developing tolerance-oriented learning because students can examine social values through historical experiences that are closer to their cultural context (Ulfa, 2022; Lestari & Bahri, 2025). The use of local history can therefore move multicultural education from abstract discussion toward contextual learning experiences.

Despite this potential, the integration of local historical narratives into multicultural Social Studies learning remains insufficiently examined. Previous research has discussed the integration of multicultural values in history learning and the use of multicultural approaches in diverse educational settings, but these studies have generally focused on multicultural content or broader historical contexts (Setiyonugroho et al., 2022; Br Manalu et al., 2024). Other studies have emphasized the importance of local cultural contexts and creative historical learning in developing multicultural awareness (Nuhayah & Darmawan, 2021; Salma et al., 2024). However, there is still limited empirical attention to how a specific local historical figure can become a contextual basis for integrating multicultural values into everyday Social Studies learning at the senior high school level. This gap is important because the effectiveness of

multicultural learning depends not only on the values being taught but also on the relevance of the context through which students encounter and interpret those values.

The historical legacy of Syekh Quro provides a relevant local context for addressing this gap in Karawang. His historical presence is closely associated with the development of Islam in the region and provides a local narrative through which students can examine social and cultural interactions in a historical context. Rather than treating Syekh Quro's history solely as historical information, the narrative can be used to explore values related to tolerance, respect for differences, social accommodation, and harmonious interaction. Such an approach is consistent with the view that historical learning can involve processes of meaning-making in which students connect interpretations of the past with contemporary social life (Popa, 2022; Campillo-Ferrer et al., 2023).

The educational relevance of this approach is strengthened by the principles of culturally responsive and contextual learning. Learning becomes more meaningful when students encounter materials that acknowledge their cultural environment and provide opportunities to relate academic concepts to familiar social experiences (Gay, 2018; Salma et al., 2024). In multicultural education, contextual historical narratives can also provide opportunities for students to examine diversity through discussion, reflection, collaboration, and interpretation rather than merely receiving information about differences. However, the implementation of such an approach may encounter challenges, including limited learning resources, teachers' pedagogical preparedness, and the difficulty of connecting historical materials with contemporary multicultural issues (Santosa et al., 2023; Santosa et al., 2025). These conditions indicate the need to examine not only the potential of local history but also how it is actually integrated into classroom practices.

Previous research further indicates that multicultural education requires support from the broader learning environment. School policies, curriculum planning, classroom interaction, and assessment practices can determine whether multicultural values become part of students' learning experiences or remain limited to instructional discourse (Banks, 2016; Wahyuni & Kurniawan, 2021). The integration of multicultural values therefore needs to be examined as a process involving institutional, pedagogical, and experiential dimensions. This perspective is also consistent with the view that multicultural education should contribute to democratic and socially responsible forms of citizenship (Zamroni, 2020). Accordingly, examining the role of local history within the broader school and classroom context can provide a more comprehensive understanding of how multicultural values are introduced, practiced, and interpreted by students.

Based on this context, the present study focuses on the integration of multicultural values based on the historical legacy of Syekh Quro in Social Studies learning at SMAN 1 Lemahabang, Karawang. The school provides a relevant setting because of its geographical and cultural proximity to historical contexts associated with Syekh Quro, creating opportunities to connect local historical resources with classroom learning. The novelty of this study lies in examining a specific local historical narrative as a contextual basis for multicultural value integration rather than treating local history merely as supplementary historical content. The study aims to describe how multicultural values based on the historical legacy of Syekh Quro are identified, integrated, and experienced within Social Studies learning, as well as to examine the supporting factors and challenges encountered in the implementation process. Through this case study, the research seeks to contribute empirical insight into the use of local history as a contextual resource for strengthening multicultural Social Studies learning.

METHODS

This study employed a qualitative approach with a case study design. A qualitative approach was selected because the study aimed to gain an in-depth understanding of the process and meaning of integrating multicultural values based on the historical legacy of Syekh Quro into Social Studies (IPS) learning. The focus of the study was not directed toward measurement or hypothesis testing, but rather toward interpreting naturally occurring learning practices in the classroom. A case study design was chosen because it enables researchers to explore phenomena in depth within their real-life context, thereby providing a comprehensive understanding of how multicultural values derived from local history are integrated into Social Studies learning.

The research was conducted at SMAN 1 Lemahabang, Karawang Regency, Indonesia. The school was purposively selected due to its geographical and historical proximity to the Syekh Quro historical site and its relevance to the context of local history learning. The research participants consisted of 5 Social Studies teachers and 36 eleventh-grade students, as well as one vice principal who served as an institutional informant. Social Studies teachers were positioned as key informants because they were directly involved in planning and implementing the learning process, while students were selected to provide insights into their learning experiences and the internalization of multicultural values. Informants were selected using purposive sampling based on their active involvement in the learning activities under investigation. The selection criteria included teachers responsible for teaching Social Studies and students who participated in learning activities integrating local history content. In total, 42 participants were involved across the three informant groups.

The study utilized both primary and secondary data sources. Primary data were collected through classroom observations, in-depth interviews, and student reflections (Miles et al., 2020) related to local history-based Social Studies learning. Secondary data were obtained from instructional documents, including teaching modules, lesson plans, assessment instruments, and written sources concerning the history of Syekh Quro. Data collection was conducted over approximately two months, from November to December of 2025, comprising 1 classroom observation sessions across Grade XI. This gradual and extended data collection process was designed to obtain a comprehensive and contextual understanding of the phenomenon under study.

Data collection techniques included non-participant observation, semi-structured interviews, and document analysis. Observations were conducted to examine how values such as tolerance, cultural accommodation, and social harmony were integrated into Social Studies learning. Interviews were used to explore the perspectives and experiences of teachers and students regarding local history-based learning. Document analysis was employed to identify the extent to which multicultural values were incorporated into instructional planning and assessment practices. Research instruments consisted of observation sheets, semi-structured interview guides, and document analysis forms developed based on indicators of multicultural values and local history learning.

Data were analyzed using thematic qualitative analysis through the stages of data reduction, data display, and conclusion drawing. The collected data were categorized into major themes aligned with the research objectives and subsequently interpreted in relation to the theoretical frameworks of multicultural education and local history learning. The analysis process was conducted iteratively throughout data collection, allowing the researcher to identify patterns, relationships among themes, and meanings emerging from the experiences of teachers and students during the learning process. Data trustworthiness was ensured through source and

technique triangulation, as well as member checking with key informants. Source triangulation was carried out by comparing data obtained from observations, interviews, and documents, while technique triangulation involved the use of multiple data collection methods to investigate the same phenomenon.

Ethical considerations were carefully observed throughout the research process. Permission was obtained from the school administration and all participants before data collection commenced. All collected data were used solely for research purposes, and participants' identities were kept confidential to ensure their privacy, comfort, and security. Overall, the research method was designed to support a contextual and reflective analysis of the integration of multicultural values based on the historical legacy of Syekh Quro in Social Studies learning and to provide empirical contributions to the fields of history education and multicultural education.

RESULTS AND DISCUSSION

Hasil

The findings of this study describe how multicultural values based on the historical legacy of Syekh Quro were integrated into Social Studies learning at SMAN 1 Lemahabang, Karawang. Data were obtained from classroom observations, in-depth interviews with the vice principal, Social Studies teachers, and students, student reflections, and instructional documents. Thematic analysis identified three interconnected dimensions of integration: structural, pedagogical, and experiential. These dimensions show that multicultural values were not introduced only through historical content but were also reflected in instructional planning, classroom interaction, and students' learning experiences.

Overview of Multicultural Value Integration

The analysis showed that the integration of multicultural values occurred through a process connecting school-level support, classroom practices, and student experiences. At the structural level, multicultural values were reflected in school policies and instructional planning. At the pedagogical level, teachers incorporated the historical narrative of Syekh Quro into discussions and contextual learning activities. At the experiential level, students encountered opportunities to discuss, collaborate, reflect, and express their understanding of tolerance and respect for differences.

Table 1. Dimensions of Multicultural Value Integration in Social Studies Learning

Dimension	Main Findings	Sources of Data
Structural	School support and instructional planning provided a context for integrating multicultural values	Vice principal interviews, teacher interviews, instructional documents
Pedagogical	Teachers used the historical narrative of Syekh Quro, dialogical discussion, contextual learning, and reflective activities	Classroom observations, teacher interviews, instructional documents
Experiential	Students demonstrated understanding of tolerance, respect for differences, cooperation, and openness to different perspectives	Student interviews, student reflections, classroom observations

Table 1 shows that the integration of multicultural values involved more than the addition of historical material to Social Studies lessons. The findings indicate a connection between institutional support, teacher practices, and students' learning experiences. These three

dimensions were identified consistently across the different sources of data, although their forms of manifestation differed according to the learning context.

Structural Integration

At the structural level, the findings indicate that the school environment provided support for the inclusion of multicultural values in learning. Interviews with the vice principal and Social Studies teachers indicated that diversity and social interaction were recognized as relevant aspects of students' educational experiences. The instructional documents also showed that learning activities provided opportunities to connect Social Studies content with social and cultural contexts. Thus, the integration of multicultural values was supported not only by individual teacher initiatives but also by the broader instructional environment.

Table 2. Structural Dimension of Multicultural Value Integration

Component	Finding
School support	The school provided an environment that supported the discussion of diversity and social interaction
Instructional planning	Multicultural values were connected with Social Studies learning objectives and activities
Learning context	Local historical content was used as a contextual resource in learning
Institutional role	School-level support facilitated teachers' efforts to incorporate multicultural perspectives

The findings in Table 2 indicate that the structural dimension functioned as the contextual basis for classroom implementation. School support and instructional planning created opportunities for teachers to connect multicultural values with Social Studies content. The integration therefore occurred within an existing educational setting rather than as an isolated classroom activity.

Pedagogical Integration

The pedagogical dimension was identified most clearly in classroom learning activities. Teachers incorporated the historical legacy of Syekh Quro into Social Studies learning by presenting local historical narratives and connecting them with issues of social interaction and diversity. Learning activities included dialogical discussion, contextual explanation, collaborative activities, and reflection. These activities provided students with opportunities to express opinions, respond to different perspectives, and relate historical content to contemporary social life.

Table 3. Pedagogical Practices Used in Integrating Multicultural Values

Pedagogical Practice	Implementation in Learning
Local historical narrative	The history of Syekh Quro was presented as learning material and contextual discussion
Dialogical discussion	Students were encouraged to exchange opinions and respond to different perspectives
Contextual learning	Historical content was connected with students' social and cultural environment
Collaborative learning	Students worked together during learning activities and discussions
Reflective activities	Students were given opportunities to reflect on values learned from the historical material

Table 3 shows that teachers did not rely on a single instructional strategy. The historical narrative functioned as an entry point, while discussion, contextualization, collaboration, and

reflection were used to engage students with the values contained in the learning process. The classroom observations and teacher interviews consistently indicated that these activities were used to make the local historical material relevant to students' social experiences.

Students' Learning Experiences

The third dimension concerned how students experienced and expressed the multicultural values during the learning process. Student interviews and reflections indicated that students recognized tolerance, respect for differences, cooperation, and openness to other perspectives as important values associated with the learning activities. Students were able to relate the historical material to situations involving interaction with people from different backgrounds. The findings therefore indicate the presence of students' awareness and understanding of multicultural values, rather than providing evidence of a measurable change in their attitudes.

Table 4. Students' Understanding of Multicultural Values

Multicultural Value	Manifestation in Students' Learning Experiences
Tolerance	Students recognized the importance of accepting differences in social interaction
Respect for differences	Students expressed the need to respect different backgrounds, opinions, and perspectives
Cooperation	Students experienced collaborative activities during classroom learning
Openness to perspectives	Students were encouraged to listen to and consider opinions different from their own
Social harmony	Students connected the learning values with the importance of maintaining positive relationships in a diverse society

Table 4 indicates that students' experiences were closely connected with the classroom activities provided by teachers. Their reflections and responses demonstrated that multicultural values were understood through concrete learning interactions rather than solely through the presentation of historical information. The findings also show that the students' understanding was expressed primarily through their responses, reflections, and participation during learning activities.

Supporting Factors and Challenges

The findings further identified factors that supported and constrained the integration of multicultural values based on the historical legacy of Syekh Quro. Institutional support and students' interest in local history emerged as important supporting factors. At the same time, teachers encountered limitations related to learning resources and pedagogical readiness. These conditions influenced the extent to which local historical material could be developed into varied and contextual learning activities.

Table 5. Supporting Factors and Challenges in the Integration Process

Category	Findings
Supporting factor	Institutional support from the school
Supporting factor	Students' interest in local historical content
Supporting factor	Relevance of local historical context to students' social environment
Challenge	Limited learning resources related to local history
Challenge	Differences in teachers' pedagogical readiness
Challenge	Need to connect historical content with contemporary multicultural issues

Table 5 shows that the integration process was influenced by both contextual strengths and practical limitations. Institutional support and students' interest created favorable conditions for implementation, while limited resources and differences in pedagogical readiness presented challenges. The findings suggest that the availability of relevant materials and teachers' capacity to contextualize local history are important considerations in sustaining this form of learning.

Pembahasan

Integration of Multicultural Values through Three Interconnected Dimensions

The findings show that the integration of multicultural values based on the historical legacy of Syekh Quro occurred through three interconnected dimensions: structural, pedagogical, and experiential. This finding indicates that multicultural education was not treated as additional historical content but was incorporated into the broader learning process. Such integration is consistent with the view that multicultural education should address diversity through curriculum, learning processes, and students' social experiences rather than through the presentation of cultural differences alone (Banks, 2016; Banks, 2019). In the context of Social Studies, this approach is particularly relevant because the subject provides space for students to understand social relations, diversity, and citizenship through contextual learning (Putra & Hidayat, 2020; Supriatna, 2020).

The three-dimensional pattern identified in this study also strengthens previous findings concerning multicultural integration in history and Social Studies learning. Setiyonugroho et al. (2022) showed that multicultural values can be integrated into history teaching, while Br Manalu et al. (2024) emphasized the importance of multicultural approaches in learning within multiethnic contexts. The present study extends this perspective by showing that integration can be examined not only from classroom content but also from the relationship between institutional support, pedagogical practices, and students' experiences. Thus, the main contribution of this study lies in demonstrating how a specific local historical narrative can function across these three levels of learning.

Structural Integration as the Context for Multicultural Learning

The structural findings show that school support and instructional planning provided an important context for integrating multicultural values. The presence of institutional support enabled teachers to connect local historical material with broader Social Studies learning objectives. This finding confirms that multicultural education cannot depend solely on individual teacher initiatives because school policies and curriculum planning influence whether multicultural values become part of students' regular learning experiences (Banks, 2016). Wahyuni and Kurniawan (2021) similarly emphasize the relevance of assessment and learning practices in supporting multicultural-oriented education.

The structural dimension also demonstrates that the integration of multicultural values needs to be embedded within the learning environment rather than presented as a separate theme. Zamroni (2020) argues that multicultural education is closely related to the development of democratic and socially responsible attitudes. In this study, school-level support created the conditions for teachers to introduce local historical narratives and connect them with issues of diversity. Therefore, the institutional dimension functions as the foundation that allows multicultural values to be translated into classroom practices and student learning experiences.

Pedagogical Integration through Local Historical Narratives

The pedagogical findings demonstrate that the historical legacy of Syekh Quro was used as a contextual entry point for learning through historical narratives, dialogical discussion,

contextual activities, collaboration, and reflection. This approach makes local history more than supplementary information because the historical narrative becomes a medium through which students examine social values. Budiwanti and Nurhadi (2020) and Kusnadi and Supriatna (2019) similarly emphasize the potential of local history to connect historical learning with multicultural values. Lestari and Bahri (2025) further indicate that local history can function as a medium for multicultural education when historical materials are connected with students' social and cultural contexts.

The findings are also consistent with the principle of culturally responsive learning, in which learning materials are connected with students' cultural environments and experiences (Gay, 2018). In this study, the use of Syekh Quro's historical legacy created a closer relationship between the learning material and the local context familiar to students. Salma et al. (2024) similarly highlight the importance of contextual social studies learning based on local culture. Therefore, the strength of this approach is not simply the use of local history, but the way local history is transformed into a context for dialogue, interpretation, and reflection.

The use of discussion and reflection is particularly important because multicultural values cannot be adequately developed through historical information alone. Students need opportunities to encounter different perspectives and relate historical narratives to contemporary social relationships. Ulfa (2022) emphasizes the relevance of local history for tolerance-oriented education, while Popa (2022) explains that historical learning involves processes of meaning-making through which learners connect interpretations of the past with their understanding of the present. The present findings therefore suggest that the pedagogical value of Syekh Quro's historical legacy lies in its capacity to provide a meaningful context for students to interpret social values.

Students' Learning Experiences and Understanding of Multicultural Values

The experiential findings indicate that students demonstrated understanding of tolerance, respect for differences, cooperation, and openness to different perspectives during learning activities. These findings show that multicultural values were encountered through classroom interaction and reflection rather than only through the teacher's explanation. However, the findings should be interpreted as evidence of students' understanding and learning experiences, not as definitive evidence that the values had been fully internalized or permanently changed students' behavior. This distinction is important because the present study uses a qualitative case study design and does not employ a longitudinal or experimental measurement of behavioral change.

The students' experiences support the argument that multicultural learning becomes stronger when students are given opportunities to interact with different perspectives and interpret social issues in context. Banks (2019) positions multicultural education as part of the development of inclusive citizenship, while Zamroni (2020) connects multicultural education with democratic and socially responsible life. In this study, students' discussions, collaboration, and reflections provided concrete opportunities to practice these orientations within the classroom. Thus, the experiential dimension represents the point at which institutional support and teacher practices become visible in students' learning experiences.

This finding also corresponds with the role of local and cultural contexts in strengthening students' engagement with multicultural learning. Santosa et al. (2023) highlight the importance of multicultural perspectives in history learning, while Santosa et al. (2025) show the relevance of multicultural content integration in historical education. The present study adds that students' understanding can be developed through the interpretation of a local historical narrative when it is accompanied by interactive learning activities. Consequently,

local history becomes pedagogically meaningful when students are positioned as interpreters of historical and social values rather than merely recipients of historical information.

Supporting Factors and Challenges

The findings identify institutional support, students' interest in local history, and the relevance of the local context as important supporting factors. These factors indicate that successful implementation depends on the relationship between school conditions, student engagement, and the availability of meaningful learning contexts. The relevance of local history is particularly important because students can connect historical content with their own geographical and cultural environment. Budiwanti and Nurhadi (2020), Ulfa (2022), and Lestari and Bahri (2025) similarly demonstrate the potential of local history to support multicultural learning when historical content is contextualized.

Nevertheless, the study also found limitations in learning resources and teachers' pedagogical readiness. These challenges show that the availability of a meaningful local historical narrative does not automatically guarantee its effective integration into classroom learning. Teachers need adequate resources and pedagogical capacity to select, contextualize, and transform historical information into learning activities that are relevant to contemporary multicultural issues. This finding is consistent with Santosa et al. (2023) and Santosa et al. (2025), which emphasize the importance of appropriate instructional practices and content integration in multicultural-oriented history education.

The challenge of limited resources is particularly significant in the context of local history because information about local historical figures is often less accessible than national historical materials. Therefore, schools and teachers need to develop or curate learning resources that connect local historical narratives with curriculum objectives. This does not mean adding excessive historical content, but selecting historically relevant material that can support students' understanding of diversity, social interaction, and coexistence. In this respect, the findings reinforce the argument that contextual learning requires both relevant content and teachers who are prepared to mediate that content pedagogically (Gay, 2018; Salma et al., 2024).

Position of the Findings within Multicultural Social Studies Learning

Overall, this study demonstrates that the historical legacy of Syekh Quro can function as a contextual resource for integrating multicultural values into Social Studies learning when supported by appropriate institutional conditions and pedagogical practices. The contribution of the study is not to establish a universally applicable instructional model, but to provide a context-specific account of how local history can be connected with multicultural learning in a senior high school setting. This position is consistent with the broader argument that local history can help students understand diversity through historical experiences that are closer to their social and cultural environment (Kusnadi & Supriatna, 2019; Lestari & Bahri, 2025).

The findings also indicate that the integration of multicultural values should be understood as a continuous process involving school structures, teachers, and students. Structural support provides the conditions, pedagogical practices translate those conditions into learning activities, and student experiences demonstrate how the values are understood during the learning process. This interconnected process strengthens the position of Social Studies as a subject that can connect historical knowledge with contemporary social life (Putra & Hidayat, 2020; Supriatna, 2020). Accordingly, the use of local historical narratives such as Syekh Quro's legacy has potential not because local history is inherently multicultural, but because it can be deliberately interpreted and pedagogically connected to issues of diversity, tolerance, cooperation, and social harmony.

CONCLUSION

This study concludes that the integration of multicultural values based on the historical legacy of Syekh Quro in Social Studies learning at SMAN 1 Lemahabang, Karawang, occurred through three interconnected dimensions: structural, pedagogical, and experiential. Structurally, school support and instructional planning provided a context for incorporating multicultural values into learning. Pedagogically, teachers integrated Syekh Quro's historical narrative through contextual learning, dialogical discussion, collaboration, and reflection. Experientially, students demonstrated understanding of tolerance, respect for differences, cooperation, and openness to different perspectives through classroom participation and reflection. The implementation was supported by institutional commitment, students' interest in local history, and the relevance of the local context, while limited learning resources and differences in teachers' pedagogical readiness remained challenges. These findings indicate that local historical narratives can provide a relevant contextual basis for multicultural Social Studies learning when they are deliberately connected to classroom interaction and students' social experiences.

The findings imply that schools and Social Studies teachers can strengthen multicultural learning by integrating relevant local historical resources into instructional planning and classroom activities. Teachers should develop learning materials that connect local historical narratives with contemporary issues of diversity and social interaction while providing students with opportunities for discussion, collaboration, and reflection. Future research should examine the integration of local history across different schools and educational contexts and may employ longitudinal or mixed-method approaches to investigate changes in students' attitudes and behavior more systematically. Such studies can complement the qualitative findings of the present research and provide broader evidence regarding the contribution of local history to multicultural education.

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