



## INTERNALIZATION OF MULTICULTURAL VALUES IN BUILDING UNITY AND PEACE AMIDST DIVERSITY AMONG STUDENTS OF MADRASAH IBTIDAIYAH GUNTUR NUSANTARA DENPASAR

Helda Ivitari Savika<sup>1\*</sup>, Ahmad Sholeh<sup>2</sup>, Adb. Gafur<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

### Abstract

This study examines the internalization of multicultural values at Madrasah Ibtidaiyah (MI) Guntur Nusantara, Denpasar, Bali, which has a diverse student environment. Bali, rich in cultural, religious, and ethnic differences, is an important context for this study. This study aims to describe the multicultural values instilled, the internalization process, and their impact on unity and peace in schools. Multiculturalism is a situation in which a society consists of various cultural, ethnic, religious, and racial groups, living side by side and interacting with one another. This study uses a qualitative approach with descriptive methods. Data were collected through interviews with the principal, teachers, and students, as well as observations of student activities and interactions. The collected data were analyzed through data condensation, data presentation, and drawing conclusions. The results of the study indicate that multicultural values such as tolerance, mutual respect, cooperation, empathy, and social integration are internalized at MI Guntur Nusantara. This internalization is carried out through integration into the curriculum, extracurricular activities, school customs and culture, and teacher professional development. The impact of this internalization is increased student tolerance and openness, the creation of a harmonious school environment, and the realization of unity and peace amidst student diversity. This school has successfully utilized diversity as a strength to build an inclusive and peaceful learning environment.

**Keywords:** Multicultural Education, Social Skills, Elementary School, Inclusive Learning, Collaborative Teaching

<b>* Correspondence Address:</b>		ivтарыsa@gmail.com		
<b>Article History</b>	Received	Revised	Accepted	Published
	2025-05-05	2025-07-24	2025-08-20	2025-09-10

## INTRODUCTION

## مقدمة

The island of Bali, famous for its rich culture, religion, and ethnicity, is a place where various social backgrounds meet. This diversity, although a valuable asset, presents challenges in maintaining social harmony (Ningsih et al., 2019). Therefore, instilling multicultural values in the younger generation is very important to build unity and peace (Sari & Ulfatun Najicha, 2022). Education plays a crucial role in instilling multicultural understanding from an early age (Savika, 2023). One interesting example of the implementation of multicultural values is at Madrasah Ibtidaiyah Guntur Nusantara, Denpasar. As an Islamic madrasah, this school integrates the values of diversity in every aspect of its education. The diversity of students, which includes differences in ethnicity, language, and culture, is not considered a barrier, but rather a strength to create an inclusive and harmonious learning environment (Shalma et al., 2021).

Madrasah Ibtidaiyah Guntur Nusantara Denpasar has succeeded in creating an atmosphere

that supports respect for differences, where students from various backgrounds are taught to respect, understand, and work together. Internalization of multicultural values at Madrasah Ibtidaiyah Guntur Nusantara Denpasar is a learning process that involves instilling attitudes, understanding, and behaviors that respect diversity (Rohmah et al., 2021). Values such as tolerance, equality, cooperation, and social justice are important foundations for creating unity and peace. In this school, these values are not only taught as theory, but are also practiced in students' daily lives through integration into the curriculum, learning, and extracurricular activities. Teachers act as the main facilitators in this process, integrating multicultural values into various subjects and school activities.

This study aims to describe how multicultural values are internalized in Madrasah Ibtidaiyah Guntur Nusantara Denpasar, and its impact on unity and peace in schools. The motivation for this study arose from the observation that Madrasah Ibtidaiyah Guntur Nusantara succeeded in creating an environment that values differences amidst diversity. This study uses a qualitative approach with a descriptive method (Sugiyono, 2013). Data were collected through interviews and observations, then analyzed to understand the internalization process and its impact (Mekarisce, 2020).

The findings of this study are expected to contribute to the understanding of good practices in multicultural education, especially in Islamic school environments. In addition, this study is expected to provide insight for educators and education stakeholders in developing strategies to build unity and peace in a diverse society.

## METHOD

## منهج

### Subsection Identification

This study uses a qualitative approach with a descriptive research type (Saleh et al., 2019). The qualitative approach was chosen to explore in depth the internalization of multicultural values and their impact on unity and peace at Madrasah Ibtidaiyah Guntur Nusantara Denpasar. Qualitative descriptive research is used to present data in detail in narrative form. The subjects of this study were students of Madrasah Ibtidaiyah Guntur Nusantara Denpasar. Sampling was carried out using a purposive sampling technique, where sample selection is based on special considerations that are relevant to the research objectives. In this case, the researcher used her own judgment to determine who was deemed relevant and worthy of participating in the study. The criteria used in selecting the sample were students who were deemed to have sufficient understanding and involvement in the internalization of multicultural values carried out by the school. (Ahyar et al., 2020).

### Participant (Subject) Characteristics

The criteria for selecting subjects were students who had an understanding of the activities of internalizing multicultural values in schools. The research procedure involved several stages, including pre-observation for introduction to the school environment and data collection through interviews, observations, and documentation. The main research instrument was the researcher himself, with the support of instruments such as interview guidelines, observations, and documentation (Mekarisce, 2020).

### Research Design

The research design used is qualitative descriptive, with a focus on observation and description of phenomena that occur in the field without variable manipulation.

## RESULT | نتائج

This study aims to describe the internalization of multicultural values in building unity and peace amidst the diversity of MI Guntur Nusantara Denpasar students. The results of this study are described as follows:

### Internalized multicultural values in building unity and peace amidst diversity in MI Guntur Nusantara Denpasar students

The results of the study show that MI Guntur Nusantara Denpasar internalizes several main multicultural values, namely in the following table:

**Table 1.**Internalized Multicultural Values

NO	Information	Information
1	Tolerance	Students are taught to respect differences in opinion, beliefs, and cultures. This is reflected in everyday interactions where students accept and appreciate their friends from different backgrounds.
2	Mutual respect	The school emphasizes the importance of respecting every individual regardless of differences. Students are taught to respect elders, peers, and people from different cultures.
3	Cooperation	Teaching and learning activities and extracurricular activities often involve group work, which encourages students to work together and value the contributions of each team member.
4	Empathy	Students are encouraged to understand and feel what others feel. This helps build better relationships and reduce conflict.
5	Social integration	The school strives to create an environment where students from all backgrounds feel part of the school community. This is achieved through a variety of activities that involve all students.

These multicultural values are an important foundation in building unity and peace in schools. Instilling these values not only aims to create a harmonious environment, but also equips students with important social skills to live in a diverse society. By understanding and appreciating differences, students can build positive relationships with others, resolve conflicts peacefully, and contribute to the creation of an inclusive society.

### Internalization of multicultural values in building unity and peace amidst diversity in MI Guntur Nusantara Denpasar students

Internalization of multicultural values at MI Guntur Nusantara Denpasar is carried out in several ways in the following table:

**Table 2.**Internalization of Multicultural Values

NO	Information	Information
1	Integration in the curriculum	Multicultural values are integrated into various subjects. Teachers include examples and discussions of diversity in student lessons.
2	Active role in extracurricular activities	Extracurricular activities, such as scouts, collaborative projects, and various competitions provide opportunities for students to interact and learn about diversity.
3	School habituation and culture program	The school creates a culture that supports multicultural values. This includes fair school rules, celebration of important days of different cultures, and practices that encourage mutual respect.
4	Teacher professional development	Teachers are given training and support to develop skills in teaching multicultural values through teacher working groups. Teachers are encouraged to be good role models for students.

This internalization process involves a holistic approach that encompasses various aspects of school life. The curriculum not only conveys knowledge about diversity, but also encourages

students to reflect on and apply multicultural values in their interactions. Extracurricular activities provide direct experience in working together and appreciating differences, while school culture and habituation programs create an environment that supports these values. Teacher professional development ensures that educators have the knowledge, skills, and attitudes necessary to facilitate the internalization of multicultural values effectively.

### **The impact of internalizing multicultural values in building unity and peace amidst diversity among MI Guntur Nusantara Denpasar students**

Internalization of multicultural values has a positive impact on students and the school environment as presented in the following table:

**Table 3.**The Impact of Internalizing Multicultural Values

NO	Information	Information
1	Students become more tolerant and open	Students show an increase in tolerance and openness to differences. Students are better able to accept and appreciate others who are different.
2	Formation of a harmonious madrasa environment	The school environment becomes more harmonious, with reduced conflict and increased cooperation between students.
3	Internalization of multicultural values in everyday life	Multicultural values are not only learned in school, but are also reflected in students' behavior outside of school. They are better able to interact positively with people from different backgrounds in everyday life.

The impact of internalizing these multicultural values is very significant in creating a positive and inclusive school environment. Students not only develop a tolerant and open attitude, but are also able to build harmonious relationships with peers. Furthermore, the multicultural values learned in school are reflected in students' behavior outside of school, indicating that this internalization has a long-term effect in shaping students' character. Thus, schools play an important role in preparing students to become responsible citizens and appreciate diversity in the wider society.

## **DISCUSSION**

## **مناقشة**

### **Internalized multicultural values in building unity and peace amidst diversity in MI Guntur Nusantara Denpasar students**

In a diverse Indonesian society, multicultural education is important to form a harmonious generation. In line with (Ubadah, 2022), multicultural education aims to instill tolerance, empathy, mutual respect, and social justice. Madrasah Ibtidaiyah Guntur Nusantara Denpasar, in a predominantly Balinese Hindu environment and with diverse students, emphasizes these values. The emphasis of the principal and teachers on tolerance, cooperation, and empathy is in accordance with al-Qardhawi's view of equality (musawah) to avoid intolerance. As a result, interactions between diverse students run harmoniously by prioritizing equality. Internalization of tolerance, which is mandated in Islam (tasamuh) and important in multicultural education, is reflected in the practices of Madrasah Ibtidaiyah Guntur Nusantara, such as the commemoration of Nyepi through thematic learning and special holidays. This is in line with research by (Djollong & Akbar, 2019) and (Syafar, 2017) which show that introducing and respecting other religious holidays increases understanding, tolerance, and appreciation for diversity.

The development of cooperation and unity at Madrasah Ibtidaiyah Guntur Nusantara is integrated through the P5 Project "Bhinneka Tunggal Ika" which encourages students to work together across backgrounds, in accordance with al-Qardhawi's pluralism. This is reinforced by

(Gorski, 2009) and (Rahmawati, 2017) who highlight the importance of cooperative and collaborative learning in building cross-cultural understanding, reducing prejudice, and strengthening empathy. The growth of empathy Abdullah Aly is manifested through Friday Charity and social service, showing the internalization of social concern. Research by (Tabi'in, 2017) and (Riyanti & Novitasari, 2021) shows that social activities increase empathy and become an important foundation in children's cognitive and affective development. Finally, social integration (Banks & McGee Banks, 2013) is reflected in students' daily interactions at Madrasah Ibtidaiyah Guntur Nusantara. The flag ceremony instills love for the homeland and unity in diversity, and classroom literacy uses folklore to introduce tolerance and cooperation. (Ramdani, 2018) emphasizes the importance of positive inter-group interactions to reduce prejudice and increase social integration.

### **Internalization of multicultural values in building unity and peace amidst diversity in MI Guntur Nusantara Denpasar students**

Internalization of multicultural values is the process of instilling the principle of diversity into students as the basis for attitudes and behavior in interacting in diverse environments. This process aims to form students who understand and appreciate cultural, religious, and social diversity (Rufaida, 2017). At Madrasah Ibtidaiyah Guntur Nusantara Denpasar, multicultural internalization is prioritized because the location of the madrasah is in the middle of a Balinese Hindu majority community, with students from diverse backgrounds. This effort is systematic and involves all elements of the madrasah, focusing on the values of tolerance, mutual respect, cooperation, empathy, and social integration. Madrasah Ibtidaiyah Guntur Nusantara Denpasar actively internalizes multicultural values through integrated school activities, aiming to form students who not only understand diversity cognitively, but also live it in action. The government also encourages educational institutions to develop an understanding and respect for diversity. The implementation of internalization at Madrasah Ibtidaiyah Guntur Nusantara Denpasar is in line with the principles of multicultural education which emphasize learning experiences relevant to the context of student diversity.

The relevance of the efforts of Madrasah Ibtidaiyah Guntur Nusantara Denpasar is supported by research. (Banks & McGee Banks, 2013) emphasized the importance of content integration, knowledge construction, prejudice reduction, equality pedagogy, and empowerment of school culture in multicultural education. (Dharma et al., 2023) research also emphasized

The importance of integrating multicultural values into the curriculum to foster awareness of diversity from an early age. At Madrasah Ibtidaiyah Guntur Nusantara Denpasar, values such as mutual respect and tolerance are included in social studies and civics materials through discussions and case studies. Extracurricular activities, such as Scouting and competitions, provide direct interaction experiences with diversity (Atmaja, 2024). School culture and habituation programs, such as shaking hands and polite language, create an inclusive environment that supports the internalization of values of mutual respect and social integration (Isnaini, 2004). Teacher professional development through cross-school teacher working groups plays an important role in providing examples and sharing strategies for instilling multicultural values (Ibrahim, 2008). Madrasah Ibtidaiyah Guntur Nusantara Denpasar applies a holistic and integrated approach to internalizing multicultural values through the curriculum, extracurricular activities, school culture, and teacher development.

## The impact of internalizing multicultural values in building unity and peace amidst diversity among MI Guntur Nusantara Denpasar students

This discussion focuses on the impact of internalizing multicultural values in building unity and peace amidst the diversity of students at Madrasah Ibtidaiyah Guntur Nusantara, Denpasar. Data from interviews, observations, and documents show a significant impact of internalizing multicultural values at Madrasah Ibtidaiyah Guntur Nusantara, Denpasar, which is in line with theoretical studies. The positive impact of internalizing multicultural values at Madrasah Ibtidaiyah Guntur Nusantara, Denpasar is in line with multicultural education theory and research. Banks Multicultural Education Theory (2013) emphasizes the importance of integrating diverse cultural values into the curriculum and teaching to improve cross-cultural understanding and reduce prejudice (Banks & McGee Banks, 2013). The results of this study indicate that when multicultural values are internalized, students not only understand differences cognitively, but also apply them in social interactions.

Furthermore, the Hypothesis Contact Theory from (Afandi et al., 2021) research states that contact between different groups under the right conditions (equal status, common goals, cooperation, and authority support) can reduce intergroup prejudice. The environment of Madrasah Ibtidaiyah Guntur Nusantara Denpasar, with the internalization of multicultural values, creates conditions that support positive contact between diverse students, thereby increasing tolerance and harmony. In addition, this finding is relevant to the concept of Intercultural Competence (Bennett & Gilligan, 1993) which emphasizes the development of knowledge, skills, and attitudes to interact effectively and appropriately in intercultural contexts. Internalization of multicultural values helps Madrasah Ibtidaiyah Guntur Nusantara Denpasar students develop these competencies early on, preparing them to live in a global and diverse society.

Overall, the results of the study on the impact of internalization of multicultural values at Madrasah Ibtidaiyah Guntur Nusantara Denpasar strengthen the theoretical basis of multicultural education which states that instilling diversity values from an early age plays an important role in forming the character of students who are tolerant, empathetic, and able to build unity and peace amidst differences.

## CONCLUSSION | خاتمة

The conclusion of this study is: first, the study identified the multicultural values internalized in MI Guntur Nusantara Denpasar, namely tolerance, mutual respect, cooperation, empathy, and social integration. Internalization of these values is a conscious effort by the school to create an inclusive and harmonious environment, where every student feels accepted and appreciated regardless of their background. The instillation of these values is not only relevant in the diverse context of Indonesia, but also becomes an important foundation for equipping students with the social skills needed in a global society.

Second, the study describes the process of internalizing multicultural values at MI Guntur Nusantara Denpasar. This process involves a comprehensive approach that is integrated into various aspects of education, including curriculum, extracurricular activities, habituation, and teacher professional development. The integration of multicultural values into the curriculum ensures that these values are not only learned theoretically, but also connected to real contexts in students' daily lives. Extracurricular activities provide opportunities for students to practice these values in social interactions, while habituation and school culture create an environment that supports the internalization of multicultural values. Teacher professional development equips educators with the knowledge, skills, and attitudes needed to facilitate the internalization



process effectively.

Third, the study revealed the positive impacts of internalizing multicultural values at MI Guntur Nusantara Denpasar. These impacts include increasing students' tolerance and openness to differences, creating a more harmonious school environment with reduced conflict and increased cooperation, and internalizing multicultural values in students' daily behavior, both at school and outside of school. These findings indicate that effective multicultural education can make a significant contribution to building unity and peace amidst diversity, as well as forming positive and responsible student characters.

Overall, this study confirms the importance of internalizing multicultural values in basic education as an effort to build unity and peace amidst diversity. The findings of this study provide practical implications for the development of multicultural education in Indonesia, especially in the context of madrasahs. This study also opens up opportunities for further research, such as comparative studies on the effectiveness of various approaches to internalizing multicultural values and longitudinal studies on their long-term impact on students' social and character development.

## BIBLIOGRAPHY

## مراجع

- Afandi, I. N., Faturcohan, F., & Hidayat, R. (2021). Teori Kontak: Konsep dan Perkembangannya. *Buletin Psikologi*, 29(2), 178. <https://doi.org/10.22146/buletinpsikologi.46193>
- Ahyar, H., Maret, U. S., Andriani, H., Sukmana, D. J., Mada, U. G., Hardani, S.Pd., M. S., Nur Hikmatul Auliya, G. C. B., Helmina Andriani, M. S., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif* (Issue March).
- Atmaja, T. S. (2024). Implementasi Pendidikan Multikultural Di Sekolah Dasar untuk Meningkatkan Keterampilan Sosial Peserta Didik. *Jurnal Basicedu*, 8(3), 1906–1915. <https://doi.org/10.31004/basicedu.v8i3.7664>
- Banks, J. A., & McGee Banks, C. A. (2013). Multicultural Education. In *Multicultural Education (Issues and Perspectives)*.
- Bennett, V., & Gilligan, D. M. (1993). The spectrin-based membrane skeleton and micron-scale organization of the plasma membrane. *Annual Review of Cell Biology*, 9(June), 27–66. <https://doi.org/10.1146/annurev.cb.09.110193.000331>
- Dharma, R. P., Waston, & Maksum, M. N. R. (2023). Konsep Pendidikan Multikultural Dalam Pandangan James A Banks. *MODELING: Jurnal Program Studi PGMI*, 10(2), 249–258.
- Djollong, A. F., & Akbar, A. (2019). Peran Guru Pendidikan Agama Islam Dalam Penanaman Nilai-Nilai Toleransi Antar Umat Beragama Peserta Didik Untuk Mewujudkan Kerukunan. *Jurnal Al-Ibrah*, VIII. [https://doi.org/10.1007/978-3-476-05282-7\\_1](https://doi.org/10.1007/978-3-476-05282-7_1)
- Gorski, P. C. (2009). *What We 're Teaching Teachers: An Analysis of Multicultural Teacher Education Courses*. April.
- Ibrahim, R. (2008). Pendidikan Multikultural: Upaya Meminimalisir Konflik dalam Era Pluralitas Agama. *El-Tarbawi*, 1(1), 115–127. <https://doi.org/10.20885/tarbawi.vol1.iss1.art9>
- Isnaini, M. (2004). Konsep Pendidikan Multikultural Dalam Merespon Tantangan Globalisasi; Analisis Pemikiran HAR. Tilaar. *Academia.Edu*.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *JURNAL ILMIAH KESEHATAN MASYARAKAT: Media Komunikasi*

*Komunitas Kesehatan Masyarakat*, 12(3), 145–151.

- Ningsih, R. Y., Oktriono, K., & Wiharja, C. K. (2019). Investigation of Cultural Elements in Short Stories Collection “Kenangan di Indonesia”: BIPA Development Learning Material. *Alphabet*, 2(2), 57–61. <https://doi.org/10.21776/ub.alphabet.2019.02.02.03>
- Rahmawati, R. (2017). Integrasi Nilai Dalam Pembelajaran Berbasis Multikultural Di Sekolah Dasar. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 31. <https://doi.org/10.32332/elementary.v3i1.786>
- Ramdani, Z. (2018). Kolaborasi Antara Kepala Sekolah, Guru, dan Siswa. *Prosiding 1st National Conference On Educational Assessment And Policy*, 1, 71.
- Riyanti, A., & Novitasari, N. (2021). Pendidikan Multikultural Berbasis Kearifan Lokal Bagi Siswa Sekolah Dasar. *Jurnal Adat Dan Budaya Indonesia*, 3(1), 29–35. <https://doi.org/10.23887/jabi.v3i1.37780>
- Rohmah, N., Pdi, M., & Fanani, Z. (2021). Internalisasi Nilai Pendidikan Multikultural dalam Membentuk Perilaku Altruisme pada Peserta Didik. *Proceeding International Seminar on Islamic Education and Peace*, 1, 379–388.
- Rufaida, H. (2017). Menumbuhkan Sikap Multikultural Melalui Internalisasi Nilai-Nilai Multikultural Dalam Pembelajaran Ips. *Sosio-Didaktika: Social Science Education Journal*, 4(1), 14–24. <https://doi.org/10.15408/sd.v4i1.4343>
- Saleh, S., Helaluddin, D., Raco, J., Syahrums, S. & Ahyar, H. dkk, & Helaluddin, D. (2019). *Metodologi Penelitian Kualitatif.pdf* (Issue March, pp. 11–11).
- Sari, F. L., & Ulfatun Najicha, F. (2022). Nilai-Nilai Sila Persatuan Indonesia Dalam Keberagaman Kebudayaan Indonesia. *Jurnal Global Citizen : Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 11(1), 79–85. <https://doi.org/10.33061/jgz.v11i1.7469>
- Savika, H. I. (2023). Penanaman Nilai Karakter Toleransi Melalui Kegiatan Literasi Keagamaan Pada Siswa MI Al-Kalam Denpasar. In *e.theses.uin-malang* (Issue I).
- Shalma, D., Alifia, H. N., Arifin, M. H., & Istianti, T. (2021). Internalisasi Keberagaman Budaya dengan Pendidikan Karakter di Sekolah Dasar. *JDGP: Jurnal Gentala Pendidikan Dasar*, 6(2), 100–111.
- Sugiyono. (2013). Metode Penelitian Kuantitatif Kualitatif dan R&D. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Syafar, D. (2017). Pluralisme Agama dalam pendidikan (potret toleransi beda agama di sd negeri 46 hulontalo kota gorontalo). *Jurnal Kajian Islam Interdisipliner*, 2(2), 99–115.
- Tabi'in, A. (2017). Menumbuhkan Sikap Peduli Pada Anak Melalui Interaksi Kegiatan Sosial. *IJTIMAIYA: Journal of Social Science Teaching*, 1(1). <https://doi.org/10.21043/ji.v1i1.3100>
- Ubadah. (2022). *Pendidikan Multikultural (Konsep, Pendekatan, dan Penerapannya dalam Pembelajaran)*.

