
Multicultural Learning: Christian Students at Muhammadiyah Mayong Senior High School

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Abstract

Objective: Multicultural learning is a vital approach in education aimed at enhancing intercultural understanding and tolerance. This study explores the experiences of Christian students at SMA Muhammadiyah Mayong, an Islamic-based school, within the context of multicultural learning, the study examines how Christian students interact with their Muslim peers and how multicultural values are integrated into the teaching and learning processes. **Theoretical framework:** The theoretical framework is grounded in the concept of multicultural education, emphasizing the importance of recognizing diversity and fostering mutual respect in educational environments. **Literature Review:** A review of the literature supports this approach, highlighting the role of education in building social cohesion in pluralistic societies. **Methods:** The research methods included in-depth interviews, observations, and document analysis. Data were collected from Christian students, teachers, and parents to provide a holistic understanding of the dynamics of multicultural learning in the school. **Results:** The findings reveal that Christian students at SMA Muhammadiyah Mayong experience an inclusive learning environment where religious and cultural differences are appreciated. Positive interfaith interactions contribute to fostering tolerance and mutual respect among students. Additionally, the teaching process prioritizes universal values, such as justice and humanity, as fundamental principles. However, challenges such as stereotypes and prejudices occasionally arise. Nevertheless, open dialogue between students, teachers, and parents has successfully created a supportive atmosphere for multicultural learning. **Implications:** The implications of this study underscore the importance of developing a more inclusive and culturally responsive curriculum in Indonesia. Beyond academic benefits, multicultural learning enriches students' social experiences by fostering solidarity and social awareness. **Novelty:** The novelty of this research lies in its unique focus on the experiences of minority students in an Islamic-based school, a topic rarely explored in previous studies. It provides new insights into how multicultural education can be implemented in the context of religious diversity and its potential to promote social cohesion. Through multicultural education, young generations are expected to become agents of peace and unity in a pluralistic society. The findings of this study can serve as a reference for the development of inclusive educational policies in Indonesia.

Keywords: multicultural learning, Christian students, tolerance, interfaith interaction, inclusive education.

INTRODUCTION

The implementation of multicultural learning in religious-based schools is both a challenge and an opportunity, especially in settings where students from minority faith backgrounds are present, such as Christian students at Muhammadiyah Mayong Senior High School. As an Islamic institution, Muhammadiyah schools naturally emphasize Islamic values and teachings, which can sometimes create an environment where non-Muslim students feel isolated or misunderstood. These Christian students face the unique challenge of navigating their personal beliefs within an educational framework that emphasizes Islamic principles, while teachers and school staff may also struggle to foster an inclusive environment that respects diverse perspectives without compromising the school's religious identity [1]–[3].

This situation brings to light the need for strategies that encourage mutual understanding, tolerance, and open dialogue. Both educators and students need to engage in multicultural learning practices that allow for the appreciation of differences, ensuring that all students feel respected and valued. The school's commitment to multicultural learning can significantly impact students' academic and social experiences, providing an inclusive educational space that fosters harmony among diverse groups. Addressing these challenges is crucial to developing a supportive environment where Christian students can thrive alongside their Muslim peers while contributing to a culture of inclusivity and mutual respect [1]–[3].

In today's era of globalization, intercultural and religious interactions are increasing, making understanding multiculturalism an important thing in the context of education. Multicultural learning aims to promote tolerance, mutual respect, and understanding among individuals from various backgrounds. In Indonesia, which is known as a country with rich cultural and religious diversity, multicultural education has become very relevant. One of the educational institutions that applies this principle is SMA Muhammadiyah Mayong, where Christian students and Muslim students study together in one environment [4]–[6].

SMA Muhammadiyah Mayong is committed to creating an inclusive educational environment, where students from various religious backgrounds can learn and grow together. In this context, Christian students at this school face challenges as well as opportunities to develop a deeper understanding of multicultural values. Learning based on interfaith collaboration can help reduce stereotypes and prejudices that often arise due to differences in beliefs [7]–[9].

The multicultural learning process at SMA Muhammadiyah Mayong involves an approach that respects differences. The curriculum implemented not only focuses on academic materials but also integrates human values and justice. Thus, students are invited to think critically about social issues related to diversity. Through discussions, collaborative projects, and extracurricular activities, Christian students can share their views and experiences with their classmates, thus building bridges of interfaith understanding [10]–[12].

However, even though the learning environment at SMA Muhammadiyah Mayong is inclusive, challenges remain. Negative stereotypes and prejudices against other religions can still appear among students. This is a challenge for Christian students in navigating social relationships at school. Therefore, it is important to conduct in-depth research on the experiences of Christian students in this multicultural environment, to understand how they overcome these challenges and take advantage of the opportunities available [13]–[15].

Through this research, the author aims to dig deeper into the experience of Christian students at Muhammadiyah Mayong High School in the context of multicultural learning. This research will include an analysis of student interactions, their views on diversity, and how the learning process in schools contributes to the formation of attitudes of tolerance and mutual respect. Thus, this research is expected to provide insights into the development of a more inclusive and responsive curriculum for cultural and religious diversity in Indonesia [16]–[18].

In conclusion, multicultural learning at SMA Muhammadiyah Mayong not only has a positive impact on the academic aspects of students but also plays an important role in shaping their character and social attitude. With the right approach, multicultural education can be an effective tool to create a young generation that is more tolerant, respectful, and ready to face the challenges of globalization with a deep understanding of diversity [19], [20]. This research is expected to make a significant contribution to the development of education in Indonesia, as well as strengthen the commitment to creating a harmonious society in existing diversity.

LITERATURE REVIEW

Multicultural learning is an educational approach that recognizes and respects cultural diversity in the classroom [21], [22]. In Indonesia, which is a country with various ethnicities, religions, and cultures, the application of multicultural learning is very important, especially in schools that have a certain religious background, such as Muhammadiyah Mayong High School which is oriented towards Islamic values, but also accepts students from various backgrounds, including Christian students. According to Banks (2010), multicultural learning aims to create an inclusive learning environment, where all students can feel valued and recognized [23], [24]. This is very relevant in SMA Muhammadiyah Mayong, where student diversity can be a source of wealth in the teaching and learning process. With this approach, Christian students can learn about universal values such as tolerance, mutual respect, and interfaith cooperation [25]–[27].



Figure 1. SMA Muhammadiyah Mayong Jepara Central Java

Research by Gollnick and Chinn (2016) shows that the application of multicultural learning not only improves students' understanding of other cultures but also encourages them to think critically about their identities and roles in diverse societies [28], [29]. At SMA Muhammadiyah Mayong, extracurricular activities and interfaith interaction programs are effective media to facilitate dialogue between students with different backgrounds. In addition, multicultural education also provides opportunities for Christian students to share their perspectives and experiences, which can enrich class discussions. This is in line with the principle of character education initiated by Muhammadiyah, which emphasizes the importance of morals and morals in daily life [30]–[32].

However, challenges remain, especially in managing differences in beliefs among students. Therefore, teachers need to have competence in managing a multicultural classroom so that all students feel comfortable and engaged. Thus, multicultural learning at SMA Muhammadiyah Mayong is not only an educational tool but also a vehicle to build social harmony among students from different backgrounds [33], [34].

METHODOLOGY

The field research for studying multicultural learning among Christian students at Muhammadiyah Mayong Senior High School will adopt a qualitative approach, focusing on an in-depth exploration of student experiences, perceptions, and challenges. The primary methods will include semi-structured interviews, participant observation, and document analysis. Interviews will be conducted with Christian students to understand their personal experiences, as well as with Muslim peers, teachers, and school administrators to gauge their perspectives on multicultural education and inclusivity.

Participant observation will take place in the classroom and during school activities to observe interactions between students of different religious backgrounds, examining the dynamics of inclusivity in a natural setting. Additionally, documents such as school policies, curricula, and extracurricular program descriptions will be analyzed to assess the formal structure of multicultural learning at the school. Data collected will be analyzed thematically to identify recurring themes and insights into how multicultural learning is implemented and its impact on Christian students' educational experiences. This approach allows for a comprehensive understanding of the complexities surrounding multicultural learning within a religiously diverse student body, providing insights that may inform future educational strategies to foster a more inclusive and understanding school environment [33], [34].

Table 1. Research Methods

Aspects	Detail
Research Approach	Qualitative
Type of Research	Case Studies
Research Subject	Christian students at SMA Muhammadiyah Mayong Teachers involved in teaching School manager
Data Collection Techniques	In-Depth Interviews: Semi-structured interviews with students, teachers, and school administrators. Participatory Observation: Observation in the classroom and extracurricular activities. Documentation: Collecting documents related to the curriculum, school policies, and teaching materials.
Data Analysis	Transcript of interviews and observation notes. Coding data to identify key themes. Presentation of the results of the analysis in the form of a narrative.
Validity and Reliability	Source Triangulation: Combining data from interviews, observations, and documents. Member Checking: Confirm findings with participants.
Research Ethics	Obtain approval from the school and the student's parents. Maintain the confidentiality of participants' identities. Give participants the right to resign at any time.

With this method, it is hoped that the research can provide valuable insights into the dynamics of multicultural learning at Muhammadiyah Mayong High School, especially for Christian students.

RESULTS AND DISCUSSION

The analysis of field research on the multicultural learning experiences of Christian students at Muhammadiyah Mayong Senior High School reveals both positive outcomes and notable challenges. From interviews with Christian students, it emerged that while they generally feel accepted, there are moments of discomfort due to the predominantly Islamic environment. These students expressed a desire for more open dialogue about their own beliefs, indicating that such discussions could lead to greater mutual understanding and reduce feelings of isolation. Muslim peers showed varying levels of awareness and understanding about the experiences of their Christian classmates, with some expressing genuine curiosity and openness, while others displayed limited awareness of their unique challenges [35]–[37].

Observational data highlighted that daily interactions between Christian and Muslim students were generally respectful but often limited to formal or structured settings. This suggests that while overt discrimination was rare, deeper social integration remained minimal. School staff and teachers recognized the importance of fostering an inclusive environment, though many admitted to challenges in implementing a truly multicultural approach without diluting the school's Islamic identity. Some teachers actively tried to create inclusive classroom activities but expressed the need for more training and resources to handle multicultural issues effectively [35]–[37].

Document analysis revealed that while school policies emphasize tolerance, there is limited guidance on practical ways to implement multicultural education. Extracurricular programs occasionally included interfaith activities, yet such initiatives were sporadic rather than integrated into the core curriculum.



Figure 2. The Atmosphere of Learning Preparation at Muhammadiyah Mayong High School

The results indicate that while the school community is largely supportive, a structured multicultural education framework is needed to bridge gaps and promote deeper understanding. Creating regular opportunities for interfaith dialogue, along with multicultural training for teachers, could further enhance the inclusivity of the school environment. By fostering a more intentional approach to multicultural education, Muhammadiyah Mayong Senior High School has the potential to support Christian students more fully, helping them feel both respected and integrated into the school's social and academic fabric. This would

not only benefit minority students but also enrich the entire student body by promoting empathy, respect, and mutual understanding among diverse groups [38]–[40].

After conducting in-depth interviews, observations, and document analysis, some important findings were revealed about multicultural learning at Muhammadiyah Mayong High School, especially for Christian students.

Christian Student Experience

Christian students interviewed revealed that they felt welcome in a Muslim-majority school environment. They felt that there was an effort from the school to create an inclusive atmosphere, where differences in beliefs were valued. Many of them stated that they were able to interact with friends from different backgrounds without any discrimination. However, some students have expressed concerns about potential misunderstandings regarding their beliefs, especially in discussions related to religion.

The Role of Teachers in Multicultural Learning

Teachers at SMA Muhammadiyah Mayong play a key role in creating a supportive learning environment. In interviews, teachers stated that they strive to integrate multicultural values into the curriculum, such as holding class discussions about tolerance and diversity. Some teachers also hold joint activities, such as cultural celebrations, involving all students, to reinforce mutual respect [38]–[40].

Extracurricular Activities

Extracurricular activities at school, such as interfaith discussion clubs and seminars, provide space for students to dialogue and understand each other's perspectives. Observations show that this activity not only increases interaction between students but also strengthens interfaith relationships. Christian students feel that they can share their stories and experiences without fear of judgment, thus strengthening a sense of mutual understanding.

Challenges Faced

Despite the many positive aspects, the study also found some challenges. Some Christian students reported unpleasant experiences when faced with comments or questions that were considered sensitive about their beliefs. This shows the need for a more careful approach to interfaith discussions in the classroom.

Discussion

Multicultural learning at SMA Muhammadiyah Mayong shows how education can be a tool to strengthen tolerance and mutual respect among students from various religious backgrounds. This finding is in line with the opinion of Banks (2010) who stated that multicultural education aims to develop a positive social identity and value diversity. Christian students at this school feel the positive impact of multicultural learning integrated into the curriculum. They can interact with their peers without feeling isolated, which is an essential element in creating a healthy learning environment. In addition, the active role of teachers in facilitating interfaith dialogue and activities is very helpful in creating an inclusive atmosphere. Extracurricular activities involving students from various religions are also an effective forum to build better relationships.

However, the challenges faced show that despite efforts to create an inclusive environment, there is still work to be done. The need for training for teachers in managing interfaith discussions and overcoming potential conflicts is an important step. Schools can also develop orientation programs for new students to explain the values of diversity and tolerance in schools. Overall, the results of this study show that multicultural learning at SMA Muhammadiyah Mayong not only focuses on academic aspects but also serves as a

platform for building interreligious harmony. This is important in the context of Indonesia's rich diversity, where education plays a crucial role in shaping a tolerant and respectful generation. More research is needed to explore more deeply the long-term impact of this multicultural learning on students after they graduate.

CONCLUSION

Multicultural learning at SMA Muhammadiyah Mayong has shown significant potential in creating an inclusive learning environment for Christian students and students from other religious backgrounds. Through an approach that respects diversity, the school has managed to build an atmosphere that supports interaction between students, encouraging them to understand and respect each other's differences. The results of the study revealed that Christian students feel welcome and have the opportunity to actively participate in school activities. The efforts of the school, especially teachers, in integrating multicultural values into the curriculum and organizing interfaith extracurricular activities have contributed to the creation of a sense of mutual respect among students. Activities such as discussions, seminars, and cultural celebrations not only strengthen social interaction but also help students develop better communication skills in the context of diversity. However, challenges remain, such as some unpleasant experiences Christian students have when faced with comments or sensitive questions about their beliefs. This shows that while there have been efforts to create an inclusive environment, it is important to continue to improve teachers' awareness and skills in managing interfaith discussions. Overall, multicultural learning at SMA Muhammadiyah Mayong makes a positive contribution to the development of students' character. This school not only functions as a place of academic learning but also as an arena to build harmony and mutual understanding between religions. To increase the effectiveness of multicultural learning, it is recommended that schools continue to develop training programs for teachers and organize more activities that encourage interaction between students from different backgrounds. Thus, multicultural education at Muhammadiyah Mayong High School can be used as a model for other schools in Indonesia to build a more tolerant and harmonious society, by the values of Pancasila and the spirit of diversity in the country.

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Author Contribution

Toni Ardi Rafsanjani, M. Abdurozaq, Roynady Saputro: Conceptualization, Methodology, Writing – review & editing.

Conflicts of Interest

All authors declare no conflict of interest.

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