



Implementation of Service, Appearance, And Achievement Strategies in Increasing the Number of Students in Mardi Wiyata Foundation Schools

Yohanes Laga Payong^{1*}, Achmad Supriyanto², Mustiningsih³, Aljuprianus Susar^{4*}

¹²³⁴ Fakultas Ilmu Pendidikan, Universitas Negeri Malang.

Jl. Semarang No. 5, Kec. Lowokwaru, Kota Malang, Jawa Timur 65145, Indonesia.

* Corresponding Author. Email: fraterpoli1210@gmail.com, yohanes.laga.2301329@students.um.ac.id, fraterpoli@gmail.com

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ABSTRACT

The aim of the research is to examine the implementation of appearance, service and achievement strategies in increasing the number of students. The research uses qualitative methods with a descriptive approach. Research subjects were chosen deliberately because they have a direct role. Data collection uses interview, observation and documentation techniques. The data analysis technique is descriptive-qualitative and then conclusions are drawn. The good, clean, well-maintained appearance of school facilities supports learning, student welfare and a positive image of the school. Apart from that, providing the best educational services for students through learning, creative and innovative school activity programs, and character building as well as serving the needs of every child who needs special attention. Learning achievement is obtained by creating a positive, disciplined learning environment, using technology effectively. The school establishes regular communication with parents, involving them in the learning process. Effective measuring tools for monitoring student performance regularly, such as standardized tests, in-class tests, and formative assessments, and designing adaptive curricula according to students' abilities.



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INTRODUCTION

Education has an important significance in forming individuals who have high qualities in all aspects of life, while comprehensively enriching the development of various personal dimensions. A person's paradigm also develops through the educational process because he views reality from a different perspective. Education is also understood as an effort made by humans to develop their abilities and potential which are innate to individuals from birth, including in physical and spiritual matters. This is carried out by following the principles that apply in society and culture. Education also plays a role in providing support to students to be able to carry out their tasks independently and carry out the responsibilities they carry. As a result, education encompasses all factors that influence an individual's development, transformation, and condition. The aim is to optimize students' potential, including increasing knowledge, skills, and attitudes that have an impact on their lives. (Malik et al., 2021).

The National Education System Law of 2003 defines education as "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills they need, society, nation, and state" (Law Number 20 of 2003). This means that education has a responsibility to shape human civilization for the better through holistic individual strengthening (Isroani & Huda, 2022). Ki Hajar Dewantara in his perspective highlights three main pillars supporting the success of an individual's education, namely family, school, and community (Yanuarti et al., 2020). The topic of this article discusses the role of schools, especially private schools, in the dynamics of education to increase the intelligence of the young generation in this country. The struggle and contribution of private schools as agents of change cannot be doubted. However, in line with the rapid development of the world of education and government policy in the process of accelerating education for all citizens with the establishment of large numbers of state schools in each region, it has had quite an impact on the existence of private schools, as experienced by the Mardi Wiyata Foundation schools.

The Mardi Wiyata Foundation is an educational foundation belonging to the Congregation of the Brothers of Our Lady of the Sacred Heart which handles education in 22 schools in Indonesia spread across several provinces. This foundation's noble mission of educating the nation's children has experienced serious challenges in recent years. This is because the public's interest in sending their children to Mardi Wiyata school has decreased quite significantly. So there needs to be strategic steps from schools to mitigate this condition and make this phenomenon an opportunity to improve themselves. In the book "Strategic Management: Concepts and Experiences" by Leslie W. Rue and Phyllis G. Hollad, strategy is defined as "the way that the organization will pursue its goals, given the threats and opportunities in the environment and the resources and capabilities of the organization" (Holland, 1989). This concept underlines several important elements in strategy, namely: (a) achieving goals where strategy helps individuals or organizations to plan and direct their efforts towards achieving goals. Without strategy, actions tend to be undirected, and goals may be difficult or even unattainable, (b) there are threats and opportunities in an environment where strategy helps in analyzing threats and opportunities that may arise in an organization or institution and, (c) sources the power and capabilities of an organization where strategy helps avoid wasting resources such as time, money and energy. In dealing with problems that occur, the role of the school principal as a leader is also very important to organize human resources with good leadership qualities, including transformational and instructional leadership (Susar et al., 2023). Thus, any strategy taken by an institution or organization is always directed toward achieving its goals.

Brand sharpens understanding about strategy as "a high-level plan to achieve one or more goals under conditions of uncertainty. In the sense of the 'art of the general', which included several subsets of skills including tactics, siegecraft, logistics, etc.," (Brand & Ekkekakis, 2018). According to him, strategy is a high-level plan that details the main steps or approaches that will be taken to achieve one or more specific goals. This is not a detailed plan, but more of a general view of how to achieve those goals. Strategy is used to achieve one or more predetermined goals. These goals can range from business, military, and educational, to personal goals. Strategies are always

designed to overcome uncertainty. Uncertainty can come from various sources, such as market changes, policy changes, or natural factors. The strategy must be flexible and able to adapt to changing conditions. He analogized strategy as "the Art of the General" in a military context as the art of war which includes various skills, including tactics (how to carry out plans), siege science (siege of enemy fortifications), logistics (managing supplies and troop movements), and others. This shows that strategy is not just a plan but also involves careful thinking about how to achieve goals amidst complex challenges. In short, strategy is a high-level plan designed to achieve goals under uncertainty, and it involves comprehensive thinking and understanding of how best to achieve those goals, similar to the approach used by a general in the art of war. From the two thoughts above, Mardi Wiyata Foundation schools need to determine the main steps or priorities to achieve goals that involve comprehensive thinking in their approach to dealing with the decreasing number of students every year. The following is an overview of the number of student admissions in the last two years. This table illustrates that the number of students entering Mardi Wiyata Foundation schools is very far from the determination of the number of students expected by the Foundation. The highest figure was only at SMPK (Catholic Junior High School) Frateran Maumere which reached 350, while other schools experienced very significant declines.

Table 1. Number of Students for the 2022/2023 Academic Year at Mardi Wiyata Foundation Schools

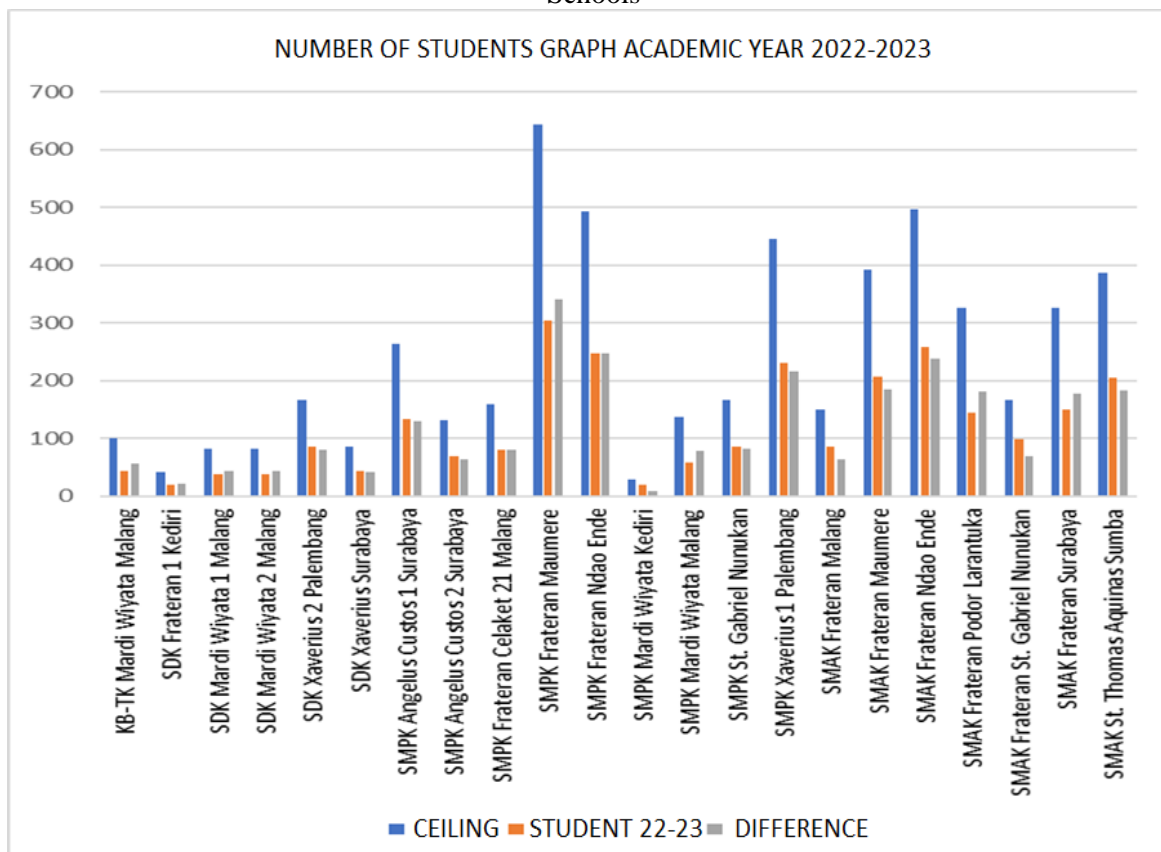


Table 2. Number of Participants for the 2023/2024 Academic Year at Mardi Wiyata Foundation Schools

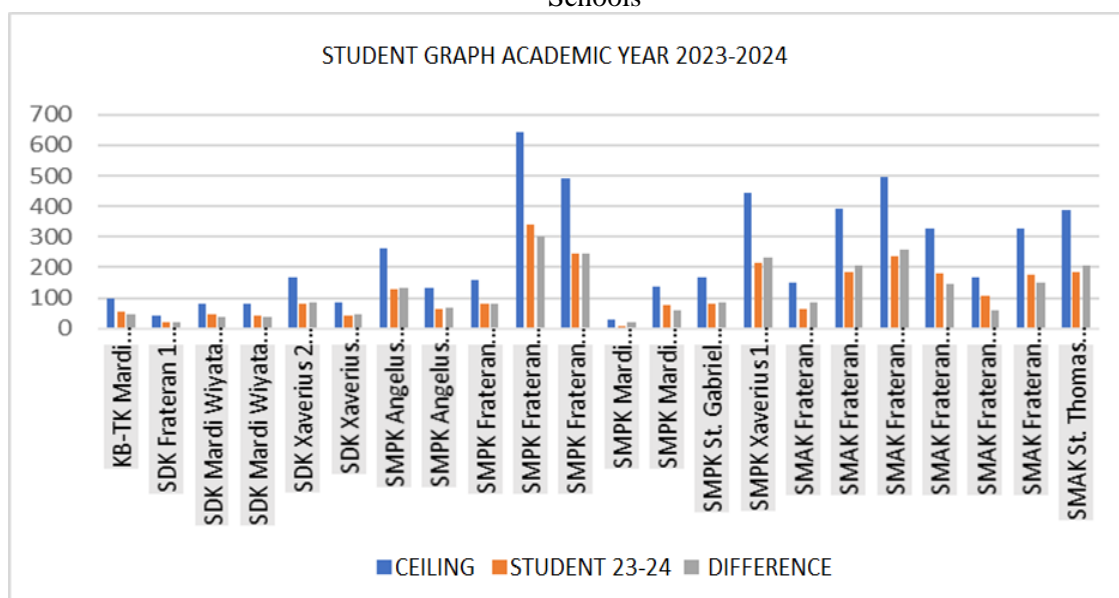


Table 2 above illustrates the decline in students in 11 schools, the increase in the number of students is not too significant in 10 schools and 1 school is constant, meaning the number is the same, there is no increase or decrease in the number of students. So, there needs to be a carefully designed, effective, and sustainable strategy to mitigate the phenomenon of decreasing the number of students in Mardi Wiyata schools. The improvement program has been initiated by the foundation with an internal improvement policy for each school which includes improving the school's appearance, quality services, and outstanding achievements as well as analyzing the strengths and weaknesses of the school's competitiveness (Susar et al., 2022). Therefore, this research focuses on how the Mardi Wiyata Foundation's 3P strategy influences the increase in the number of students in schools. And how do schools conceptualize this 3P strategy in their respective contexts? This will be the focal point of the study.

METHOD

This research will use a qualitative descriptive approach to explore an in-depth understanding of how the 3P strategy (appearance, service, and achievement) mandated by the Mardi Wiyata Foundation with hopes to influence increasing the number of students in schools. The subjects of this research consisted of the Chair of the Foundation, 22 school principals under the auspices of the Mardi Wiyata Foundation, and curriculum affairs teachers. Research subjects were chosen because they have an important role in implementing the 3P strategy that has been issued by the Foundation. Researchers used interview, observation, and documentation study methods to collect data. Data analysis was carried out using a descriptive-qualitative analysis approach based on data obtained in the field. The research process involves several stages, namely data collection, data reduction, data presentation, and conclusion (Sugiyono et al., 2021). The conclusions drawn in this research are based on evidence found during the research process, and conclusions are considered credible if they are supported by valid and consistent evidence.

RESULTS AND DISCUSSION

Implementation of Appearance, Service and Achievement Strategies

Appearance, service, and achievement in educational management are three critical aspects in the educational context, applicable to all levels of education, from primary education to tertiary education. Developing an effective strategy will support the organization and allocation of

resources owned by the institution to create a unique and sustainable identity. Successful strategies are based on evaluating the institution's internal capabilities and weaknesses, as well as considering possible environmental changes that may occur, as well as actions taken by other institutions (Usup et al., 2023).

The research results showed that Mardi Wiyata schools need to implement careful strategies and focus on three main aspects: appearance, service, and achievement. Schools need to improve their appearance which includes adequate facilities, an attractive environment, and have school branding and identity that reflects the school's excellence. Schools need to provide optimal service by building an informative and transparent communication system, friendly educators and education staff, professionals in their scientific fields, and humane relationships. Meanwhile, in the aspect of achievement, the school promotes the success of students in academic and non-academic fields and builds a learning climate that is conducive to the development of thinking skills and the formation of critical attitudes. The discussion regarding strategies to increase the number of new students at Mardi Wiyata schools is described as follows:

School Appearance

Based on the results of interviews with informants, it can be concluded that appearance, service, and achievements have a crucial role for private schools in building an attractive image for people looking for educational services. In terms of appearance, all informants agreed that having adequate facilities that are in line with current educational demands is very important so that schools can compete with other schools. One informant stated, "It is important for schools to have physical facilities that are well maintained, clean, and comfortable, as well as providing complete learning facilities to remain competitive" (I.1, 2023).

These facility improvements aim to create a conducive learning environment and ensure the teaching and learning process runs smoothly. Another informant added, "We repaired classrooms, chairs, tables, and technological infrastructure such as WiFi networks and multimedia rooms. The library was also updated to support learning" (I.2, 2023). Apart from physical improvement, the appearance and attitude of all school members are also very important. They must give the impression of being ready to serve wholeheartedly, including by wearing attractive uniforms. This creates a positive image for users of educational services. Several informants stated, "The appearance of teachers and school staff is very influential. They must be positive examples in society. The first time when parents or the community come to school, we must give the impression that they are well received" (I.3,5, 2023).

The first impression given to parents and prospective students is very important because this can influence their decision to choose a school. Some informants emphasized, "The first impression we create for parents and students when they come to school is very important. If they feel accepted and appreciated, they tend to choose to study at our school" (I.8, 2023). Appearance in education management includes aspects of the physical appearance and physical condition of the school or educational institution. This involves aspects such as cleanliness, aesthetics, physical facilities, and infrastructure. A good appearance can create a pleasant and conducive environment for students and educational staff, as well as influence comfort and motivation in learning and teaching (I.9, 2023).

The appearance quality can be seen from school facilities which have an important role in building the trust of parents, students, and the community in the school. Several steps to improve the quality of appearance in Mardi Wiyata Foundation schools to create an attraction for new participants are taken as follows: (a). Routine care and maintenance by carrying out routine care and maintenance on all physical facilities such as buildings, classrooms, parks, sports fields, and toilets regularly to ensure they are in good and clean condition. (b) Cleanliness is where the school keeps school facilities clean and well-maintained because cleanliness creates a good impression on anyone who visits the school. (c) Aesthetics by paying attention to the interior and exterior design of the school to create an environment that is comfortable, attractive, and supports learning. (d) Security where the school ensures security with an adequate security system, including good

lighting, secure fences, and if necessary, the installation of CCTV cameras. (e) Learning facilities and infrastructure where classrooms are equipped with adequate learning equipment, such as whiteboards, projectors, computers, and stable internet access. (f) Play and sports spaces that are safe, support students' physical development and are well maintained. (g) Community involvement in the maintenance and repair of school facilities can create a greater sense of ownership and support trust. (h) Open communication with parents, students, and the community about efforts made to maintain and improve school facilities, because transparency will build trust. (i) Continuous evaluation and improvement of school facilities, identifying areas that need improvement, and providing improvements based on feedback from facility users. (j) Oriented to the purpose of school facilities which is to support learning, all facilities must meet the learning needs of students and teaching staff (Muhamat, 2023).

School Services

In the service aspect, informants generally explained the driving spirit or spirituality that encourages service in every school, namely spirituality of the heart, meaning that every educator and education staff must serve with the heart. "Schools need to provide excellent service to students, parents, school committees, and the community in general with full attention, creating an atmosphere at school that makes students feel that school is a comfortable and familiar second place for them. Making school a second home for students". (I.10, 2023). This service also includes teachers' attention to school participants, such as providing the best educational services for students through learning, creative and innovative school activity programs, and character building. "Another important thing is building good communication, synergy, and collaboration with parents of students and serving the needs of every child who needs special attention" (I.15, 2023). A school develops if it has characteristics that are not found in other schools, such as strengthening the character of students and developing the spiritual dimension of students. "Schools must be safe and supportive environments for students and staff, ensuring that physical, emotional, and mental safety is prioritized" (I.19, 2023). Services to students can also be provided with personal assistance by guidance and counseling teachers, development of soft skills, and friendly greetings to students. "If we want to shape students then touch their hearts" (I.12, 2023). Schools also strive to provide the best service to parents or guardians of students by building effective communication. Schools encourage parents and guardians to be actively involved in their children's education through open communication, meetings, and collaboration to achieve student success (I.23, 2023).

Education services can function optimally through collaboration that involving all parties. Schools encourage cooperation between staff, teachers, and students, and collaborate with other organizations and institutions to achieve educational goals (I.28, 2023). Current educational developments emphasize the need for schools to be institutions that are open to change, continue to seek innovation in teaching and learning, and adopt relevant technology and methods. For private schools with special characteristics, the spirituality of this institution must be the basis and driving force in service. "Schools need to highlight their special characteristics or uniqueness which spiritually become the basis for service" (I.30, 2023).

Services in education management refer to the way each school or educational institution provides services to students, parents, and staff. This includes several aspects, such as effective communication, student support, guidance and counseling, library facilities, canteens, transportation, and extracurricular programs. Quality services will create an educational environment that is inclusive, and friendly, and supports the holistic development of students. This quality service must be supported by quality educational services which include strategic areas such as learning that prioritizes the needs of students, the use of contextual learning media, and learning that is oriented to the interests of students so that the community using educational services receives quality educational services. Mardi Wiyata schools provide quality educational services based on spirituality which is the driving force in guiding students (I.9, 2023). In the context of public services, the public has the right to receive quality services (Bisri & Asmoro, 2019).

The educational services quality in Mardi Wiyata schools is reflected in the extent to which schools can demonstrate the availability and adequacy of school facilities and infrastructure,

teaching staff, and educational staff. Schools can provide service, certainty, and empathy in educational services to users of educational services. Education services with the new management model still place expectations on student achievement, both in academic and non-academic matters (sports, arts, scouting, religion), as well as academic achievements that can increase parental and community trust in schools (Sari & Prasetya, 2020). This service improvement will help create a better environment and support service user satisfaction so that interest is formed in sending their children to Mardi Wiyata schools.

This research study found several factors that need to be given attention in optimizing services, namely: (a) effective communication aspects where there is good interaction between the school and parents, the school and students, and the school and the community to ensure that there is appropriate information and transparency in school policies and management. (b) academic coaching by providing additional academic support to students who need it to improve achievement. This academic service is provided to students with good abilities but also to students who are weakest academically (I.12, 2023). This is a promotional tool that Mardi Wiyata schools provide balanced attention to all students. (c) partnership services with parents by building synergistic relationships with students' parents through meetings, regular communication, and parental participation in educational decisions. (d) facilities and infrastructure services where schools provide comfortable, clean, and safe facilities for students and service users (I.13, 2023). (d) there is appreciation and recognition for the contributions of students and service users, such as awards for achievements or active participation in school activities. This also concerns the openness of the school to receive feedback from students and parents so that community involvement provides benefits to the school (I.14, 2023).

The most important service is student empowerment where the school opens space for student participation in decision making and developing initiatives that support the school and community. The school engages students and service users in environmental education and sustainable practices. Developing these aspects will help schools improve services to students and service users, create a better environment, and build positive relationships with the surrounding community. Services that are no less important are guidance and counseling services where students are assisted in their personal, academic, and career development (I.15, 2023).

School Achievement

In the achievement aspect, informants generally acknowledged that schools need to pay special attention to the development of student's academic and non-academic abilities. Schools encourage student participation in planning and evaluating learning so that they feel more invested in the learning process. "In the era of emancipated curriculum, it has become imperative that learning is more student-centered, meaning that they learn to explore concepts and apply them in everyday life. So the teacher is only a facilitator" (I.38, 2023). Achievement is not only measured by achieving success in the academic and non-academic fields being contested but also by developing students' potential. For this reason, there needs to be assistance and special coaching for students. "Schools need to provide ample opportunities for students to develop themselves according to their interests and talents." (I.39, 2023). To achieve maximum achievement, what needs to be emphasized is also the competence of the teaching staff who accompany students. "The most important thing is to empower educators' competence because they will be fully involved in classroom learning and assisting students according to their abilities" (I.40, 2023). On average, informants agreed that to achieve achievement, schools need to provide routine and intensive coaching, involve students in various kinds of competitions, and appreciate students who win in competitions, and internal competition activities. The strategy that schools can take is to create a space for healthy competition. "Schools need to provide space for internal competitions where delegates from each class or participants are grouped and compete with each other academically" (I.6, 2023).

In improving learning achievement, some things need to be considered, namely: (a) creating a positive learning environment with strict discipline and high expectations can motivate

students to increase efforts and achieve superior results. (b) using technology effectively. Teaching can help students engage and learn more interactively. This can also help teachers monitor students' progress more effectively, (c) schools must communicate regularly with parents, invite them to school, and involve them in their children's learning process, (d) Schools must use effective measuring tools to monitor student performance regularly, such as standardized tests, in-class tests, and formative assessments. However, the main key is to design an adaptive curriculum according to students' abilities. "Schools need to modify the curriculum so that all students' potential can be explored properly" (I.10, 2023).

Increasing achievement in schools is largely determined by several supporting elements, including (a) A relevant curriculum where the curriculum presented is by current educational needs and standards. (b) Effective learning methods where learning methods are developed that activate students, encourage deep understanding, and meaningful learning, and increase critical skills. (c) Quality of teaching staff where educators continually improve their quality and skills through training and continuous professional development. (d) Continuous monitoring and evaluation where the school has a strong monitoring and evaluation system to periodically measure student progress and identify areas that need improvement. (e) Support for students by providing additional support for students who need it, including academic guidance programs and counseling support. (f) Use of educational technology that integrates technology in the learning process to increase access to educational resources and facilitate more interactive learning. Effective learning is also supported by a comfortable and motivating learning environment, including good facilities and adequate learning resources. (g) Increasing school leadership by increasing the leadership of school principals and school management staff to direct the educational vision and mission. The leadership of a visionary principal who has a clear vision of educational goals and can inspire staff, students, and the school community in the school environment. Developing these aspects will help schools improve student achievement and create a learning environment that supports higher academic achievement. (h) Partnership with parents by building strong relationships with students' parents to support and involve them in their children's education (Sari & Prasetya, 2020).

By taking the steps above, schools can improve the quality of achievement which is ultimately able to build strong trust from all stakeholders, which in turn contributes positively to student achievement and the overall image of the school. So, the school principal needs to be active in carrying out supervision, supervision, and monitoring of all activities that take place at the school. In addition, his role also includes creating special programs for students and evaluating staff performance. Setting eight standards according to school needs is an important aspect of school leadership. Apart from focusing on educational aspects, school principals are also expected to improve religious culture in all school activities. Adding extracurricular activities according to student's interests and talents is an integral part of the principal's role in creating a diverse educational environment. More than that, cultivating discipline and local wisdom is also his responsibility. Apart from these tasks, effective collaboration with students' parents is a key factor in achieving holistic educational goals (Aprilianto et al., 2022).

CONCLUSIONS

Educational institutions as providers of quality public services are always improving and improving their quality, both in service, appearance, and achievements. One of the dominant characteristics of schools under the auspices of the Mardi Wiyata Foundation is the emphasis on disciplinary values and character building of students. This institution consistently upholds the vision and mission of the school which is the foundation for school principals, teaching staff, education, and school communities in all schools within the scope of the Mardi Wiyata Foundation. This vision and mission are carried out systematically through national working meetings every year and are continuously evaluated.

Schools under the auspices of the Mardi Wiyata Foundation are generally equipped with adequate facilities and infrastructure to support the implementation of effective learning. The quality of learning in all schools is very dependent on the quality of the teaching staff. Many schools also have Transformational Teachers and Transformational Principals, who play an important role in convincing stakeholders that they are providing quality and quality education. The

existence of driving teachers and driving school principals not only creates an optimal learning environment but also has a positive impact on the growth of the number of students each academic year. Students who achieve achievements, both in academic and non-academic fields, receive recognition and appreciation from the school community. This appreciation can take the form of educational financial assistance as a form of appreciation for their achievements. By providing recognition like this, schools not only provide motivational encouragement to outstanding students but also create a positive and motivating educational environment to achieve more achievements in the future. The Mardi Wiyata Foundation School is improving itself in aspects of appearance, service, and achievement which play an important role in attracting and retaining the number of students. With good leadership, proven through the appearance and services provided, this school has succeeded in giving a positive impression to its community. Apart from that, students' achievements in various fields are also the main attraction, strengthening the school's image as a quality educational institution.

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