



Innovative Learning Strategies for Enhancing Student Engagement in Multicultural Classrooms

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***Abstract:** This Study For explore implementation of learning strategies innovative in class multiculturalism in Thailand and its impact to involvement student as well as challenges faced in manage diversity culture. Focus main study This is For analyze effectiveness use learning based on project (PBL) and technology in increase understanding students, as well as how teachers manage difference language and values culture in the classroom. Methods research used is approach qualitative with technique observation and interview deep towards teachers and students in several school multicultural in Thailand. Research results show that The implementation of PBL provides chance for student For collaborate in heterogeneous groups, increasing understanding they to different cultures and strengthen skills social them. Use technology learning, such as videos and online discussion platforms, have also been shown to effective in overcome constraint language and improve accessibility material for students. Although Thus, the challenge main issues faced is difference language and values culture that can influence interactions in the classroom. Teachers need to develop skills in adapt method inclusive and sensitive teaching to difference said. Research This recommend the need development teacher skills in management class multicultural For create a mutual atmosphere appreciate. Research more carry on required For explore impact term long from implementation of this strategy in increase quality education in schools multicultural.*

***Keywords :** Learning Strategies, Project Based Learning (PBL), Technology Learning.*

INTRODUCTION

Quality education in the era of globalization demand ability For respond diversity student with inclusive and innovative way. In Thailand, it is known with diversity ethnicity and culture, system education face challenge big in create experience learning that is not only effective, but also reflects diversity said. Diversity this, which includes various group ethnicity such as Thai, Karen, Lao, and many others, requiring educators For adopt approaches teaching that can appreciate and accommodate difference said, at the same time Motivate student from various background behind culture For involved in a way active in the learning process (Kitcha, 2018; Banks, 2015).



Thailand is a country with structure very heterogeneous social, consisting of from various group ethnic group that has different languages, values, and traditions. In some areas, especially outside city big like Bangkok, many schools that have amount student with Language different mothers, such as Karen, Khmer, Lao, or even Language minority others. This is add challenge for teachers to convey material learning with the way that can understood by all student without ignore uniqueness culture they (Kitcha, 2018). Therefore that, system education in Thailand must notice diversity this and create room for all student For feel appreciated and have equal opportunity For developing (Nguyen & Mehta, 2016). Besides that, diversity culture This often has an impact on the way student interact in class, which can influence involvement they in learning(Asri, 2024). Differences language and manner think can create obstacle in communication between teachers and students, as well as between student with student others (Nguyen & Mehta, 2016). Therefore that, the application of innovative learning strategies become very important For bridge differences this and create supportive space for all student For developing (Bhatti, 2020).

Learning strategies innovative is one of the solution For overcome challenges that arise in class multicultural(Sholeh, 2023). One of the the approach that has been proven effective in various countries is learning based on project (project-based learning, PBL). Approach This allow student Work in a group consisting of from various background behind culture For finish challenging and relevant projects. PBL does not only push involvement active students, but also develop skills social and emotional, such as cooperation, communication cross culture, and solving problem, which is very important in context class multiculturalism in Thailand (Johnson et al., 2014; Banks, 2015). Besides that, learning based on technology also has potential big in create experience learn more inclusive and adaptive. With use digital tools such as application learning, e-learning, and multimedia, teachers can provide more material varies, which can help student understand difficult concepts with a better way interesting. Technology can also help overcome challenge language, for example with provide material learning in various Language or using video for to clarify material (Tondeur et al., 2017; Hsieh & Tsai, 2017). Use technology also allows teachers to introduce students in various culture through source global power that can accessed online, so that enrich experience Study they (Jackson, 2019).

Although learning strategies innovative such as PBL and the use of technology own potential big, challenge in its implementation No can ignored. One of them is lack of teacher



training in matter management diverse classes culture and use technology in learning. There are many teachers in Thailand, especially in the regions rural, not yet accept adequate training in manage class multicultural or in use tool technology that can support learning innovative (Kitcha, 2018; Gay, 2018). Therefore that, provision ongoing training for teachers to be very important thing For increase quality classroom teaching multicultural (Ladson-Billings, 1995). Besides that limitations source power also becomes significant obstacles in implementation of learning strategies innovative(Sholeh, 2023). There are many schools in Thailand, especially in the regions isolated, lack of access to adequate technology(Anam, 2024). Limitations device computer, internet that is not stable, and lack of training For use technology become challenge big for teachers to implementing learning strategies based on technology (Bhatti, 2020). This show importance investment in infrastructure education throughout Thailand for ensure that every school own equal access to tool education required.

Implementation of learning strategies innovative in class multicultural can give impact positive to students. In Thai context, strategies such as learning based on projects and uses technology can increase involvement student from various background behind culture. With Work in diverse group of students can Study each other value differences and develop skills important social. This can also strengthen understanding they about other cultures and expand outlook they (Johnson et al., 2014; Zembylas & Iasonos, 2016). More continue, with adopt approach inclusive and community - based learning technology, students can to obtain better understanding deep about the material taught(Sholeh, 2024). Technology allow they For access various source power that is not limited to books text or teaching direct from the teacher, while PBL provides they chance For apply what has been studied in context real relevant with life them (Tondeur et al., 2017; O'Hara & Pritchard, 2018).

Diversity the culture and language that Thai classrooms bring challenge at a time opportunity big for education in this country. Learning strategies innovative like learning based on projects and uses technology can help create experience learn more inclusive and engaging for student from various background behind(Sabarudin, 2024). However, the challenge related teacher training and limitations source Power must addressed so that these strategies can implemented with effective(Romlah, 2024). With Thus, sensitive education to cultural and inclusive will give



benefit not only for students, but also for Thai society in general overall, in creating the next generation tolerant, talented, and ready to face global challenges.

METHOD

Method research used in study This is approach qualitative with design studies case. Approach This chosen Because give chance For analyze in a way deep the phenomenon that occurs in context education multicultural, especially in implementation of learning strategies innovative in schools in Thailand. Research This aiming For evaluate the effectiveness of learning strategies applied by teachers in face diversity culture in the classroom (Creswell, 2014; Stake, 1995).

The research design used is studies case qualitative, which allows researcher For to study implementation of learning strategies innovative in detail in schools that have diversity culture. Research This No only will see teacher experience in manage class multicultural, but also the challenges faced by students and principals. school in face difference existing culture. With focus on urban schools large and area remote, research This aiming For get a comprehensive overview about application of learning strategies in various context (Yin, 2017; Denzin & Lincoln, 2011).

Subject study This involving a number of parties involved direct in the learning process at school multicultural. First, teachers who teach in schools said, both in urban areas or in the area isolated. These teachers expected own different insights and experiences in face diversity culture. Second, students who come from from background behind diverse cultures, including group majority Thai and group ethnicity minority such as Karen, Lao, and Khmer, will give important perspective related classroom learning multicultural. Third, the head school and supervisor education will also become subject study Because they play a role in planning and supervision policy education implemented in schools (Bogdan & Biklen, 2007).

Study This will done in several schools located in Thailand, both in the city big such as Bangkok and in the regions rural areas that have diversity culture. Election location This aiming For see difference in implementation of learning strategies innovative in various environment social and cultural, as well as For explore whether context geographical influence how teachers manage class multicultural (Flick, 2018).

Data collection in study This done with use three technique main : interview in-depth, observation participatory, and documentation. Interviews done with teachers, students, principal



schools, and supervisors education For dig perception they about diversity culture and learning strategies applied. Interview This is semi- structured, allowing researcher For delve deeper relevant topics with sufficient flexibility big in development discussion (Patton, 2002). In addition that, researcher will do observation directly in class For observe implementation of learning strategies based on projects and uses technology in learning. Observation This will evaluate dynamics interaction between students and teachers, as well as interaction between student with background behind different cultures (Miles & Huberman, 1994). Documents related policy education, the curriculum applied, and the materials learning used by the teacher will collected For give description contextual about implementation of learning strategies (Stake, 1995).

Data obtained from interviews, observations, and documentation will analyzed use analysis thematic. Analysis process started with transcription interview For ensure data accuracy, continued with coding For identify themes main related to learning strategies innovative. After that, themes the will grouped For identify relevant patterns, such as challenge in class multicultural, use technology in learning, and the effectiveness of learning strategies based on project. Researcher Then will do data interpretation for answer question study about impact implementation of learning strategies to diversity culture in the classroom (Creswell, 2014).

For ensure data validity, research This will use technique triangulation with combine data from interviews, observations, and documentation. Triangulation This aiming For give a more valid and comprehensive picture about the phenomenon being studied. In addition that, technique inspection member (member checking) will used For verify findings study with send results analysis to participant interview use ensure accuracy interpretation researcher (Flick, 2018).

Study This will follow guidelines ethics applicable research. Before do interview, researcher will request permission written from participants and explain objective as well as benefit research. Personal data participant will guarded its confidentiality, and the results study only will used For objective academic (Denzin & Lincoln, 2011).

RESULTS AND DISCUSSION

Study This aiming For evaluate effectiveness of learning strategies innovative applied in the classroom multiculturalism in Thai schools. Based on results data collection through interviews, observations, and documentation, as well as through analysis thematic, found a number



of findings important related implementation of learning strategies innovative in manage diversity culture in the classroom. Research results This divided in two part main : first, findings that focus on the application of learning strategies innovative, and second, findings related impact diversity culture towards the learning process. Discussion review relatedness between findings the with existing theories as well as experience practical experience experienced by teachers, students and principals school in schools multicultural in Thailand.

Implementation of Learning Strategies Innovative in Class Multicultural

In the classes multicultural, application of learning strategies innovative become very important Because can create supportive environment diversity culture. Based on results observations and interviews conducted in various schools in Thailand, found that some learning strategies innovative implemented by teachers include Learning Based on Project (PBL), use technology in learning, and approaches differentiation. Each of these strategies own significant role in facilitating an inclusive, active and adaptive learning process to diversity in the classroom (Darling-Hammond, 2005). Learning Based on Project (PBL) proven become one of the effective strategies in accommodate diversity culture students. PBL allows student For Work in a heterogeneous group, consisting of from student with background behind different cultures. In this process, students given chance For do task or project together, which is not only develop skills academic they but also skills social. According to one teacher in Bangkok, "PBL allows student from various background behind For collaborate, which helps they understand perspective One each other." This is in line with Stewart's findings (2008), which stated that PBL strengthens skills collaboration and awards to diversity in context learning (Stewart, 2008).

Through PBL, students invited For develop understanding more in about material learning with a better way active and creative. Students expected No only become recipient information, but also participate in planning and implementation project, which requires thinking critical and skills breakdown problem. PBL, in matter this, no only focus on achievement objective academic, but also purposeful For build attitude each other respect and work The same between student with background different backgrounds. Darling-Hammond and Bransford (2005) underline importance experience practical in learning For help student connect theory with real world applications. PBL also provides room for development skills social, such as communication, collaboration, and problem solving conflict, which is much needed in the classroom. multicultural.



Diversity in group project enrich perspective and provide chance for student For Study from experience each culture.

Use technology in learning was also found as a supporting strategy improvement effectiveness teaching, especially in schools that have student with background behind diverse cultures. Technology offer various platforms that can used by teachers and students For increase interaction in the learning process teaching. In some school, teacher reports use **learning videos, applications online learning, and virtual discussion platforms** which allow student For Study with a better way flexible and attractive. In the area rural areas, for example, the head school in one of school stated, " Technology help us overcome constraint limitations source power, allows all student For get the same material. " Use technology give chance for students who have limitations in access teaching materials or support physical at school For still to obtain equivalent information with student others. Besides that, technology also expands room outdoor learning class, allows student For access material learning When anywhere and everywhere. Puentedura (2013) stated that integration technology in learning can increase involvement students and provide opportunity for approach more personal and flexible learning (Puentedura, 2013). Besides that, technology also facilitates integration various style Study students. For example, learning videos or application interactive can support student with need special or students in need explanation more deep with a more visual and practical way. Teachers can use technology For give more material varied, which makes it easier student in understand concepts complicated learning.

Use technology in learning also reduces limitation language and time. In context class multicultural, where language No always Language Mother students, technology allow student For access material in various more formats easy understood, such as text, audio, and visual, which can be reduce gap language and facilitate better understanding Good. Approach differentiation is the teaching strategy applied For fulfil need diverse learning in class multicultural. In class with diversity culture and ability, important for teachers to adapt materials, methods, and evaluation to suit with the needs of each student. Approach This allows teachers to give attention more to students in need help additional and provide challenge more to more students proceed.

A teacher at one of the schools in the area remote explains, " Every student own method learning differently. Therefore That is me try adapt method me, is it That through discussion group or task individual." Approach differentiation This focus on recognition to diversity ability students



and adapt learning to be more in accordance with style learning of each student. In class multicultural, thing This becomes very important, considering existence difference language, culture and background the back that affects method student absorb material. Tomlinson (2001) emphasizes importance adapt Instructions based on difference individual For increase effectiveness diverse classroom learning (Tomlinson, 2001). Through approach differentiation, teachers can adapt teaching materials, giving more Lots time or help to students in need, as well as give challenge more big to students who have more proficient. This also includes use various evaluation formats, such as task oral, project group, or exam written, for accommodate difference in style learning and ability cognitive student.

Approach This allow student from various background behind culture For feel appreciated and given fair chance For develop in accordance with ability them. This also supports achievement inclusion in education, where all student feel accepted and appreciated in the learning process, without look at difference culture they. Although learning strategies innovative such as PBL, technology, and approaches differentiation has proven effective in class multicultural, challenges still there is. One of them is need For train teachers to be able to using this strategy with more good. Teachers who don't trained in use technology or not used to with approach differentiation Possible face difficulty in apply it in a way maximum(Shobirin, 2023). Therefore that, training and mentoring to the teacher must become priority in development of learning strategies innovative This. Besides that, diversity language and culture still become challenge main in class multicultural. Although technology can help overcome obstacle language, differences culture often influence method student interact and understand material(Rohman, 2023). Therefore that, the development of more learning strategies adaptive and sensitive to difference culture need Keep going reinforced so that all student can Study in a way effective in inclusive environment.

Impact Diversity Culture Towards the Learning Process

Diversity culture in the classroom multicultural own significant impact to dynamics learning, especially in a country like Thailand which has various group different ethnicities and cultures(Sholeh, 2024). From the results observation and interview with some teachers, found that diversity This present quite a challenge big, but also offers opportunity For create environment rich and dynamic learning. Some factor affecting dynamics class This covering difference language, values different cultures, as well as difficulty in create atmosphere inclusive class. One



of challenge the biggest in class multicultural is difference Language between students. Most of them students who come from from group ethnicity minority like Karen and Lao, no use Thai language as Language Mother they. As as a result, they often experience difficulty in understand the material taught in Thai language, which is used as Language introduction in schools in Thailand. Although part great teacher trying For use more languages simple and giving explanation additional, obstacles Language still become problem main influencing factors understanding student to material lesson.

A teacher in Bangkok explained, “ Even though we use Thai language as Language introduction, many students who feel difficulty Because Language is not Language Mother they. This is influence understanding they to material lessons.” For overcome problem This, some teachers try use visual aids such as picture or graphics, as well as translate keywords to in Language students. However, the limitations This still become obstacles that need to be overcome searching for solution more Continued. Use technology education that can help transfer material in various formats, such as audio or video, can become solution potential For overcome obstacle this (Cummins, 2000). Besides that, the difference language also influences interaction social between students. Some student from group ethnicity minority feel not enough comfortable For speak or participate in discussion class Because limitations language. This is Can influence trust self they, who in turn impact on motivation they For Study.

Difference mark culture is other challenges that affect dynamics class multicultural. Students from group more culture conservative, such as Karen and Khmer, sometimes feel marginalized or No comfortable with method teaching that is considered too modern or No in accordance with values culture they. As example, some student from group minority more tend maintain values traditional they in matter method dressing, interaction social, or method they express opinions in class. Temporary that, students from group Thai majority are often more open towards new and more ideas flexible in accept change in the learning process. A head schools in the area rural express, " Creating harmony between students who have background behind different cultures of course No easy, but we try For give room for all culture For develop."

Approach teaching that is not consider difference culture This can cause tension in class(Sholeh, 2024). For example, activities that involve expression self or discussion open Possible considered No polite or No in accordance with values culture certain. In context In this



case, teachers need to be very careful in to design activity learning that can accepted by all group existing culture. Teachers must can identify and appreciate difference culture this, at the same time push student For open to culture other. Teaching based on award to diversity culture can create chance for student For each other learn and expand outlook them. Besides that, integrating elements from various culture to in curriculum can help student feel more appreciated and accepted, which in turn can increase motivation they For learning (Banks, 2006).

Although many teachers are trying create friendly and open atmosphere for all students, challenges main in class multicultural is difficulty create a truly wonderful atmosphere inclusive. Students from group ethnicity minority often feel that they No valued or No involved in activity class. One of the teachers in the area rural revealed, " Sometimes, students from group minority feel that voice they No heard or valued in discussion class, and this can influence motivation they For participate." Atmosphere inclusive classes are essential For increase involvement students, especially for students who may feel isolated Because background behind culture they(Munif, 2023). Create an atmosphere in which everyone student feel accepted and appreciated is one of the key main in an effective learning process. One of method For overcome problem This is with ensure that the material taught covers various perspective culture, as well as integrate learning that encourages dialogue between culture.

Besides that, technique encouraging teaching collaboration between student from various background behind culture can help create more atmosphere inclusive(Ibnu, 2023). Use learning based on diverse groups, where students from various culture Work together For finish task or project, can increase understanding between culture and building a sense of mutual respect among students. Research show that Work heterogeneous group can increase skills social and understanding between culture (Slavin, 1995). However, creating inclusive classes also require training for teachers. Teachers need to trained For recognize dynamics culture within class and how method manage diverse classes in a way effective. This is covers understanding about cultural bias, how to effective communication, as well as strategies for Motivate student from various background behind culture to be more active participate.

A number of solutions that can applied For overcome challenge This including use supporting technology learning multilingual, development more curriculum sensitive to difference culture, as well as teacher training for more understand dynamics culture in class. Training



programs that focus on classroom teaching multicultural can help teachers develop required skills For manage diverse classes in a way more effective. Besides that, involves parents and the community in the learning process can enrich experience Study students and create more relationship close between schools and communities. This can also help overcome obstacle possible culture and language faced by students from group minority.

Implementation of Learning Strategies Innovative in Class Multicultural

Implementation of learning strategies innovative, such as Learning Based on Projects (Project-Based Learning/PBL) and their use technology, shows impact positive in increase involvement students and facilitate interaction between student with background behind different cultures. However, even though There is progress in matter engagement and collaboration, challenges main still lies in the management diversity culture in the classroom, especially related with difference language and values culture. Findings This indicates the need a more approach sensitive and adaptive For face challenge the. Learning based on project (PBL) has proven effective in increase involvement students and create atmosphere more class inclusive. PBL allows student For Work in group, working on relevant tasks with the real world, and in a active collaborate For reach objective together. This strategy push student For share knowledge, experience, and perspective they, the important thing in context class diverse multicultural. Research by Thomas (2000) shows that PBL can increase involvement student with connect learning with context real and encouraging student For develop skills social and academic they (Thomas, 2000).

PBL offers chance for student For Study from One each other and each other value background behind culture they. Inside project, students faced with a situation that requires Work The same in overcome problem, which is not only enrich experience learning them, but also strengthen understanding they to diversity. Besides that, approach This give room for student from various background behind culture For participate active, feel appreciated, and shows potential they in more context relevant and contextual (Krajcik & Blumenfeld, 2006). However, for ensure the success of PBL, teachers must capable to design projects that include quite a theme broad and related with life students. In class multicultural, this means choose topics that are not only interesting for student but also reflects diversity experience culture they. As example, related



projects with problem social or global issues can embrace various perspective culture that exists in the classroom.

In addition to PBL, the use of technology in learning has also proven to be very helpful in increase accessibility material for students who face constraint language. Technology learning, such as application translator or digital learning platforms, can help students who do not fluent in Language introduction (e.g., Thai in Thailand) to more easy understand material lessons. With use technology, teachers can give material lesson in various more formats easy accessed by students from various background behind language and culture. One of benefit main use technology is his ability For provide personalized learning. Students who may difficulty with Language or who has background behind different cultures can access material in a way independent and follow lesson in accordance with speed they yourself. This is very important. in context class multicultural, where the needs Study every student can vary greatly. As Clark (2012) points out, technology allow presentation material with a better way flexible and able customized with need individual students, who in turn increase understanding they to material (Clark, 2012). Besides that, technology also allows collaboration between more students wide, no limited to interaction directly in class only(Minarti, 2014). Digital platforms allow student from various background behind culture For Work The same in projects, discussing, and sharing ideas online, which reduces obstacle language and improve involvement they in the learning process (Miller, 2013).

Although PBL and technology can help increase involvement students, challenges big in class multicultural still lies in the management diversity culture. Differences language and values culture between student often creates tension or imbalance in interactions in the classroom(Efendi 2023). Teachers need to own skills For navigate dynamics complex class this and create inclusive environment for all students, without except. As expressed by Patton (2002), an effective strategy in teaching multicultural must be based on deep understanding about background behind students (Patton, 2002). Teachers need to read dynamics class with careful, paying attention difference mark culture, and adapt method teaching used For create a safe and open atmosphere for all students. One of the frequent challenges faced is manage interaction between students who come from from group more culture conservative with more students open to change(Efendi, 2023).

For that teachers need to own sensitive approach to diversity culture, as well as ability For push discussion open about difference the culture that exists within class(Sutrisno, 2024). This is



can help student develop better understanding Good about One each other and create mutual feelings respect. Teaching based on respect to diversity culture can help reduce potential conflict and Besides that, giving room for student from group minority For to voice view them and feel valued in every learning process is very important thing. As explained by Gay (2010), it is important for teachers to create space that allows all student feel appreciated, good in matter presence they and also contribution they to learning. Students who feel that voice they heard and appreciated tend more involved in the learning process, which in turn increase motivation they For participate in a way active (Gay, 2010). With create an inclusive and nurturing space chance for every student For talk and share perspective they, teachers can help build environment more class harmonious and mutual appreciate. This can also enrich the learning process, because student own chance For Study from diverse perspectives and develop better understanding deep about the world around they.

CONCLUSION

Study This show that implementation of learning strategies innovative, such as Learning Based on Project (PBL) and use technology, providing impact positive to involvement and understanding student in class multicultural. Through PBL, students invited For collaborate, share perspective, and work on relevant projects with life real, which allows they For each other learn and appreciate background behind each culture. Besides that, technology learning expand access material and allows students who face constraint Language For access information with more easy, the important thing is in context heterogeneous class in a way culture. However even though these strategies effective in increase involvement students, challenges main still lies in the management diversity culture in the classroom. Diversity culture and language that exist in between student can create obstacle in communication and interaction. Therefore that, teachers in Thailand, like as in multicultural countries others, need develop skills special in manage dynamics diverse classes, so that everyone student feel appreciated and capable participate in a way active in learning.

Teachers must own an inclusive and sensitive approach to difference culture, as well as ability For adapt method teaching with need student from background behind different cultures. Approach This covers giving room for student from group minority For to voice view them and feel valued in every learning process. Skills the will be very important For create environment harmonious and mutually supportive class appreciate. To front important For do study more carry



on For to study impact term long from implementation of learning strategies innovative This in context class multicultural. Research advanced can give outlook more in about successes and challenges faced in implementation of this strategy, as well as identify practice the best that can be applied For increase quality education in schools multicultural. Research kind of this can also enrich understanding We about How utilize more learning strategies flexible and adaptive For fulfil need student from various background behind culture.

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