



# INTERNALIZATION OF MULTICULTURAL ISLAMIC EDUCATION VALUES IN FORMING STUDENT SELF EFFICACY AT STATE SENIOR HIGH SCHOOL 3 TAKALAR

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## ABSTRACT

Study this aiming understands the internalization process values multicultural Islamic education in to form self-efficacy participant educated at State Senior High School 3 Takalar. Values This important for grow tolerance and appreciation to diversity culture in self-participant educate. State Senior High School 3 Takalar committed teach values the in a way structured use to form participant educate with morals noble and ready living in a diverse society. Research use method qualitative with approach studies case, collecting data through interviews, observations, and documentation with participants head schools, teachers, and participants Educate. Data analysis was carried out through data reduction, data presentation, and extraction conclusion for understand the internalization process mark multicultural Islamic education. Research results show that internalization values multicultural Islamic education through three stages —transformation value, transaction values, and trans-internalization value— success increase self-efficacy participant educate. This process help participant educate understand, apply, and internalize values multicultural so that they more believe self in interact with individual from various background behind culture, as well as ready face diverse society.

**Keywords:** Islamic education; self-efficacy

## 1. INTRODUCTION

Religious education has a very important role important in to form character and morals of participants educate, and equip they with values that can be applied in life everyday. Religious education is not only teach theory about religious teachings, but also instill values like honesty, tolerance and responsibility answer. Through religious education, it is hoped participant educate can develop attitude good life, and own deep understanding about religion and values humanity. The process of internalization religious values, especially in context Islamic education, to become very important for to form generation that does not only knowledgeable, but also moral glorious.

However, in practice, the internalization process religious values in institutions education no always walk in accordance with hope. Many participants students who feel confused and lost direction when values taught in schools No in line with reality social in society. Crisis exemplary in public cause mismatch between values taught with behavior seen around they. This is indicates that religious education, especially in context Islamic education in Indonesia, not yet fully succeed in to form character participant educate in accordance with religious values taught.

In an attempt overcome problem this is important for institution education for integrate Islamic teachings about tolerance and values multicultural in the learning process. Multicultural Islamic education teach importance each other value difference, good in religion, culture, and background behind social. Through approach this, education no only transfer knowledge, but also transfer values that build a sense of mutual respect understanding and peace in the midst diversity. Multicultural Islamic Education aiming for create individuals who have good character, respect diversity, and able to contribute in create harmonious society.

At State Senior High School 3 Takalar, integration values multicultural Islamic education can to form self efficacy participant educate, namely belief they to ability self for face challenges and achieve purpose. Internalization process values this very important for increase confidence self and motivation participant educate in learn. Through an appreciative approach differences and develop character, expected participant educate can become individuals who do not only knowledgeable, but also have attitude good and capable life interact with various layer public in a way positive. Research this aiming for explore how the internalization process works values multicultural Islamic education can increase self efficacy at State Senior High School 3 Takalar, as well as give contribution for development more curriculum responsive to need participant educate in multicultural society.

## 2. METHODS

Study this use approach qualitative with objective for dig understanding deep regarding the internalization process values multicultural Islamic education and its impact to improvement self efficacy participant educated at State Senior High School 3 Takalar. Research qualitative chosen Because can give more insight wide about context and phenomena that occur in the field, as well as allow researcher for understand perspectives, experiences, and views participant educate, teachers, and party related others. Data collected in study this nature descriptive and not focused on numbers or statistics, but rather on the processes, meanings, and interpretations that develop among subject study.

Data collection techniques used in study this covering interview in-depth, observation, and study documentation. Interview done with participant educate, religious teachers, and heads school for dig view they about implementation values multicultural Islamic education in schools, as well as the impact to development self efficacy participant educate. Observation done for observe direct activity Islamic religious learning, activities extracurricular, as well as interaction social in the environment related schools with implementation values multicultural. Documentation in the form of notes activities , curriculum , and teaching materials will also be

analyzed For give description about How multicultural Islamic values integrated in the learning process.

Data analysis in study this done in a way inductive , where the data obtained from interviews, observations, and documentation analysed For identify themes main related with internalization values multicultural Islamic education and self efficacy. Analysis process done in a way gradually, starting from data collection, data categorization, to compilation relevant findings. The results of study This expected can give contribution in develop more educational strategies effective, which is not only focus on mastery academic, but also in the formation of characters and improvements self efficacy participant educate through internalization values multicultural Islamic education.

### **3. RESULTS AND DISCUSSION**

Man in undergo his life, no escape from noble Islamic values. The values this as if compass, guide man going to the right way. For deliver values this to generation successor, required effort the right institution. Education becomes choice main, where Islamic values can be actualized, developed, and trained in a way sustainable.

State Senior High School 3 Takalar, as institution education, have commitment strong in internalize Islamic values to participant his education. Various mark religious education is developed in accordance with needs and characteristics typical school this. This effort aiming for to form generation young man with good morals noble, knowledgeable knowledge, and able to contribute positive for nation and state. As vision, mission and goals school, seen clear commitment strong for give birth to generation young man with good morals noble, knowledgeable knowledge, and contribute positive for nation and state.

Based on results interviews conducted by researchers at State Senior High School 3 Takalar, there are some internalization processes values multicultural Islamic education in to form self efficacy participant educate is:

#### **a. Understanding the Concept of Multicultural Islamic Education**

Based on results observation and interviews, internalization process values multicultural Islamic education at State Senior High School 3 Takalar that is understanding draft multicultural Islamic education. Understanding or understanding about draft Islamic education that recognizes, respects, and integrates diversity culture in the educational process. Multicultural Islamic education aiming for create environment inclusive learning, where differences culture understood and appreciated, and used for enrich experience education and strengthening universal Islamic values.

The process of understanding or understand the underlying principles and ideas Islamic education that recognizes and appreciates diversity culture. multicultural Islamic education This covers an approach that seeks for create environment education where Islamic values are applied with an inclusive, respectful manner difference culture, ethnicity, and religion in society. This is aiming for promote equality, tolerance and harmony in interaction social and education. In accordance from results interviews obtained from head schools at UPT SMA Negeri 3 Takalar:

Multicultural Islamic education in our school refers to efforts to plant Islamic values that respect diversity culture and background behind participant educate. We try create environment harmonious and respectful learning difference.

Same thing was also explained by the Islamic religious education teacher at UPT SMA Negeri 3 Takalar:

According to I, multicultural Islamic education means integrate Islamic teachings about tolerance and mutual value in the learning process. As a teacher, I must capable convey material with consider background behind diverse cultures from participant educate.

Whereas interview from participant educated at UPT SMA Negeri 3 Takalar that is:

Multicultural Islamic education in our school teaches us to value difference friends who come from from tribe, race, or culture others. We were taught For each other respect and live harmonious although different.

Analysis about draft multicultural Islamic education based on the interview above can understood through corner view theoretical and practical, as well as how draft this applied so that become values in interactions that refer to equality, tolerance, and harmony in the environment UPT SMA Negeri 3 Takalar school. The following this is analysis deep about values multicultural Islamic education the:

### **1) Value Diversity Culture and Background Learners**

The principal and teachers at UPT SMA Negeri 3 Takalar acknowledged the importance of recognizing cultural diversity as a basic value in multicultural Islamic education. The principal emphasized that the implementation of multicultural Islamic education in schools aims to appreciate the cultural diversity and backgrounds of students. This shows the awareness of educational institutions of the importance of recognizing cultural diversity and accepting every student with different backgrounds.

Students' perspective, multicultural Islamic education received in schools emphasizes respect for cultural, ethnic, and racial diversity. This shows that the school actively seeks to internalize the values of recognizing diversity among students. This recognition is the basis for avoiding discrimination and treating each individual fairly, regardless of their differences in background.

In context Islamic education, recognition to diversity in line with Islamic teachings that respect every man without see difference ethnic group or nationality. Recognition this no only just acceptance, but also the way for put forward universal values of Islam, namely that all over man originate from the same creation and therefore worthy recognized and respected One each other.

Multiculturalism theory focuses on recognizing cultural differences and individual identities and treating these differences as something of positive value in society. Banks is quoted as saying in Atiqatul Hasnah et al., stated that multicultural education is a pedagogical approach that aims to create awareness of diversity and strengthen cross- cultural understanding in the educational environment. (Hasnah et al., 2024). In the context of Islamic education, respect for cultural diversity is also closely related to Islamic teachings about justice

and brotherhood which are universal, as Allah swt. said in QS al-Hujurat /49: 13 namely as following:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَنُكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Translation:

*"O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware."*

Quraish Shihab in his commentary explains that this verse (QS. Al-Hujurat: 13) is no longer speaking to a particular group—such as believers only— but to all of humanity, emphasizing the basic principle of universal human relations. Allah emphasizes that humans were created from one pair—Adam and Eve, or biologically male and female— and then made into nations and tribes. The goal is not to cause division, but to get to know each other, help each other, and complement each other, without seeing differences as a reason to belittle others. Here, Allah emphasizes that a person's nobility is not measured by nation or tribe, but by the level of his piety, which can only be assessed by Allah, the All-Knowing and All-Aware. Even the deepest intentions and hidden things in humans do not escape His knowledge. (Shihab, 2002, 615). This interpretation emphasizes that the basic principles of human relations should be based on equality and respect, and not on the exclusivity or superiority of a particular group, making this verse an important foundation in building an inclusive and harmonious society.

Research by Azra (2012) also supports the importance of respecting diversity in Islamic education as an effort to prevent exclusivism and intolerance, stating that Islamic education that is oriented towards multicultural values can help students to be more open in interacting with individuals from different backgrounds, and be able to see differences as opportunities to enrich life experiences.

With thus, in the scope administrative unit of State Senior High School 3 Takalar, create room for participant educate for feel accepted and appreciated, whatever background behind they, who will help building trust self and openness in face diversity.

## **2) Integration of Islamic Teachings on Tolerance in Learning**

According to the Islamic religious education teacher, Islamic education is multicultural require existence integration Islamic teachings about tolerance and mutual value in every learning process. Teachers realize that the material presented need customized with condition diverse culture participant educate, so that lesson no only relevant in a way theoretical but also contextual in life daily participant educate. This is where the role of teachers becomes important, as facilitators and models that demonstrate attitude tolerance as well as become examples that can be followed by participants educate. Teaching that prioritizes understanding and acceptance

to other cultures create environment harmonious learning, where differences viewed as something positive.

Tolerance in Islamic teachings is an important basis that is taught, as is Allah swt. said in QS al- Kafirun /109: 6 namely as following:

لَكُمْ دِينُكُمْ وَلِيَ دِينِ ﴿٦﴾

Translation:

*"For you your religion, for me my religion."*

In his commentary on Surah al-Kafirun verse 6, "Lakum dinukum waliyadin" (For you your religion and for me my religion), Quraish Shihab highlights the basic principle of interfaith relations which should be reciprocal and full of respect. According to Shihab, this verse implies that every religion has the right to believe, practice, and uphold the values it considers true without having to judge or demand justification from other religions. This is the basis for peaceful coexistence, where differences in belief do not trigger conflict or hostility, but instead become a reason for mutual respect. This principle emphasizes that the main goal of interfaith relations is not to favor or degrade one belief over another, but rather to create a foundation of peace through recognition of each religion's right to practice their faith independently (Shihab, 2002, p. 685). With this understanding, religious communities are encouraged to live side by side in an atmosphere of mutual respect, making diversity a force that strengthens social cohesion.

In addition, Baidhaway to quote Hefner in his book "Civil Islam" explains that multicultural Islamic education can make a positive contribution to strengthening tolerance amidst cultural diversity (Baidhaway, 2005, p. viii). The integration of teachings about tolerance in Islamic learning was also highlighted by Marwati, who stated that educators have an important role in communicating the teachings of tolerance to students (Sri Mawarti, 2019). These studies show that Islamic education that pays attention to tolerance encourages students to not only understand religious teachings, but also apply them contextually in a pluralistic society.

The integration of Islamic teachings on tolerance in multicultural education is not just a theory, but a basic need in a diverse society. In the context of learning, this teaching of tolerance must be conveyed thus matter this also exists and occurs in the environment UPT State Senior High School 3 Takalar.

### **3) Attitudes of Respect and Living in Harmony Among People Learners**

Statement from participant educate disclose how multicultural Islamic education impact on the way view they to friends from background behind different cultures. Multicultural Islamic education teach they for value differences, which show that education This succeed to plant attitude tolerance between participant educate. Attitude of respect and life harmonious although different culture, race, or ethnic group nation is the core of education Islamic multiculturalism. With Thus, education this no only functioning as knowledge transfer, but also as means for to plant mark social that prioritizes togetherness.

Respecting differences and living in harmony is an attitude recommended in Islam, especially in fostering social relationships. This recommendation is based on the principle of *ukhuwah Islamiyah*, which includes *ukhuwah diniyah* (brotherhood among Muslims), *ukhuwah wathaniyah* (national brotherhood), and *ukhuwah insaniyah* (human brotherhood). The attitude of living in harmony and respecting each other is a reflection of the value of this *ukhuwah*, which is relevant in multicultural Islamic education.

Research by Ansyori, shows that education based on Islamic values and encouraging harmonious living can be an effective approach in dealing with conflict and encouraging harmony among students with diverse backgrounds. (Ansyori, 2024) this study also shows that students who receive education based on multicultural values tend to be better able to work together and overcome prejudice, reducing the potential for conflict that often arises due to differences.

In Indonesia, a study conducted by Wati et al., on students from different cultural backgrounds show that religious education that teaches living in harmony and respecting differences is successful in forming an attitude of mutual respect among students (Wati et al., 2024). The results of this study also emphasize that programs involving cross-cultural interactions can increase social cohesion, so that students find it easier to develop attitudes of living in harmony in diversity.

In context modern life is increasingly global, multicultural Islamic education become the more relevant and important. This education push participant educate for behave open and not exclusive, a the required attitude in plural society. In the midst of issues frequent intolerance happened, multicultural Islamic education can become solution term long for create harmonious society. With to cultivate values this since early, participants educate will grow become capable individual face difference without cause conflict.

Values multicultural Islamic education implemented at UPT SMA Negeri 3 Takalar, as expressed in interview, including award to diversity culture, integration Islamic teachings about tolerance in learning, and formation attitude life harmony. This education give contribution big in to form character participant respectful education differences and upholding tall Islamic values in plural society. Through multicultural Islamic education, school this build generation that does not only understand religious teachings, but also have an open, tolerant and capable attitude interact in a way harmonious in diverse society.

Overall, interviews at UPT SMA Negeri 3 Takalar showed that the values of multicultural Islamic education—recognition, appreciation, and acceptance—have been well integrated into the school's learning system. These three values not only shape positive attitudes among students toward cultural diversity, but also reflect the spirit of Islam that emphasizes equality, tolerance, and unity.

## **b. Stages Internalization of Multicultural Islamic Education Values**

Based on results interview, that the internalization process values multicultural Islamic education at State Senior High School 3 Takalar that is through stages internalization values of multicultural Islamic education. Internalization process values multicultural Islamic education is a purposeful journey for integrate Islamic principles and respect to diversity culture to in character

and behavior individual. This process No only just teaching theory, but also involves transformation deep personal. As stated by the head of State Senior High School 3 Takalar:

We implement stages internalization values multicultural Islamic education in a way gradually. First, we implant understanding about draft This through activities like warning day big religion and nationality. Then, values This integrated in curriculum and learning process teaching in class. Finally, we involve role active participant educate in activity extracurricular activities that practice values the.

Something similar expressed by an Islamic religious education teacher. In accordance from results interviews obtained from a teacher at State Senior High School 3 Takalar:

In the class, I to start process internalization with give explanation and examples about values like tolerance, mutual appreciate, and live harmonious in diversity. Next, I integrate values This in delivery material lesson with give task or a stimulating discussion understanding participant educate. I also involve participant educate in activity training group cooperation and mutual value.

Whereas interview from participant educate at UPT State Senior High School 3 Takalar that is:

Our teachers often remind about importance value difference and life harmonious with different friends ethnicity, religion, or culture. In lessons, sometimes we are asked for discuss or do task group with friends from background different backgrounds. We also often do activity like exchange culture between tribes in school.

Internalizing values multicultural Islamic education is a complex and ongoing process, in which individuals, especially participant educate, instill and enliven values the in life everyday. For understand this process in a way deep, we need explore stages that must be passed from internalization The internalization process values multicultural Islamic education is A a complex journey However important in to form a tolerant, fair and respectful individual diversity. Stages introduction, understanding, appreciation, practice and habituation play role key in ensure that values this no only understood in a way intellectual, but also applied in life daily.

Internalization process done through a number of stages as following:

#### 1) Transformation of Multicultural Islamic Education Values

This stage education mark done through communication two the direction in which it occurs between teachers and participant reciprocal education so that there is an interaction process. With existence transaction value, teachers can give influence on participants his education through example the value that has been executed. On the other hand, participants educate will determine appropriate value with himself. Based on interview with Head State Senior High School 3 Takalar:

For transform values multicultural Islamic education to participant educate, me strive for involvement active they in activities a school that reflects values the. For example, we held race or cultural festival for introduce diversity and interdependence value between culture.

Whereas interview with participant students of State Senior High School 3 Takalar:



Our teachers often invite us to involved in activities that teach about value differences. For example, we once invited for visit a place of worship of other religions and learning about culture and tradition them. Or we are asked for make project study about diversity culture in Indonesia. Activities like That make us more understand and appreciate diversity.

Whereas interview with teachers of State Senior High School 3 Takalar that is:

One of the method that I use use for transform values This is with give task project or research that requires participant educate for dig and understand culture or background different background. With thus, they can experience in a way direct process of appreciation diversity and learning from difference the.

Values the basis that has been implanted, stage next is understanding cognitive. Here, participants educate start to reflect and understand in a way deep meaning from the values that have been taught. This process involving analysis critical to related Islamic teachings with multiculturalism, as well as how teachings this relevant with context life they everyday. At the stage this, participants educate pushed for connect Islamic teachings with experience personal they, help they see relevance values This in various situation life.

Teachers play a role as facilitator who encourages discussion, debate and reflection critical in class. Teachers can deepen understanding This through discussion critical, reflection, and study case that shows How multicultural Islamic values can applied in context real. The purpose of stage this is for ensure that participant educate no only accept values the in a way passive, but also understanding logic, relevance, and implications practical. Deep understanding this expected will to form strong foundation for acceptance and appreciation to diversity.

## 2) Transaction of Multicultural Islamic Education Values

This stage is a process carried out by teachers in to inform good and bad values good. At the stage this is only happen verbal communication between teachers and participant educate. Transformation mark this its nature only transfer knowledge from teacher to participant his education. The values given still be in the realm cognitive participant education and knowledge this it is possible is lost If memory somebody no strong. Based on observations and scrutiny carried out during my time at State Senior High School 3 Takalar the teachers were a very figure play a role in carry out the internalization process values of multicultural Islamic education for participant educate.

As said by the head school State Senior High School 3 Takalar that is:

For ensure transaction values This walk with ok, i am always supervise and evaluate the learning process in the classroom. I also conduct meeting routine with teacher for discuss effective strategies and methods in convey values education Islam multicultural to participant educate, that is a strategy of I as head school.

In line with matter that, teacher of State Senior High School 3 Takalar explain that is:

In the process of learning teach, I use method interactive and participatory learning, such as discussion groups, presentations, and studies case. I also provide examples real from life everyday life that reflects implementation values multicultural Islamic education. With thus, participants educate can more easy understand and internalize values the.

Whereas based on interview with participant educate Senior High School 3 Takalar that is:

Our teachers often give examples real about how value difference and life harmonious in diversity. For example, in lesson history, we study how various tribes and cultures in Indonesia live side by side with peace. Or in religious lessons, we were taught about Islamic teachings that emphasize unity and tolerance.

First stage in internalization values multicultural Islamic education is introduction or transaction value, where participants educate introduced with concepts base about Islam and existing multiculturalism in Islamic teachings. At the stage in this, the teacher plays a role as an introducing mediator values like tolerance, appreciation to differences, and justice through material learning and discussion. At this stage this, teacher and material learning play a role important in give understanding beginning about importance value difference as part from order a life ordered by God.

For example, participants educate taught about how Islam encourages his people for do fair to everyone, regardless from background behind they, as reflected in lots verses of the Quran and hadith of the Prophet Muhammad saw. Learning materials are also a must covers examples history about How Muslims in various place and time has life side by side with other communities in harmony and mutual honor.

Importance stage introduction this lies in the formation of understanding strong start about relevance Islamic values in context pluralistic society. At this stage this, participants educate invited for recognize diversity the surrounding culture and religion, as well as understand that Islam teaches for life in harmony with various group public.

### 3) The Role of Trans-Internalization in Formation Self Efficacy

This stage far more deep from stage stages previously. At the stage this no only done with verbal communication but also mental attitude and personality. So, at this stage This communication personality that plays a role active. In the stage this, teacher is very notice attitudes and behavior so as not to contradictory with what has been he give or convey to participant educate. This is due to existence trend participant educate for copy what is it mental attitude and personality from his teacher.

Teacher with participant educated at State Senior High School 3 Takalar no there is distance The same once, as if between friend with mutual friends familiar one each other, but still guard ethics and values courtesy to his teacher. Familiarity that is one of method for can notice attitudes participant educate about internalization those Islamic values. That is proven from existence a number of participant a student who hangs out with his teacher every finished carry out the learning process or activities others. Participants educate often consultation and pouring out problem about problems faced at school to the teacher for use get breakdown more problems solution-oriented and mature.

As said by the head State Senior High School 3 Takalar that is:

I see that the process of trans-internalization values multicultural Islamic education This play a role important in to form self efficacy or trust self participant educate. With understand

and appreciate diversity, they become more open and trusting self in interact with diverse environment. This is naturally will help they in face challenges in the future.

Also emphasized by the participants educate Senior High School 3 Takalar that is:

Study value differences and diversity in schools this make I become more believe self in interact with friends from background different background. I don't again feel clumsy or hesitant when communicate with them. I also feel more ready for face.

Trans-internalization values education Islam multicultural is a profound process in which the values taught in Islamic education such as justice, tolerance and respect to diversity implanted in a way comprehensive in self individual. This process no only focus on internalization individually, but also involving aspect more social and environmental wide, so that values this integrated with personality and behavior individual. In the context of this, trans-internalization values multicultural Islamic education play role important in formation self efficacy or belief self somebody to his ability for reach objective certain.

Self efficacy, according to psychologist Albert Bandura, is belief individual to his ability for organize and execute necessary actions For reach results certain. In the context of multicultural Islamic education, self efficacy no only about belief self in ability academic or professional, but also includes belief in ability for life in diversity, respect differences, and contribute positive in pluralistic society.

Multicultural Islamic education teach that belief strong self must based on understanding deep about inclusive and humanist Islamic values. Self efficacy in context this means that individual no only believe in his ability himself, but also on his abilities for interact and contribute in diverse society with fair and wise way.

Internalization process values multicultural Islamic education play a role important in to form self efficacy through a number of method:

a) Strengthening identity self through values multicultural

Trans-internalization values multicultural Islamic education help individual to form identity a strong and inclusive self. When a person internalize values like justice, tolerance, and equality, they will feel more believe self in interact with people from background different backgrounds. Beliefs self this based on understanding that they own strong and relevant values For face challenge in diverse society.

b) Development skills social and moral

Trans-internalization values education Islam multiculturalism also contributes to the development skills social and moral values. For example, tolerance and appreciation to difference help individual develop ability for work The same with others, listening various view, and complete conflict with constructive way. Skills social this very important in build self efficacy, because they give belief in the individual that they capable face various situation complex social.

c) Awareness will role in public

Internalization process values multicultural Islamic education also raises awareness individual will role they in society. When someone understand that they own not quite enough

answer for create a fair and harmonious environment, they will more motivated and confident self for take positive action. Self efficacy grow when individual feel that they can make difference in public through actions based on inclusive Islamic values.

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