



The Effect of Multicultural Education on Students' Attitudes Toward Tolerance at UPTD Junior High Schools

Yakobus Q . A Beraheng¹; Gracianus Edwin Tue. P. Lejap²; Rosa M. Bulor³

1 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

2 Department of Guidance and Counseling , Widya Mandira Catholic University, Kupang, Indonesia

3 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

*Corresponding author: kadrosabaleku03@gmail.com | ORCID: 0000-0000-0000-0000

Received	Revised	Accepted	Published
[10-08-2026]	[13-08-2026]	[15-08-2026]	[17-09-2026]

Abstract: *The purpose of this study was to determine the effect of multicultural education on students' tolerance attitudes at SMP Negeri 16 Kota Kupang in the 2025/2026 academic year. This study employed a quantitative research approach. The population consisted of 163 eighth-grade students, with a sample of 50 students selected using the simple random sampling technique. Data were collected using a questionnaire, and the data were analyzed using a simple linear regression test. The results showed that the calculated t-value was greater than the t-table value ($2.425 > 1.684$), with a significance value of $0.020 < 0.05$. These findings indicate that multicultural education has a significant effect on the tolerance attitudes of eighth-grade students at SMP Negeri 16 Kota Kupang in the 2025/2026 academic year.*

Keywords: *Multicultural education; tolerance attitudes; junior high school students*

Abstrak: *Tujuan penelitian ini untuk mengetahui pengaruh pendidikan multikultural terhadap sikap toleransi siswa SMP Negeri 16 Kota Kupang Tahun Pelajaran 2025/2026. Jenis penelitian ini adalah penelitian kuantitatif dengan populasinya kelas VIII yang berjumlah 163 siswa dan sampel penelitian berjumlah 50 siswa. Teknik pengambilan sampel adalah simple random sampling dan alat pengumpul data berupa angket. Teknik analisis data penelitian menggunakan uji regresi linier sederhana. Hasil dari penelitian ini menunjukkan bahwa nilai thitung lebih besar dari ttabel atau ($2.425 > 1.684$) dan nilai signifikansinya yaitu $0,020 < 0,05$. Hasil ini menunjukkan bahwa ada pengaruh pendidikan multikultural terhadap sikap toleransi siswa kelas VIII SMP Negeri 16 Kota Kupang Tahun Pelajaran 2025/2026.*

Kata kunci: *Pendidikan multikultural; sikap toleransi; siswa SMP*

CITATION:	Beraheng, Y. Q. . A., Lejap, G. E. T. P., & Bulor, R. M. (2026). The Effect of Multicultural Education on Students' Attitudes Toward Tolerance at UPTD Junior High Schools. <i>Edumaspul: Jurnal Pendidikan</i> , 10(2). https://doi.org/10.33487/edumaspul.v10i2.496
COPYRIGHT:	© [2026] Beraheng, Y. Q. . A., Lejap, G. E. T. P., & Bulor, R. M. (s). Open access under the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

Introduction

Tolerance is an important value in a diverse society, particularly in relation to differences in religion, culture, ethnicity, and traditions. Greater diversity within a society requires stronger tolerance to maintain harmonious social relationships (Jumiatmoko, 2018). In educational settings, students from different ethnic, cultural, and religious backgrounds interact daily. Without adequate tolerance, such differences may lead to conflict, discrimination, social exclusion, and other interpersonal problems. Therefore, schools have an important role in fostering tolerance among students.

Tolerance refers to the willingness to respect, appreciate, and accept differences in social life, including differences in religion, ethnicity, and culture. It provides a foundation for developing harmonious and peaceful relationships within Indonesia's pluralistic society (Syahputra, 2022). Developing tolerance from an early age enables students to communicate, socialize, and cooperate with individuals from diverse backgrounds and prepares them to participate constructively in a multicultural society.

Despite its importance, tolerance has not always been adequately practiced in schools. Intolerance refers to attitudes or behaviors characterized by an unwillingness to accept differences in beliefs, perspectives, or social backgrounds and may become a source of social conflict (Mustaqimah & Usman, 2024). In schools, intolerance may be expressed through direct or indirect discrimination, including discrimination based on religion or belief that can result in marginalization and bullying of students with different backgrounds (Manullang et al., 2021). Such conditions may negatively affect students' social and psychological development. Therefore, schools need to provide safe, supportive, and inclusive learning environments that respect differences in religion, race, ethnicity, culture, and gender (Rosyada, 2014).

Preliminary interview data obtained from the Guidance and Counseling teacher and subject teachers at UPTD SMP Negeri 16 Kota Kupang on August 27, 2025, indicated that tolerance remained a concern in the school environment. Unfair treatment among students was observed in relation to differences in cultural identity, while students from different ethnic and cultural backgrounds tended to form separate social groups. The interviews also indicated that students had limited understanding of the importance of respecting cultural, religious, ethnic, and social differences. Differences in culture, language, religion, and social status were reported as factors contributing to teasing and bullying among students. These conditions suggest that the

implementation of multicultural education and the cultivation of multicultural values have not yet been carried out consistently.

Multicultural education can serve as an important approach to addressing these challenges. It is not limited to providing knowledge about cultural diversity but also seeks to develop tolerance, mutual respect, empathy, and inclusive attitudes among students. Through multicultural education, students can develop positive values such as respect, justice, and social awareness, which support their ability to live harmoniously in a pluralistic society (Nurhayati, 2024). It also encourages openness toward differences, strengthens a sense of togetherness, and promotes peaceful coexistence in diverse communities (Amalia et al., 2025). In schools, multicultural education should ensure that classroom learning does not privilege a particular culture but instead recognizes and accommodates cultural diversity.

The relevance of multicultural education to tolerance is supported by previous research. Sartika et al. (2020) found that multicultural education had a significant effect on tolerance attitudes among eighth-grade students at SMPN 1 Ciwaringin, Cirebon Regency. The study reported an 84% implementation level of multicultural education, categorized as very good, while students' tolerance reached 81%, also categorized as very good. These findings indicate that the implementation of multicultural education can contribute to the development of students' tolerance attitudes.

The implementation of multicultural education requires consistent involvement from educators and the school community. Educators need to strengthen students' understanding of cultural diversity, integrate multicultural issues into learning, provide meaningful learning experiences, and facilitate dialogue among students, parents, and the wider community (Akbar & Darmawan, 2023). Such efforts are expected to create a school environment that is safe, comfortable, inclusive, and free from discrimination.

Based on the identified problems and the relevance of multicultural education in fostering tolerance, this study was conducted to examine whether multicultural education influences the tolerance attitudes of eighth-grade students at UPTD SMP Negeri 16 Kota Kupang during the 2025/2026 academic year. Accordingly, the objective of this study was to determine the effect of multicultural education on the tolerance attitudes of eighth-grade students at UPTD SMP Negeri 16 Kota Kupang.

Method

Research Design and Setting

This study employed a quantitative approach to examine the effect of multicultural education on students' tolerance attitudes. The study was conducted at UPTD SMP Negeri 16 Kota Kupang, Jln. Supul No. 10, Nefonaek, Kota Lama District, Kupang City. The research was conducted over six months, from July to December 2025.

Participants, Sample, or Data Sources

The population consisted of all eighth-grade students at UPTD SMP Negeri 16 Kota Kupang in the 2025/2026 academic year, totaling 163 students. The sample consisted of 42 students. The participants were selected using a simple random sampling technique, giving each member of the population an equal opportunity to be selected. Students were selected proportionally from each class through a lottery procedure.

Instruments and Measures

Data were collected using closed-ended questionnaires based on a four-point Likert scale: strongly appropriate (SS), appropriate (S), inappropriate (TS), and strongly inappropriate (STS). Two questionnaires were used: a multicultural education questionnaire and a students' tolerance attitudes questionnaire, each consisting of 40 items. Prior to data collection, the instruments were tested for validity and reliability. The validity test indicated that all 40 items in each questionnaire were valid. Reliability testing using Cronbach's Alpha with SPSS version 27 yielded coefficients of 0.835 for the multicultural education questionnaire and 0.744 for the tolerance attitudes questionnaire, indicating that both instruments were reliable.

Procedure and Research Ethics

Data collection was conducted in several stages, beginning with instrument preparation and pilot testing, followed by validity and reliability testing, sample selection, and questionnaire administration to the selected respondents. Participants were informed about the purpose of the data collection and were asked to provide responses based on their actual conditions. The collected data were used solely for research purposes, and the confidentiality of respondents' information was maintained.

Data Analysis

The data were analyzed using simple linear regression to determine the effect of multicultural education on students' tolerance attitudes. The analysis was performed using SPSS version 27 for Windows. Statistical testing was conducted at a 5% significance level ($\alpha = 0.05$), with decisions based on the significance value and the comparison between the calculated t value and the critical t value.

Results and Discussion

Results

Hypothesis Test Results

Table 1. Hypothesis Test Results (t-Test)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	89.327	14.039		6.363	0,001
	Multicultural Education	0.322	0,133	0.358	2.425	0,020

a. Dependent Variable: Tolerance Attitudes

Based on the t-test results presented in Table 1, the multicultural education variable obtained a calculated t value of 2.425 with a significance value of 0.020. This value was lower than the 0.05 significance level ($0.020 < 0.05$), while the calculated t value (2.425) was greater than the critical t value (1.684). Therefore, H_0 was rejected and H_a was accepted, indicating that multicultural education had a significant effect on the tolerance attitudes of eighth-grade students at UPTD SMP Negeri 16 Kota Kupang in the 2025/2026 academic year.

Coefficient of Determination

The coefficient of determination was used to determine the contribution of the independent variable (X), namely multicultural education, to the dependent variable (Y), namely students' tolerance attitudes. The coefficient of determination is represented by the R Square value in the Model Summary table. The results of the coefficient of determination test using SPSS version 27 for Windows are presented in Table 2.

Table 2. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.358 ^a	0,128	0,106	16,496

a. Predictors: (Constant), Multicultural Education
b. Dependent Variable: Tolerance Attitudes

The coefficient of determination test presented in Table 2 yielded an R Square value of 0.128. This indicates that multicultural education contributed 12.8% to students' tolerance attitudes, while the remaining 87.2% was influenced by other factors not examined in this study.

Discussion

Based on the results of the simple linear regression analysis, this study shows that multicultural education has a significant effect on students' tolerance attitudes. This is indicated by the

calculated F value of 5.881 with a significance value of 0.020, which is lower than the 0.05 significance level. These findings indicate that the regression model used is appropriate for explaining the relationship between multicultural education and students' tolerance attitudes. Thus, better implementation of multicultural education tends to be associated with higher levels of students' tolerance.

The results of the hypothesis test (t-test) further support this finding. The calculated t value of 2.425 was greater than the critical t value of 1.684, with a significance value of $0.020 < 0.05$. Therefore, multicultural education has a positive and significant effect on students' tolerance attitudes. The positive regression coefficient of 0.322 indicates that an increase in multicultural education is accompanied by an increase in students' tolerance attitudes.

Furthermore, the coefficient of determination (R Square) of 0.128 indicates that multicultural education contributes 12.8% to the variation in students' tolerance attitudes, while the remaining 87.2% is influenced by other factors not examined in this study. These factors may include the family environment, social interactions, media exposure, and students' personal experiences. This finding is consistent with Srivastava & Rojhe (2021), who explained that individual attitudes are shaped through the interaction of various internal and external factors.

The findings of this study are consistent with those of Lao et al. (2025), who found that multicultural education had an influence on students' tolerance attitudes at SMP Kristen Payeti, East Sumba Regency. Their findings highlight the importance of implementing multicultural education continuously to support the development of tolerance attitudes in schools. Similar findings were reported by Sartika et al. (2020), who found that the implementation of multicultural education had an effect on the attitudes and tolerance of eighth-grade students at SMP Negeri 1 Ciwaringin, Cirebon Regency.

Furthermore, Choirunnisa (2025) also found an effect of multicultural education on the tolerance attitudes of eighth-grade students at SMP Negeri 22 Surabaya. The consistency of these findings strengthens the results of the present study, indicating that the implementation of multicultural values in schools can support the development of students' tolerance attitudes. The better multicultural values are implemented in the school environment, the greater students' tendency to respect and accept differences.

Conclusion

Based on the findings of this study, it can be concluded that multicultural education has a

significant effect on the tolerance attitudes of eighth-grade students at UPTD SMP Negeri 16 Kota Kupang in the 2025/2026 academic year. This is supported by the results of the regression and t-tests, which showed a significance value below 0.05 and a positive regression coefficient. Although the contribution of multicultural education to students' tolerance attitudes was relatively low at 12.8%, the findings indicate that multicultural education still plays an important role in fostering students' tolerance attitudes. This role needs to be supported by other factors beyond the school environment.

Acknowledgment (Optional)

The authors would like to express their gratitude to UPTD SMP Negeri 16 Kota Kupang for providing permission and support during the implementation of this research. The authors also sincerely appreciate the students and teachers who participated and contributed to the data collection process.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, methodology, investigation, data collection, data curation, formal analysis, writing of the original draft, and writing, review, and editing of the manuscript. Supervision and guidance were provided during the research and manuscript preparation process.

Generative AI Disclosure

The authors declare that generative AI tools were used as assistance in preparing and refining the manuscript. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the article.

References

- Akbar, A., & Darmawan, D. (2023). Implementasi Pendidikan Multikultural dalam Meningkatkan Sikap Toleransi Peserta Didik di Sekolah Dasar. *Jurnal Pendidikan Dan Ilmu Sosial*, 5(1), 112–119.
- Amalia, M. R., Susanti, Mulyana, A., & Arif, M. N. (2025). Pendidikan multikultural dan inklusif: Isu keberagaman budaya, etnis, agama, dan strategi pendidikan yang responsif. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11(4), 375–387.
- Choirunnisa, F. N. (2025). *Pengaruh Pendidikan Multikultural terhadap Toleransi Beragama Peserta Didik Kelas VIII di SMP Negeri 22 Surabaya*. Universitas Islam Negeri Sunan Ampel Surabaya.
- Jumiatmoko. (2018). Peran Guru dalam Pengembangan Sikap Toleransi Beragama pada Anak Usia Dini. *Thufula: Jurnal Inovasi*

Pendidikan Guru Raudhatul Athfal.

- Lao, H. A. E., Pa, H. D. B., & Dami, F. (2025). Pengaruh Penerapan Pendidikan Multikultural terhadap Tingkat Toleransi Beragama Berbasis Proyek Penguatan Profil Pelajar Pancasila (P5). *Jurnal Dedikasi Pendidikan*, 9(1), 357–372.
- Manullang, S. O., Mardani, & Hendriarto, P. (2021). Pemahaman Islam dan Dampaknya terhadap Keharmonisan dan Keragaman Indonesia: Analisis kritis terhadap publikasi jurnal tahun 2010 sampai 2020. *Journal IAIN Gorontalo*.
- Mustaqimah, S., & Usman, M. (2024). Sosialisasi Intoleransi Sebagai Upaya Pencegahan Dosa Besar di Lingkungan Sekolah. *Jurnal Pendidikan Dan Pengabdian Masyarakat, Universitas Kediri*.
- Nurhayati, L. (2024). Pendidikan Multikultural sebagai Sarana Pembentukan Karakter. *Jurnal Ilmiah Pendidikan Karakter*, 12(3).
- Rosyada, D. (2014). Pendidikan Multikultural di Indonesia Sebuah Pandangan Konsepsional. *SocioDidaktika: Social Science Education Journal*, 1(1), 1–12.
- Sartika, D., Nasehudin, & Suniti. (2020). Pengaruh penerapan pendidikan multikultural terhadap sikap dan toleransi siswa di kelas VIII SMP Negeri 1 Ciwaringin Kabupaten Cirebon. *Jurnal Edueksos: The Journal of Social and Economics Education*, 9(1).
- Srivastava, S., & Rojhe, K. C. (2021). Attitude Formation and Attitude Change: A Social Psychological Perspective. In B. Christiansen & H. Chandan (Eds.), *book chapter* (pp. 1–28).
- Syahputra, M. (2022). Peran Pendidikan dalam Meningkatkan Sikap Toleransi Siswa di Sekolah. *Jurnal Pendidikan Dan Kebudayaan*, 7(2), 45–52.