



## The Influence of Multicultural Education on the Tolerance Attitudes of Eighth-Grade Junior High School Students

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan multikultural terhadap sikap toleransi siswa kelas VIII di UPTD SMP Negeri 16 Kota Kupang Tahun Pelajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan metode regresi linier sederhana. Populasi adalah siswa kelas VIII sebanyak 163 orang, dan sampel penelitian sebanyak 42 orang dengan menggunakan proportionate stratified random sampling. Instrumen penelitian berupa angket pendidikan multikultural dan angket sikap toleransi siswa yang keduanya telah diuji validitas dan reliabilitasnya. Analisis data dilakukan dengan menggunakan program SPSS versi 27. Hasil penelitian menunjukkan adanya pengaruh positif pendidikan multikultural terhadap sikap toleransi siswa dengan nilai signifikansi  $0,020 < 0,05$ . Nilai koefisien determinasi (R Square) sebesar 0,128 yang berarti bahwa pendidikan multikultural memberikan kontribusi sebesar 12,8% terhadap sikap toleransi siswa, sedangkan sisanya 87,2% dipengaruhi oleh faktor lain di luar penelitian ini. Kesimpulan dari penelitian ini adalah bahwa pendidikan multikultural berdampak pada peningkatan toleransi siswa di SMP Negeri 16, Kota Kupang. Oleh karena itu, pihak sekolah, guru mata pelajaran, dan guru bimbingan dan konseling diharapkan mampu mengintegrasikan nilai-nilai multikultural ke dalam proses pembelajaran dan layanan konseling, sehingga tercipta lingkungan belajar yang inklusif, harmonis, dan menghargai perbedaan.

**Kata Kunci:** pendidikan multikultural, sikap toleransi, siswa

### Abstract

This study aims to determine the effect of multicultural education on the tolerance attitudes of class VIII students at the UPTD of SMP Negeri 16 Kupang City in the 2024/2025 Academic Year. The research used a quantitative approach with a simple linear regression method. The population was 163 eighth-grade students, and the sample size was 42 students using proportionate stratified random sampling. The research instruments were a multicultural education questionnaire and a student tolerance attitude questionnaire, both of which were tested for validity and reliability. Data analysis was performed using SPSS version 27. The results of the study indicate a positive influence of multicultural education on students' tolerance attitudes with a significance value of  $0.020 < 0.05$ . The coefficient of determination (R Square) value is 0.128, which means that multicultural education contributes 12.8% to students' tolerance attitudes, while 87.2% is influenced by other factors outside this study. The conclusion of this study is that multicultural education has an impact on increasing students' tolerance at SMP Negeri 16, Kupang City. Therefore, the school, subject teachers, and guidance and counseling teachers are expected to integrate multicultural values into the learning process and counseling services, thereby creating an inclusive, harmonious, and respectful learning environment for differences.

**Keywords:** multicultural education, tolerance attitude, students

## **Latar Belakang Penelitian**

Tolerance is essentially diversity related to religion, culture, and tradition. The greater the diversity of a nation, the greater its tolerance (Jumiatmoko, 2018). In education, students from various ethnicities and religions interact with one another. If there is no tolerance among students, it can lead to various problems. Therefore, teachers need to instill a tolerant attitude in students.

Tolerance is an attitude of mutual respect, appreciation, and acceptance of differences in social life, such as religious, ethnic, and cultural differences. This attitude is the foundation for building a harmonious and peaceful life amidst the plurality of Indonesian society (Syahputra, 2022). Tolerance is crucial to instill in students from an early age. Instilling tolerance from an early age makes it easier for students to socialize, communicate, and collaborate with people from diverse backgrounds, thus better preparing them for life in a pluralistic society.

However, in reality, tolerance has not been practiced properly and appropriately, creating a serious problem in education. Intolerance is not only demonstrated by students but also by teachers, manifesting in increasingly widespread forms of discrimination and bullying, creating an environment that is not conducive to student development (Fikri, 2022).

Forms of intolerance that occur in schools can take the form of direct or indirect discrimination against certain groups. For example, discrimination based on religion or belief can lead to marginalization or bullying of students with differing beliefs (Manullang et al., 2021).

Data from the results of a preliminary study with the Guidance and Counseling Teacher showed that tolerance is still a problem and this is proven by the unfair treatment of a student towards his friend because of their different cultural identities, students from different ethnic or cultural groups also tend to form separate social groups. The lack of multicultural learning in schools that prioritizes the principle of

mutual respect for differences between students has a significant impact on the adaptation process and students' self-confidence in their learning process at school.

To foster tolerance among students, multicultural education is necessary to implement good education in schools. Multicultural education plays a crucial role in fostering students' awareness that differences should be accepted with openness and mutual respect (Fauzi, 2025). This is particularly relevant in the context of junior high schools (SMP), where students are in a highly dynamic phase of social development. Therefore, schools, as formal educational institutions, have a responsibility not only to provide academic knowledge but also to shape character and values such as tolerance, empathy, and mutual respect through multicultural education in schools.

Multicultural education is an educational process that helps individuals develop ways of accepting, evaluating, and integrating cultural systems different from their own, and applying these skills in social life. This education emphasizes cultivating a way of life that is respectful, sincere, and tolerant of the cultural diversity that exists in a society with a high degree of plurality (Amin, 2018).

Multicultural education aims to foster an open attitude toward differences, foster a spirit of togetherness, and teach the importance of peaceful coexistence in a diverse society (Firdaus et al., 2023). Multicultural education is necessary to implement the importance of fairness in receiving educational services and achieving success for all students. The dominance of a particular culture should be avoided in classroom learning, as it would be best if the cultures introduced in learning were multicultural.

Based on the results of research conducted by Dewi et. al, (2020). Stated that multicultural education has a significant effect on the attitude of tolerance in class VIII students of SMPN 1 Ciwaringin. This is

proven by the results of the study showing that the percentage of the questionnaire regarding the implementation of multicultural education is 84% categorized as very good, regarding student attitudes, a score of 80% is obtained with a good category and regarding student tolerance, it states that the personality of students fosters a sense of mutual tolerance in class VIII of SMP N 1 Ciwaringin, Cirebon Regency is 81% with a very good category.

Therefore, educators must commit to consistently and sustainably promoting and implementing multicultural education in schools. To achieve the implementation of multicultural education in schools, educators must take several important steps, including increasing awareness and understanding of the importance of multicultural education among students, parents, and the wider community (Akbar & Darmawan, 2023). Educators also need to implement a curriculum that encompasses multicultural issues and provides enriching learning experiences for students. Educators must also foster dialogue and communication with students, parents, and the community to foster collaboration in promoting the implementation of multicultural education.

Based on the description above, the researcher is interested in researching the influence of multicultural education on the tolerance attitudes of students at the UPTD of SMP Negeri 16 Kupang City in the 2024/2025 academic year.

### **Formulation of the problem**

Based on the background above, the problem formulation in this research is as follows:

1. Is there an influence of multicultural education on the tolerance attitudes of class VIII students at the UPTD of SMP Negeri 16 Kupang City in the 2024/2025 Academic Year?

### **Research purposes**

The objectives of this research are:

1. To determine the influence of multicultural education on the tolerance attitudes of class VIII

students at UPTD SMP Negeri 16 Kupang City in the 2024/2025 academic year.

### **Manfaat Penelitian**

This research is expected to provide the following benefits:

#### **Theoretical Benefits:**

Contributing to the process of developing behavior and attitudes of tolerance among students at school.

#### **Practical Benefits**

For Students: Multicultural education can provide good insight so that students can demonstrate an attitude of tolerance towards cultural, religious, racial and ethnic differences in the school environment.

**For Counselor:** To be the basis for guidance and counseling teachers to design information services, classical services, and individual/group counseling that instill values of tolerance to reduce the potential for conflict between students from different cultural backgrounds.

**For Subject Teachers:** Assist teachers in managing classes consisting of students with diverse backgrounds so that all students feel safe, accepted, and valued.

**For School Principals:** To be the basis for formulating school policies that encourage the implementation of multicultural education in a sustainable manner to prevent intolerant behavior.

### **Method**

This study chose a quantitative research type that aims to obtain an objective picture of the influence of multicultural education on students' tolerance attitudes at the UPTD of SMP Negeri 16 Kupang City in 2024/2025. This research will be conducted at SMP Negeri 16 Kupang City, Jln. Supul No. 10, Nefonaek, Kota Lama District, Kupang City. The population of this study is 163 students.

Table 1. Research Population

No	Kelas	Jumlah Siswa
1.	VIII A	27 Siswa
2.	VIII B	27 Siswa
3.	VIII C	28 Siswa
4.	VIII D	27 Siswa
5.	VIII E	27 Siswa
6.	VIII F	27 Siswa
Jumlah		163

The research sample consisted of 42 students. This sampling refers to Arikunto's (2010) opinion, which states that a sample is a portion or representative of the population being studied. If the subjects are less than 100, it is better to take all of them so that the research can understand the population. However, if the subjects are more than 100, take 10-15% or 20-25% as a sample. The data collection tool was a questionnaire. The data analysis technique for this research was simple linear regression.

## Result and Discussion

### 1. Result

#### Simple Linear Regression

The results of the simple linear regression analysis test to see the effect of peer social support (X) on mental health (Y) are as follows:

Table 2. Simple linear regression test results

ANOVA <sup>a</sup>					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	1600,371	1	1600,371	5,881
	Residual	10884,105	40	272,103	
	Total	12484,476	41		

a. Dependent Variable: SIKAP TOLERASI SISWA

b. Predictors: (Constant), PENDIDIKAN MULTIKULTURAL

The regression test results in Table 4.1 concerning the effect of multicultural education on students' tolerance showed a significance value of  $0.020 \leq 0.05$ . To test the hypothesis, the researcher conducted a t-test using SPSS version 27 for Windows. The results of the t-test are shown in the following table:

### Hypothesis Testing

Table 3. Hypothesis testing

Coefficients <sup>a</sup>				
Model	Unstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
1 (Constant)	89.327	14.039		6.363
PENDIDIKAN MULTIKULTURAL	0.322	0,133	0.358	2.425

a. Dependent Variable: SIKAP TOLERANSI

Based on the table above, the  $t_{(count)}$  value is 2.425 compared to the  $t_{(table)}$  value at a significance level of 5% with  $N = 42 - 2 = 40$ , then the  $t_{(table)}$  value is 0.304 (The distribution of the  $t_{(table)}$  value can be seen in appendix 14). Because  $t_{(count)}$  is greater than  $t_{(table)}$  ( $2.425 > 0.304$ ) and the significance value is  $0.020 < 0.05$ ,  $H_a$  is accepted and  $H_o$  is rejected, meaning that there is an influence of multicultural education on the tolerance attitude. of students of UPTD SMPN 16 Kupang City in the 2024/2025 Academic Year.

### Coefficient of Determination Test

The coefficient of determination is used to determine the contribution or contribution given by the X (independent) variable to the Y (dependent) variable. The value of the coefficient of determination is shown by R Square in the model summary table. The results of the coefficient of determination test using the SPSS version 27 for Windows application can be seen in the following table.

Table 3. Coefficient of Determination Test

Model Summary <sup>a</sup>				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.358 <sup>a</sup>	0,128	0,106	16,496

a. Predictors: (Constant), PENDIDIKAN MULTIKULTURAL

b. Dependent Variable: SIKAP TOLERANSI

Based on the table above, the R Square value obtained is 0.128, meaning that the contribution of the multicultural education variable to the attitude of tolerance is 12.8%, while the rest is influenced by other factors not explained in this study.

## 2. Discussion

This research conducted on students of UPTD SMPN 16 Kupang in the 2024/2025

academic year shows the influence of multicultural education on students' tolerance attitudes. Based on the results of the hypothesis test, it is known that  $t$  count is greater than  $t$  table ( $2.425 > 0.304$ ) and the significance value is  $0.020 < 0.05$ . The results of the analysis show that  $H_a$  is accepted and  $H_o$  is rejected, meaning that there is an influence of multicultural education on the tolerance attitudes of class VIII students of UPTD SMPN 16 Kupang City. The results of the determination test show that the influence of multicultural education on students' tolerance attitudes is 12.8%, so it can be said that there is an influence of multicultural education on students' tolerance attitudes, the rest is influenced by other factors such as work and parental education.

The results of this study align with those of Hendrik (2025), who stated that multicultural education significantly impacts attitudes of tolerance at Payeti Christian Middle School in East Sumba Regency. Therefore, the implementation of multicultural education to increase religious tolerance needs to be implemented sustainably.

Furthermore, research by Sartika (2020) shows that the percentage of questionnaires regarding the implementation of multicultural education was 84%, categorized as very good. Regarding student attitudes, 80% scored good, and regarding student tolerance, 81% indicated that students' personalities foster a sense of mutual tolerance in the eighth grade at SMP N 1 Ciwaringin, Cirebon Regency. Therefore, it can be concluded that multicultural education significantly influences student attitudes and tolerance. The results of the study indicate that multicultural education has a significant effect on the tolerance attitudes of students at UPTD SMPN 16 Kupang City in the 2024/2025 Academic Year.

## Conclusion

## References

The results of this study indicate that multicultural education has a significant effect on the tolerance attitudes of students at the UPTD of SMPN 16 Kupang City in the 2024/2025 Academic Year. This is indicated by a significance value of 0.020 which is smaller than 0.05, and a calculated  $t$  value of 2.425 which is greater than the  $t$  table of 0.304. Thus, the alternative hypothesis ( $H_a$ ) is accepted, which means that the higher the understanding of multicultural education, the higher the students' tolerance attitudes.

The results of this study align with those of (Diniah et al., 2024), which found that multicultural education influences the development of tolerance, empathy, and the ability to resolve conflict constructively among students. Furthermore, the effective implementation of these two approaches is expected to create a young generation that lives harmoniously in diversity and possesses a high level of social awareness.

Furthermore, the results of the coefficient of determination ( $R^2$ ) test show that multicultural education contributes 12.8% to students' tolerance, while the remaining 87.2% is influenced by factors outside the research variables. This indicates that in addition to multicultural education, there are other factors such as the role of parents in shaping children's emotional intelligence, as well as the role of friends in helping to increase students' tolerance at school (Chen et al., 2021; Laursen & Veenstra, 2021). Thus, multicultural education can be seen as an important factor, but not the only determinant of the formation of an attitude of tolerance among students.

The study results show that schools play an active role by integrating tolerance values into the curriculum, fostering mutual respect in social interactions, and organizing inclusive extracurricular activities (Athifa et al., 2025). Therefore, the implementation of multicultural education in schools is expected to help students internalize tolerance values and reduce the potential for conflict based on identity differences.

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