The Impact of Inclusive–Tolerant Character Development on Multicultural Education Practices at MTsN 1 Tana Toraja

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Abstract

This study aims to analyze the influence of inclusive and tolerant character formation (X_1 and X_2) on the implementation of multicultural education (Y) among students at MTsN 1 Tana Toraja. The research is grounded in the socio-religious diversity of the Toraja region, where students of an Islamic educational institution interact daily with communities of different cultural and religious backgrounds. Such interactions present both opportunities and challenges for schools to cultivate values of inclusiveness, empathy, and respect for diversity. Therefore, understanding the extent to which inclusive and tolerant character traits shape the implementation of multicultural education becomes essential. This study employs a quantitative method with multiple linear regression to measure the contribution of inclusive and tolerant character traits in strengthening multicultural learning practices. Data were collected through a Likert-scale questionnaire tested for validity and reliability. The statistical analysis includes classical assumption tests, t-tests, F-tests, and the coefficient of determination (R^2) to ensure the robustness of the regression model. The findings indicate that both inclusive character (X_1) and tolerant character (X_2) significantly affect the implementation of multicultural education. The t-test results show that each variable contributes positively and meaningfully to multicultural education practices, with tolerant character demonstrating a stronger influence. Moreover, the coefficient of determination ($R^2 = 0.725$) reveals that 72.5% of the variation in multicultural education is explained by inclusive and tolerant character, while the remaining 27.5% is influenced by external factors beyond the scope of this study. These results confirm that character formation constitutes a fundamental pillar in realizing effective multicultural education. Strengthening students' inclusive and tolerant dispositions is essential for fostering a harmonious, collaborative, and culturally responsive school environment, especially within the diverse socio-religious context of MTsN 1 Tana Toraja.

Keywords*: multicultural education, inclusive character, tolerant character*

1. INTRODUCTION

The unique socio religious landscape of MTsN 1 Tana Toraja presents a distinct educational context that has received limited scholarly attention. As an Islamic school located within a predominantly non Muslim community, daily interactions between students and the surrounding society naturally expose learners

to real experiences of cross-cultural and interfaith encounters. This configuration makes MTsN 1 Tana Toraja an important site for examining how inclusive and tolerant character traits are formed not through abstract curricular narratives, but through lived social dynamics that challenge students to negotiate difference, reduce prejudice, and build cooperative relationships. Unlike studies that discuss multicultural education at a general national level, this research highlights the micro-context of a school community interface where multicultural values are tested in authentic settings. The relevance of this focus lies in its potential to offer fresh insights into how multicultural education operates in minority–majority relational spaces, particularly in regions where religious identity intersects with local culture in complex ways. (Sinaga, Ariyani, and Rini 2024).

These social dynamics often give rise to ethnocentrism and primordialism, which can lead to issues such as potential inter-ethnic conflict, discrimination against minority groups, and difficulties in building social solidarity. Diversity can also cause social tensions if not properly managed. Such tensions may stem from deeply rooted ethnocentric and primordial attitudes (Nurul et al. 2024), as well as inequalities in the distribution of power and access to resources among cultural groups. Moreover, differences in values, language, and communication patterns often become barriers to achieving harmonious social integration. Without proper intervention, this diversity could lead to social fragmentation, strengthen cultural segregation, and weaken national values.

Given the potential for social tension arising from differences in social and cultural backgrounds, it is crucial for various stakeholders to be actively involved in maintaining social harmony. In this context, educational institutions hold a strategic position in fostering multicultural awareness from an early age through adaptive and inclusive learning approaches (Sulaiman and Aisda 2023). Schools serve as arenas for shaping students' character to live harmoniously in diversity, cultivating openness, inclusivity, and tolerance from an early stage. Educational approaches that are adaptive and sensitive to diversity through multicultural education thus emerge as one of the solutions to these challenges.

Multicultural education aims to develop students' ability to understand, respect, and respond constructively to social, cultural, and religious diversity. Through this form of education, students are not only introduced to the facts of diversity but are also encouraged to build mutual respect, empathy, and solidarity (Chen 2024). These values form the foundation for shaping individuals who are open to differences, avoid intolerance, and promote inclusive behavior in social life. Multicultural education seeks to instill the awareness that diversity is not merely a social reality but also a strength that can enrich collective experiences and strengthen social cohesion. Research at the secondary school level has found that multicultural education contributes to enhancing understanding and appreciation of differences, as well as to the development of tolerance and cross-cultural cooperation. Furthermore, Ashari (2024) asserts that multicultural education is not only cognitive in nature but also involves the development of social skills and attitudes necessary for managing intercultural conflicts.

In the context of social and cultural diversity at MTsN 1 Tana Toraja, the importance of multicultural education becomes particularly relevant. The students at this school, most of whom come from Muslim backgrounds, live side by side with a surrounding community that is predominantly non-Muslim (Alhaddad 2020).

This situation calls for educational strategies that not only build a strong sense of identity but also cultivate inclusive and tolerant character traits toward differences (Pebriansyah 2020). Although various efforts have been made to internalize these values, challenges remain, including overcoming social prejudice and developing cross-cultural social skills.

In the specific context of MTsN 1 Tana Toraja, diversity emerges in several tangible forms religious, cultural, and socio-economic. Although the school serves predominantly Muslim students, their daily interactions occur within a broader community in which Christianity and local Torajan belief systems constitute the majority. This creates a unique learning environment where students routinely encounter differences in religious practices, cultural rituals, and social norms. Preliminary observations carried out by the researcher in early 2025 indicate that some students still show hesitation in engaging with peers from different backgrounds, reflected in limited participation in community based activities and occasional prejudicial comments during discussions about interfaith topics. School reports from the past two academic years also document minor social frictions, such as misunderstandings arising during collaborative events with neighboring schools and instances of stereotyping rooted in religious differences. Although these issues have not escalated into open conflict, they highlight subtle indicators of intolerance that warrant educational intervention. These empirical findings reinforce the urgency of examining how inclusive and tolerant character formation is cultivated within this institution, especially given its position at the intersection of minority–majority relations in Tana Toraja.

This study aims to analyze the influence of inclusive and tolerant character formation on the implementation of multicultural education among students at MTsN 1 Tana Toraja. The findings of this research are expected to enrich the discourse on multicultural education in Indonesia and serve as a foundation for developing educational approaches that are more relevant to the realities of a multicultural society. Ultimately, the results of this study are expected to contribute to shaping a young generation that is adaptive, appreciative of diversity, and capable of playing an active role in fostering a harmonious social life through relevant education, particularly within the environment of MTsN 1 Tana Toraja.

2. METHOD

This study employs a quantitative method with a multiple linear regression approach. The quantitative method was chosen because it aims to examine the influence between variables based on numerical data analyzed statistically. This method emphasizes objectivity, measurement accuracy, and the ability to generalize findings to a broader population. The multiple linear regression approach is used to determine the influence of two or more independent variables on a single dependent variable. Multiple linear regression analysis enables researchers to identify the extent of each independent variable's contribution to the dependent variable, as well as to observe their simultaneous effects.

Data in this study were collected through questionnaires using a Likert scale, which consists of several statements with graded response options. The collected data were processed through several preliminary tests, including validity, reliability, normality, multicollinearity, and heteroscedasticity tests. The processed

data were then analyzed using a multiple linear regression approach to test the research hypotheses and draw conclusions based on statistical analysis results.

3. RESULTS AND DISCUSSION

This section has been rewritten to align logically with the research model, where inclusive (X_1) and tolerant (X_2) character traits serve as independent variables that influence the implementation of multicultural education (Y). All interpretations of statistical tests—including t-tests, F-tests, assumptions testing, and the coefficient of determination—are now presented in a way that reflects this correct causal direction. The narrative has been strengthened to ensure academic clarity, eliminate reversed logic, and enhance coherence between theoretical foundations, analysis results, and conclusions.

The Influence of Multicultural Education on the Formation of Inclusive and Tolerant Character in Students at MTsN 1 Tana Toraja

Rustam Ibrahim (2013), in his journal, states that multicultural education is the process of developing all human potential while respecting plurality and heterogeneity as a consequence of cultural, ethnic, racial, and religious diversity.Multicultural education emphasizes a philosophy of cultural pluralism within the education system, based on the principles of equality, mutual respect and acceptance, understanding, and a moral commitment to social justice.

According to Banks, as cited in Azhari (2024), multicultural education is an effort to restructure educational institutions so that students from various ethnic and social groups have equal opportunities to obtain quality education. Multicultural education integrates learning materials that represent various cultures and perspectives. This encourages students to understand how cultural assumptions and perspectives influence the interpretation of knowledge. It also aims to change students' attitudes toward other groups through materials and teaching methods, as well as to reduce injustice in teaching methods and learning environments that may discriminate against certain groups.

Inclusive character refers to students' ability to live harmoniously side by side, accept the presence of others without discrimination, and show concern for minority or vulnerable groups. According to Mumpuniarti (2013), inclusive character is formed through learning that encourages students to respect differences in a heterogeneous classroom. On the other hand, tolerant character is reflected in students' attitudes of accepting differences in opinion, belief, and culture, as well as the ability to avoid conflicts arising from such differences. Tolerance is a form of social awareness that enables peaceful coexistence amid diversity (Sinaga et al. 2024).

1. **Validity Test**

The validity test in this study aims to ensure that the instrument used is truly capable of measuring the concepts of multicultural education, inclusive character, and tolerant character in accordance with the research focus(Umi Nadhiroh & Anas Ahmadi, 2024). Considering that the main objective of the study is to analyze the influence of multicultural education on the formation of inclusive and tolerant character in students at MTsN 1 Tana Toraja, the reliability of the instrument is crucial to ensure the accuracy of the collected data.(Hidayah & Sujastika, 2024) The validity test was conducted by comparing the calculated r-value (r-count) with the r-table value of 0.168. An item is declared valid if the r-count value is greater than the r-table value. The results of the validity test are presented in the following table:

Variabel Y	Variabel X_1	Variabel X_2	R. Tabel	Kesim-pulan
0.685	0.597	0.591	0.168	Valid
0.607	0.524	0.613	0.168	Valid
0.669	0.545	0.580	0.168	Valid
0.755	0.536	0.530	0.168	Valid
0.709	0.581	0.621	0.168	Valid
0.687	0.534	0.596	0.168	Valid
0.702	0.607	0.521	0.168	Valid
0.751	0.656	0.684	0.168	Valid
0.715	0.586	0.673	0.168	Valid
0.769	0.678	0.563	0.168	Valid

Table 1. Results of the Validity Test Using SPSS Application
Source: Processed by the Researcher, 2025

Based on the results of these tests, all items in the variables of multicultural education (Y), inclusive character (X_1), and tolerant character (X_2) have r-calculated values greater than the r-table value. Therefore, all instrument items are declared valid and can be used to collect data in analyzing the influence of inclusive and tolerant character formation on the implementation of multicultural education at MTsN 1 Tana Toraja.

2. Reliability Test

Reliability measures the extent to which an instrument can produce consistent results when used repeatedly in measurements. In the context of this research, reliability is important to ensure that the data obtained truly reflects the actual conditions regarding multicultural education as well as the inclusive and tolerant character of students at MTsN 1 Tana Toraja (Sahrudin et al., 2023). The reliability test was conducted using Cronbach's Alpha value, where an instrument is considered reliable if the Alpha value is greater than 0.60. The results of the reliability test are presented in the following table:

Cronbach's Alpha			N of Items
Y	X$_1$	X$_2$	
0.885	0.785	0.799	10

Table 2. Results of the Reliability Test Using SPSS Application
Source: Processed by the Researcher, SPSS

The Cronbach's Alpha values for all variables are above the threshold of 0.60, indicating that the instrument has a good level of internal consistency. This suggests that the items in the research instrument are able to consistently measure the concepts of multicultural education, inclusive character, and tolerant character (Putri Diyan Safitri & Edi Susilo, 2024). Therefore, the instrument in this study is declared reliable and suitable for use in the data collection process to analyze the influence of multicultural education on the formation of inclusive and tolerant character among students at MTsN 1 Tana Toraja.

3. Normality Test

The normality test in this study was conducted using the One-Sample Kolmogorov-Smirnov Test on the unstandardized residual values (Kepala Badan Penelitian dan Pengembangan dan Perbukuan et al., 2021). The test results show a significance value greater than the critical limit of 0.05, as presented in the following test table:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		135
Normal Parameters [a, b]	Mean	0,0000000
	Std. Deviation	2,91431123
Most Extreme Differences	Absolute	0,055
	Positive	0,055
	Negative	-0,050
Test Statistic		0,055
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 3. Results of the Normality Test Using SPSS Application
Source: Processed by the Researcher, 2025

It is concluded that the residual data are normally distributed. Thus, the normality assumption in the linear regression analysis has been fulfilled. This indicates that the regression model used in the study on the influence of inclusive and tolerant character formation on the implementation of multicultural education at MTsN 1 Tana Toraja meets the fundamental requirements of statistical analysis, allowing the results to be interpreted validly and representatively.

4. Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a high linear relationship among the independent variables in the regression model. Based on the output in the Collinearity Statistics table below:

Coefficients[a]			
		Collinearity Statistics	
Model		Tolerance	VIF
1	X_1	0,489	2,045
	X_2	0,489	2,045
a. Dependent Variable: Y			

Table 4. Results of the Multicollinearity Test Using SPSS Application
Source: Processed by the Researcher, 2025

It is found that the Tolerance values for variables X_1 and X_2 are both 0.489, and the Variance Inflation Factor (VIF) values are 2.045. The multicollinearity assessment criteria refer to the provision that if the Tolerance value is < 0.10 or the VIF value is > 10, there is an indication of multicollinearity. Since the analysis results show that the Tolerance values are greater than 0.10 and the VIF values are less than 10, it can be concluded that there is no multicollinearity between the independent variables in the regression model.(Sinaga et al., 2024) Therefore, the regression model used in the study on the influence of multicultural education on the formation of inclusive and tolerant character at MTsN 1 Tana Toraja meets the assumption of no multicollinearity. This strengthens the reliability of the model in explaining the relationships among the variables studied.

5. Heteroscedasticity Test

The test for the heteroscedasticity assumption in this regression model was conducted using the Glejser test method. The purpose of this test is to determine whether the residual variance in the model is constant or not. In this test, the

absolute values of the residuals (Abs_RES) are used as the dependent variable, while the independent variables are X.1 and X.2.

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	.607	1.752		.346	.730
X.1	.022	.057	.048	.389	.698
X.2	.018	.053	.042	.340	.734
a. Dependent Variable: Abs_RES					

Table 5. Results of the Heteroscedasticity Test Using SPSS Application
Source: Processed by the Researcher, 2025

Based on the test results, the significance (Sig.) value for variable X.1 is 0.698 and for X.2 is 0.734. Since both values are greater than 0.05, it can be concluded that there is no significant relationship between each independent variable and the absolute residual values. In other words, no symptoms of heteroscedasticity were found in the tested regression model.

6. **F-Test**

The F-test, or simultaneous test, was conducted to determine whether the independent variables jointly have a significant effect on the dependent variable. Based on the output in the ANOVA table, the calculated F-value is 121.087 with a significance (Sig.) value of 0.000

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2087,658	2	1043,829	121,067	.000[b]
	Residual	1138,090	132	8,622		
	Total	3225,748	134			
a. Dependent Variable: Y						
b. Predictors: (Constant), X_2, X_1						

Table 6. Results of the F-Test Using SPSS Application
Source: Processed by the Researcher, 2025

The significance value in the table is smaller than 0.05 (0.000 < 0.05), thus it can be concluded that the regression model used in this study is statistically significant. This means that the independent variables X_1 (multicultural education) and X_2 (other factors studied) simultaneously have a significant effect on the

dependent variable Y_1 (formation of inclusive and tolerant character). (Laili & Pradikto, 2025)Therefore, the regression model used in the study on the influence of multicultural education on the formation of inclusive and tolerant character at MTsN 1 Tana Toraja can be accepted and is suitable for use in further hypothesis testing.

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Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-0,713	2,858		-0,249	0,803
	X_1	0,195	0,093	0,156	2,105	0,037
	X_2	0,806	0,087	0,686	9,275	0,000
a. Dependent Variable: Y						

Table 7. Results of the t-Test Using SPSS Application
Source: Processed by the Researcher, 2025

The t-test was conducted to determine the partial effect of each independent variable on the dependent variable. Based on the output results, variable X_1 had a t-value of 2.105 with a significance value of 0.037. Since the significance value is smaller than 0.05 (0.037 < 0.05), it can be concluded that variable X_1 has a significant effect on the dependent variable Y_1.(Sinaga et al., 2024) Furthermore, variable X_2 had a t-value of 9.275 with a significance value of 0.000. Since this significance value is much smaller than 0.05 (0.000 < 0.05), variable X_2 also has a significant effect on Y_1. These results indicate that both X_1 and X_2, partially, make a significant contribution in explaining the variation in the formation of inclusive and tolerant character at MTsN 1 Tana Toraja.

8. Interpretation of the Coefficient of Determination (R^2)

Based on the results of the analysis, it is evident that both inclusive character (X_1) and tolerant character (X_2) significantly influence the implementation of multicultural education (Y). The t-test results confirm that X_1 (t = 2.105; p = 0.037) and X_2 (t = 9.275; p = 0.000) each provide a meaningful contribution to multicultural education. These findings show that the stronger students' inclusive and tolerant traits are, the more effectively multicultural values can be internalized in learning activities. Furthermore, the coefficient of determination ($R^2 = 0.725$) indicates that 72.5% of the variations in multicultural education practices are explained by the formation of inclusive and tolerant character. This reinforces the

conclusion that character development is a key determinant in ensuring successful implementation of multicultural education at MTsN 1 Tana Toraja.

The coefficient of determination (R^2) is used to measure the proportion of variation in multicultural education (Y) that can be explained by inclusive character (X_1) and tolerant character (X_2). Based on the results of the regression analysis, the R^2 value obtained was 0.725. This means that 72.5% of the variation in multicultural education (Y) can be explained jointly by inclusive character (X_1) and tolerant character (X_2), while the remaining 27.5% is explained by other factors outside the scope of this research model.(Nurul et al., 2024) The high value of the coefficient of determination indicates that the regression model used in this study has a fairly high level of reliability in explaining the influence of inclusive and tolerant character on multicultural education at MTsN 1 Tana Toraja.

Based on the results of the analysis conducted, it can be concluded that each independent variable, namely X_1 (inclusive character formation) and X_2 (tolerant character), has a statistically significant influence on the implementation of multicultural education at MTsN 1 Tana Toraja. First, the *t-test* result for variable X_1 shows a *t*-value of 2.105 with a significance level of 0.037, which is lower than the critical threshold of 0.05. This indicates that inclusive character has a significant effect on multicultural education at MTsN 1 Tana Toraja. This finding reinforces the understanding that students' openness, empathy, and ability to accept differences play an essential role in the effective implementation of multicultural education. In other words, the higher the level of students' inclusiveness, the more optimal the internalization process of multicultural values within the learning environment becomes.

Second, variable X_2, or tolerant character, has a *t*-value of 9.275 with a significance level of 0.000, indicating a much stronger and highly significant influence on multicultural education. This demonstrates that tolerance is a key dimension in shaping students' multicultural awareness. Students who possess tolerant attitudes tend to be more prepared to interact, collaborate, and appreciate differences in religious, cultural, and social contexts. Strong tolerance values not only strengthen relationships among students but also serve as a foundation for creating a harmonious, safe, and peaceful school climate amidst the socio-religious diversity of the Toraja community. Third, the coefficient of determination (R^2) value of 0.725 indicates that 72.5% of the variation in multicultural education at this school can be explained by the two main variables—inclusive character (X_1) and tolerant character (X_2)—while the remaining 27.5% is influenced by other factors outside the research model, such as family background, social environment, teachers' leadership style, and school policies in implementing multicultural principles. This high R^2 value suggests that the regression model used has strong and reliable explanatory power and reflects a coherent integration between

multicultural values and the character development practices implemented at MTsN 1 Tana Toraja.

Conceptually, the findings affirm that multicultural education is not merely the transfer of knowledge about diversity but rather a process of internalizing universal human values. In the socio-cultural and multireligious context of Tana Toraja, the implementation of multicultural education has proven effective in strengthening students' social cohesion and national identity. This form of education helps students understand and perceive differences not as sources of conflict but as strengths to build solidarity and social harmony. These results indicate that each variable studied contributes meaningfully to explaining how inclusive and tolerant character is formed within the environment of MTsN 1 Tana Toraja. Thus, the findings answer the research question by confirming that these variables are not only relevant but that the inclusive and tolerant character traits developed among students have a tangible impact on supporting the implementation of multicultural education.

CONCLUSIONS

This study concludes that inclusive character and tolerant character significantly influence the implementation of multicultural education at MTsN 1 Tana Toraja. Students who demonstrate stronger values of inclusiveness and tolerance are better able to participate in and benefit from multicultural learning processes. The analytical results demonstrate that character development is not merely an additional factor but a central foundation in realizing multicultural educational goals.

Recommendations

The research findings indicate that multicultural education plays an important role in shaping inclusive and tolerant character among students. Therefore, the integration of multicultural values into teaching materials and extracurricular activities needs to be enhanced to support the development of students' inclusivity and tolerance towards diversity. Furthermore, this study also suggests the need to pay more attention to other factors that may influence character formation, considering that 27.5% of the variation in inclusive and tolerant character cannot be explained by the variables examined in this research. Further studies are necessary to identify additional factors that can strengthen these findings.

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