



## Cultivation of Tolerance Values Through Multicultural Education to Build National Character

Daffa Fakhri Maulana<sup>1</sup>; Ria Putri Palupijati<sup>2</sup>; Suharno<sup>1</sup>

<sup>1</sup> Pancasila and Civic Education Study Program, Yogyakarta State University, Indonesia

<sup>2</sup> Centre for Studies on Inclusive Education Sekolah Tumbuh, Yogyakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v11i5.5721>

---

### **Abstract**

This study aims to analyze the urgency, implementation and obstacles to multicultural education as an effort to instill the value of tolerance to build national character. This study uses a qualitative approach with a literature study method. The data sources used are primary data from books, scientific journals and other literature sources related to tolerance, multicultural education and character. The results of the study show that multicultural education has great urgency in building the character of the Indonesian nation. Instilling the value of tolerance through multicultural education to build the character of the Indonesian nation can be done through several methods including integrating multicultural education in every subject, instilling values through role models, experience-based learning, using multicultural learning resources, and intercultural collaborative projects. However, in order to do this, we often face a number of obstacles that can hinder efforts to achieve these goals. These obstacles include limited integration of multicultural education in each subject and curriculum, lack of adequate training, lack of supportive learning resources, and lack of community involvement.

**Keywords:** *Tolerance; Multicultural Education; Character*

### **Introduction**

Indonesia is a multicultural (plural) country in its development, building human resources and organizing national life, always prioritizing unity and integrity in one forum, namely the Negara Kesatuan Republik Indonesia (NKRI) (Santoso et al, 2023). The Indonesian nation is characterized as a multicultural society because it has ethnic, racial, religious and cultural diversity that is widespread from Sabang to Merauke. The principle of multiculturalism reflected in the concept of *Bhinneka Tunggal Ika* - different but still one - underlies the structure of Indonesian society both nationally and in local and regional contexts (Hermawan et al, 2020).

Plurality in Indonesia is something that cannot be avoided. Arifudin (2022) states that acceptance of diversity and differences requires an open attitude. The importance of a multicultural attitude lies in the ability to accept every difference with openness. Every individual is expected to develop a multicultural

attitude with the belief that differences that are not managed well can lead to conflict, but if managed well, differences can be a source of diversity and productivity. The multicultural condition of the Indonesian nation can cause potential conflict if it is not balanced with mutual respect, good communication, tolerance, harmonization and mutual respect for each other.

Socio-cultural crises often arise along with the progress of the times which are influenced by the phenomenon of globalization. This is reflected in a loss of appreciation and obedience to legal values, ethics, morals and social norms, as well as a lack of tolerance or mutual understanding. In the current era of globalization, many things are changing, including attitudes, thought patterns, behavior, social, cultural, political aspects and all aspects of modern life. This is proven by a study by Wales (2022) which found that the problem of multiculturalism in Indonesia still frequently occurs in several areas such as the Sampit tragedy in 2001, inter-religious conflict in Ambon in 1999, inter-ethnic conflict in 1998, conflict between groups and the government (GAM, RMS and OPM).

Conflicts that occur in society can continue if understanding of multiculturalism in society is not improved. The importance of understanding the behavior of mutual respect, respect and understanding cultural differences is to instill these values from an early age, so that they can become an integral part of a person's character without realizing it (Varelaswi, 2023). Complex problems like those mentioned above require concrete solutions and real action. The importance of developing good character for the nation, increasing the intelligence of citizens, strengthening Indonesian nationalism, and the ability to adapt in multicultural society and culture must be the focus of the personal development of every citizen (Sanur & Dermawan, 2023).

To deal with this problem, special strategies are needed in various fields, especially in the field of education. Education has a very important role in overcoming the problem of multicultural conflict. With the right education taught from an early age, individuals can learn the importance of mutual respect, understanding, and appreciation of cultural differences. This helps create an environment where conflict can be resolved through dialogue, tolerance, and cooperation. Thus, investing in multicultural education not only helps reduce conflict, but also strengthens peace and harmony in diverse societies.

This is supported by Irwansyah's (2021) study which states that education is a very effective tool in forming multicultural awareness, because through education, we can form a strong foundation for multicultural life. Education has an important role as a "messenger" to form a solid foundation in cultural diversity. Suharno (2016) emphasized the importance of understanding multiculturalism as the key to fostering mutual respect and appreciation. Multiculturalism is closely related to nationalism because it supports the idea of nationalism.

One strategic way to produce a generation that has cultural awareness, according to Palipung (2016), is to incorporate diversity values into the multicultural curriculum in schools. It must be remembered that education is a process of cultural formation, and the spirit of national unity is part of the national culture itself. Based on this, Sipuan et al (2022) stated that multicultural education presents options by implementing educational strategies and principles that take into account the various characteristics possessed by members of society, especially students, such as various ethnicities, cultures, languages, religions, social status, gender, ability, and age.

Multicultural education is a concept, idea, or philosophy consisting of a set of beliefs and interpretations that recognize and appreciate the value of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities for individuals, groups, and nations (Banks & Banks, 2019). The aim of multicultural education is to provide rational understanding in accepting social differences, especially in the context of religion, race, culture and gender, with the aim of creating peace, justice, and preventing discrimination, stigmatization of the majority and minorities, and horizontal conflict (Nanggala, 2020). More than that, Nurhidayah et al

(2022) stated that multicultural education does not only aim to introduce diversity, but is also an effort to instill character values in each student. Thus, multicultural education can develop an attitude of tolerance.

However, according to Suprayitno & Wahyudi's (2020) study, Indonesia has failed to implement multicultural education. This failure can be seen in the existence of multicultural conflicts that are still occurring. So that the implementation of multicultural education as a whole can be a solution to conflict and disharmony in society, especially in Indonesia in its pluralistic reality.

Multicultural education can be an alternative way to resolve socio-cultural conflicts through instilling the values of tolerance. Through multicultural education, students from various backgrounds have the opportunity to get to know each other's culture, ethnicity, religion, way of life and customs of an area. In this context, students are also given an in-depth understanding of the meaning of *Bhinneka Tunggal Ika* and how to apply it in their social interactions, both in the school environment and outside of school.

### ***Research Methods***

This research uses a qualitative approach. The author collected data from literature studies. Literature related to tolerance, multicultural education and character was collected. The stages carried out by the author are finding the problematization of the problem, creating questions from the study, reading from related literature that has been collected, using related literature to form a thinking concept prepared by the author, compiling a discussion, and making conclusions which are answers to the questions asked at the beginning of the article.

The problematization of the problem is found from the reality that occurs and the targets to be achieved from multicultural education are still far from what was expected. Then this article questions three things, namely; (1) What is the urgency of instilling the value of tolerance through multicultural education in order to build the character of the Indonesian nation? (2) How to instill the value of tolerance through multicultural education to build the character of the Indonesian nation? (3) What are the obstacles to instilling the value of tolerance through multicultural education to build the character of the Indonesian nation? Various studies that were assumed to help answer these questions were collected.

The author begins to develop a discussion to answer the research questions with reinforcement from the related literature that has been collected. This discussion is the result of a dialogue between the author and related literature which is compiled in a descriptive analysis. Next, the author makes conclusions from what has been explained.

### ***Discussion***

#### **The Urgency of Cultivation the Value of Tolerance Through Multicultural Education to Build the Character of the Indonesian**

Multicultural education is an integral part of the education system which seeks to provide processes and strategies for forming students' attitudes that can recognize and adapt to various kinds of diversity and social transformations that occur in society (Atmaja, 2020). cultivating the value of tolerance through multicultural education has great urgency in building the character of the Indonesian nation because this is an important key to strengthening social diversity and maintaining unity in society. This is caused by several interrelated reasons and has a broad impact on the development of Indonesian society.

Indonesia, as a large and multicultural country, has a variety of tribes, religions, ethnicities, cultures and other elements. Consisting of around 13,000 islands, both large and small, Indonesia has a population of around 250 million people, with a diversity that includes more than 300 tribes, 200 languages and six religions officially recognized by the state. The recognized religions in Indonesia are Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism (Nurcahyono, 2018). So the value of tolerance is an important key in maintaining national harmony and unity amidst this diversity. Through multicultural education, the values of tolerance can be instilled from an early age in the younger generation as a strong foundation in building harmonious relationships between individuals and diverse social groups.

Second, in the context of Indonesian history, the value of tolerance has become an integral part of national identity. Since the past, Indonesia has been known as a place where diversity can coexist peacefully. Sopiansyah & Eriherdiana (2021) stated that strengthening national identity through multicultural education can create a young generation who has an awareness of diverse citizenship, understands the importance of national identity, equal rights and human dignity, and respects diversity and variety while still paying attention to and caring for local values. In living together in society, nation and state, especially in the era of scientific and technological progress.

Third, in the current era of globalization and modernization, the value of tolerance is becoming increasingly important in facing new challenges that arise. The importance of multicultural education is increasing in the current era of globalization. Technological advances, population movements, and intercultural interactions have created a society that is increasingly diverse in terms of ethnicity, religion, and culture (Yusuf, 2023). Multicultural education is an effective tool for teaching how to interact and communicate positively with people who have different backgrounds and beliefs.

Fourth, the value of tolerance also has a crucial role in preventing social conflict and promoting peace. As explained by Istianingrum & Hidayat (2023), multicultural education has a significant role in handling and resolving conflict, by helping students develop the ability to appreciate and understand the impact of cultural diversity. Therefore, individuals tend to be better able to resolve conflicts peacefully, build harmonious relationships, and create a safe and prosperous environment for everyone.

Thus, multicultural education is very important in building the character of the Indonesian nation. Through multicultural education, Indonesia's young generation can be equipped with knowledge, attitudes and skills based on multicultural values that are needed in social life to become agents of positive change in building a society with character.

### **Cultivating the Value of Tolerance Through Multicultural Education to Build the Character of the Indonesian**

Cultivating the value of tolerance through multicultural education has a very important role in building the character of the Indonesian. This is because multicultural education not only introduces the concept of diversity, but also teaches how to appreciate, respect and understand the differences between individuals and groups in society.

The concept of multiculturalism emphasizes the importance of seeing the world from diverse cultural perspectives, and recognizing and appreciating the richness of cultural diversity both within the country and in the global community. Multiculturalism emphasizes the need to create an educational environment where all differences related to race, ethnicity, gender, religion and social status are recognized, and every student is considered a valuable asset to enrich the learning process (Furqon, 2020).

Therefore, it is considered very important to integrate multicultural education as a new part of the education system in Indonesia. This is done primarily to increase students' sensitivity in dealing with

social phenomena and problems rooted in differences in race, ethnicity, gender, religion and social status that occur in their community environment, with the aim of cultivating the values of tolerance.

Basically, according to Irawati & Winario (2020), multiculturalism consists of three elements, namely (1) the ability to act, which includes knowledge, attitudes and behavior; (2) the basis for action is the "will" or "awareness" to accept differences, have an open mind, and an anti-discrimination attitude; and (3) the ability to recognize oneself, which means that each individual must have identity or moral integrity in interactions with other people who are different. Based on this, it can be concluded that multicultural education can be implemented to strengthen the dimensions needed by students in instilling the principles of acceptance of diversity, especially building the character of tolerance.

Globally, there are five dimensions of multicultural education which are thought to be able to help in implementing several programs that are able to increase the character of tolerance, namely (1) the content/material integration dimension, (2) the knowledge construction dimension, (3) the prejudice reduction dimension, (4) the equal/fair education, (5) empowerment dimensions of school culture and social structure (Ansari, 2019). Departing from this theory, there are several methods that can be used to instill the value of tolerance through multicultural education, including:

#### 1) Integrating Multicultural Education in Every Subject

Basically, multicultural education does not have to be separated into certain subjects. Educators can implement multicultural education by integrating these elements into lesson material and paying attention to the structure and content of the curriculum used in the learning process at school (Mahmudah & Fuad, 2022). Multicultural education can be applied comprehensively across all subjects, not just limited to one subject. A multicultural-based education curriculum also needs to be developed so that it can include material about cultural diversity, the values of tolerance, respect for differences, and an understanding of human rights. This curriculum needs to be designed to introduce students to various cultures, religions, races, ethnicities and social backgrounds, as well as encourage mutual respect and tolerance.

#### 2) Cultivating Values Through Role Models

Providing a positive example for students through behavior and attitudes that show tolerance, respect for differences, and concern for diversity. Teachers and school staff have an important role in Cultivating these values through their daily attitudes and actions. Because basically, according to Irawan, Desiana, and Putri (2023) being a role model who is able to accept differences with an attitude of tolerance is the teacher's responsibility as an educator.

#### 3) Experience Based Learning

Using a learning approach that emphasizes direct experience and interaction between students from various cultures, religions, races, ethnicities and social backgrounds. Through activities such as visits to places of worship, traditional houses, meetings with various ethnic groups, students can develop a deeper understanding of diversity and the values of tolerance.

#### 4) Use of Multicultural Learning Resources

Utilize various types of learning resources, such as textbooks, and other media that reflect cultural diversity and different world perspectives. By exposing students to a variety of views and life experiences, they can develop empathy and a better understanding of others.

#### 5) Intercultural Collaborative Project

Organize intercultural collaborative projects among learners from different backgrounds. These projects can involve students in activities such as discussions, research, creating works of art, or problem solving that require cross-cultural collaboration. Through this collaboration, students can learn to work together with people who have different backgrounds and perspectives.

### **Obstacles to Cultivating the Value of Tolerance Through Multicultural Education to Build the Character of the Indonesian**

Cultivating the value of tolerance through multicultural education is an important step in building an Indonesian national character that is inclusive and respects diversity. However, this process is often faced with a number of obstacles that can hinder efforts to achieve this goal. In the midst of the spirit of educational reform, the independent curriculum is designed to introduce a new approach that is more dynamic and inclusive. However, in embedding multicultural education in it, a number of challenging problems arise.

One of the main challenges is the limited integration of multicultural values in the curriculum. Although cultural diversity is recognized as an important part of national identity, it is unclear to what extent multicultural education is integrated into curriculum structure and content. Apart from that, based on a study by Latifah, Marini, & Maksum (2021) they also stated that there is still a lack of integration of multicultural education in all subjects.

Teachers also lack adequate training. In implementing multicultural education, a strong understanding of multicultural values and how to integrate them in learning is needed. However, a lack of appropriate training may mean some teachers are unprepared or lack confidence in implementing this approach. This is reinforced by the results of Putri's (2023) study which revealed that a lack of adequate training for teachers in integrating multicultural values often occurs. Many teachers lack adequate training or understanding on how to integrate the values of tolerance and multiculturalism in their teaching processes.

Apart from that, learning resources that support multicultural education are also inadequate. Fitri and Wahyuningsih (2023) in their study stated that learning resources that support multicultural education are still limited in many schools. Resources that cover various aspects of Indonesian life and culture are needed to enrich students' learning experiences. However, the availability of reading materials, teaching materials and other relevant resources regarding multicultural education is still lacking in every subject.

In implementing multicultural education, schools cannot run alone, the support of parents, families and communities is very important in supporting multicultural education outside the school environment. Finally, the government's commitment to supporting the implementation of multicultural education in the independent curriculum is key. Strong support and clear direction from the government is needed to ensure that this approach is implemented effectively at all levels of education. Without strong support, efforts to implement the value of tolerance through multicultural education to build national character will be hampered.

### ***Closing***

### **Conclusion**

Based on the description previously explained, it can be concluded that:

- 1) Multicultural education has great urgency in building the character of the Indonesian because this is an important key to strengthening social diversity and maintaining unity in society, because

through this education, the younger generation can be equipped with the knowledge, attitudes and skills needed to become effective agents of change. positive in building a society with character.

- 2) Cultivating the value of tolerance through multicultural education to build the character of the Indonesian can be done through several methods including integrating multicultural education in every subject, cultivating values through role models, experience-based learning, using multicultural learning resources, and intercultural collaborative projects.
- 3) Cultivating the value of tolerance through multicultural education is an important step in building an Indonesian national character that is inclusive and respects diversity. However, this process is often faced with a number of obstacles that can hinder efforts to achieve this goal. These obstacles include limited integration of multicultural education in each subject and curriculum, lack of adequate training, lack of supportive learning resources, and lack of community involvement.

### **Suggestion**

In order to increase the cultivation of tolerance values through multicultural education to build the character of the Indonesian nation, several suggestions can be proposed, including:

#### 1) The Government

The government should integrate multicultural education in the structure and content of the curriculum, facilitate adequate training, provide supportive learning resources, involve the community, and affirm commitment to implementing multicultural education.

#### 2) Schools

Schools should create programs that support multicultural education and encourage teachers to implement multicultural education in every subject.

#### 3) Teachers

Teachers should be proactive in exploring information about the implementation of multicultural education and creating learning resources independently.

#### 4) Society

The community should be actively and openly involved in providing multicultural education in their environment.

### **References**

- Ansari, A. (2019). Implementasi Budaya Toleransi Beragama melalui Pembelajaran Pendidikan Agama Islam berwawasan Multikultural. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 15(1), 01–15. <https://doi.org/10.54069/attaqwa.v15i1.6>.
- Arifudin, O. (2022). Optimalisasi Kegiatan Ekstrakurikuler dalam Membina Karakter Peserta Didik. *JIIP- Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 829–837. <https://doi.org/10.54371/jiip.v5i3.492>.
- Atmaja, I.M.D. (2020). Membangun Toleransi Melalui Pendidikan Multikultural. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 8(1), 113-121.
- Banks, J.A., & Banks, C.A.M. (2019). *Multicultural Education: Issues and Perspectives*. Wiley.

- Fitri, F., & Wahyuningsih, R. (2023). Pendidikan Multikultural Dalam Mengantisipasi Problematika Sosial di Era Digital. *AT-THARIQ: Jurnal Studi Islam dan Budaya*, 3(2), 34-45. <https://doi.org/10.57210/trq.v3i02.257>.
- Furqon, M. (2020). Pendidikan Multikultural dalam Dunia Pendidikan di Indonesia. *Jurnal Pendidikan Nusantara*, 1(1), 1-12. <https://doi.org/10.52796/jpnu.v1i1.6>.
- Hermawan, I., Ruswandi, U., & Erihadiana, M. (2020). The Concept of Management of Learning Mkwu Pai Based on Multicultural Components. *Ta'dib: Jurnal Pendidikan Islam*, 9(1), 63–76. <https://doi.org/10.29313/tjpi.v9i1.6233>.
- Irawan, E.P, Desiana, R, & Putri, L.D. (2023). Penanaman Pendidikan Multikultural dalam Mencegah Diskriminasi Pada Siswa Sekolah Dasar. *SNHRP*, 5, 1053–1059. Retrieved from <https://snhrp.unipasby.ac.id/prosiding/index.php/snhrp/article/view/658>.
- Irawati, I., & Winario, M. (2020). Urgensi Pendidikan Multikultural, Pendidikan Segregasi dan Pendidikan Inklusi di Indonesia. *Instructional Development Journal*, 3(3). <https://doi.org/10.24014/idj.v3i3.11776>.
- Irwansyah, R. (2021). *Perkembangan Peserta Didik*. Bandung: Widina Bhakti Persada.
- Istianingrum, R., & Hidayat, M.T. (2023). Wajah Pendidikan Multikultural Sekolah Dasar Indonesia: Sebuah Tinjauan Literatur Sistematis. *Jurnal Tarbiyah*, 30(1), 53-63. <http://dx.doi.org/10.30829/tar.v30i1.2424>.
- Latifah, N., Marini, A., & Maksum, A. (2021). Pendidikan Multikultural di Sekolah Dasar (Sebuah Studi Pustaka). *Jurnal Pendidikan Dasar Nusantara*, 6(2), 42–51. <https://doi.org/10.29407/jpnd.v6i2.15051>.
- Mahmudah, A.B.R., & Fuad, A.J. (2022). Pendidikan Multikultural di Sekolah. *Indonesian Proceedings and Annual Conference of Islamic Education (IPACIE)*, 1, 253–262. Retrieved from <https://prosiding.uit-lirboyo.ac.id/index.php/psnp/article/view/71>.
- Nanggala, A. (2020). Pendidikan Kewarganegaraan Sebagai Pendidikan Multikultural. *Jurnal Soshum Insentif*, 3(2), 197-210. <https://doi.org/10.36787/jsi.v3i2.354>.
- Nurchayono, O.H. (2018). Pendidikan Multikultural di Indonesia: Analisis Sinkronisasi Dan Diakronis. Habitus. *Jurnal Pendidikan Dan Antropologi*, 2(1), 106–112. <https://doi.org/10.20961/habitus.v2i1.20404>.
- Nurhidayah, S., Rahmawati, A., & Saputra, D.S. (2022). Pendidikan Multikultural Berbasis Kearifan Lokal. *Journal of Innovation in Primary Education*, 1(1), 33–39. Retrieved from <https://ejournal.unma.ac.id/index.php/jipe/article/view/2788>.
- Palipung, N. (2016). Implementasi Pendidikan Multikultural di Sekolah Inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta. *Jurnal Kebijakan Pendidikan*. 5 (5). 558-566. <https://doi.org/10.21831/sakp.v5i5.5320>.
- Putri, S. (2023). *Tantangan dan Strategi Kebijakan Pendidikan dalam Mengatasi Toleransi: Tiga Dosa Besar Pendidikan dalam Konteks Pendidikan Multikultural*. Prosiding Seminar Pembinaan Mental Kebangsaan Departemen Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang Tahun 2023 “Hidup Berbangsa Dengan Kesadaran Multikultural: Praktik Baik Keseharian”. 1-3. <https://doi.org/10.17977/um083.8173>.



- Santoso, G., Karim, A. A., Maftuh, B., Sapriya, & Murod, M. (2023). Kajian Ketahanan Nasional melalui Geopolitik dan Geostrategi Indonesia Abad 21. *Jurnal Pendidikan Transformatif*, 2(1), 184–196. <https://doi.org/10.9000/jupetra.v2i1.145>.
- Sanur, I.S., & Dermawan, W. (2023). Pendidikan Multikultural untuk Membentuk Karakter Bangsa. *Pendekar: Jurnal Pendidikan Berkarakter*. 6(1), 1-6. <https://doi.org/10.31764/pendekar.v6i1.8868>.
- Sipuan, S., Warsah, I., Amin, A., Adisel, A. (2022). Pendekatan Pendidikan Multikultural. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 815-830. <http://dx.doi.org/10.37905/aksara.8.2.815-830.2022>.
- Sopiansyah, D., & Erihardiana, M. (2021). Model Pembelajaran dan Implementasi Pendidikan Multikultural Dalam Pendidikan Islam dan Nasional. *Mimbar Kampus: Jurnal Pendidikan Dan Agama Islam*, 20(2), 88-98. <https://doi.org/10.47467/mk.v20i2.467>.
- Suharno, S. (2016). *Membangun Kebangsaan Multikultural: Teoritis, Praktis, dan Konteks Pengembangannya*. Yogyakarta: Diandra Pustaka Indonesia.
- Suprayitno, A., & Wahyudi, W. (2020). Pendidikan Karakter di Era Milenial. Deepublish.
- Varelaswi, R.S. (2023). *Implementasi Pendidikan Multikultural dalam Memperkuat Identitas Nasional Melalui P5 di Era Globalisasi*. Prosiding Seminar Nasional “Peran Manajemen Pendidikan Untuk Menyiapkan Sekolah Unggul Era Learning Society 5.0” Departemen Administrasi Pendidikan Fakultas Ilmu Pendidikan. 290-298. <https://doi.org/10.17977/um083.7896>.
- Wales, R. (2022). Pendidikan Multikultural di Indonesia. *Nusantara: Jurnal Pendidikan, Seni, Sains dan Sosial Humaniora*, 1(1), 1-25. Retrieved from <https://journal.forikami.com/index.php/nusantara/article/view/62>.
- Yusuf, M. (2023). Pendidikan Multikultural dalam Membentuk Karakter Santri di Pondok Pesantren Buntet. *Tsaqafatuna: Jurnal Ilmu Pendidikan Islam*, 5(2), 134-141. <https://doi.org/10.54213/jieco.v3i1.247>.

## Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).