
Multicultural-Based Social Interactions: The Case of a Private High School

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Abstract

This research analyzed multicultural-based social interactions at a private High School on cultural and religious backgrounds and aimed to understand the patterns of social interaction in a multicultural educational environment. It was a mixed method study, where the informant selection technique was carried out by using a purposive sampling method, while data were collected through interviews, observation, and document analysis. The research results highlighted on the success of multicultural education in creating an inclusive environment. The implications of these findings support the development of broader educational programs to increase positive social interactions in multicultural schools. This research contributes to a practical understanding of multicultural education strategies that can be applied in Indonesian education.

Keywords

Don Bosco high school Padang, multiculturalism, social interaction

Article History

Received 01 February 2024

Accepted 13 May 2024

How to Cite

Putra, Z. M., & Fatmariza. (2024). Multicultural-based social interactions: The case of a private high school. *Indonesian Research Journal in Education | IRJE |*, 8(1), 171 – 188. <https://doi.org/10.22437/irje.v8i1.33191>

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Introduction

In the increasingly growing era of globalization, schools have become a place that reflects various cultural backgrounds, especially at Don Bosco *Padang* High School, a secondary education institution in a community rich in ethnic, religious, and cultural diversity. This school is one of the educational institutions managed by the Salesian Congregation, a Catholic order founded by Saint Yohanes Bosco. Since its founding, it has been committed to providing high-quality education based on the religious and moral principles instilled by Saint Yohanes Bosco. Don Bosco High School *Padang* is a senior secondary educational institution in *Padang* City, West Sumatra, Indonesia, on June 1, 1987, by the Salesian Congregation. The diversity in this school does not only reflect real-world social realities but also the broader educational goal of integrating different cultures into the learning environment.

In the learning process, humans are subject as social creatures who focus on social behavior that creates social interactions to improve the results of academic learning activities. The importance of developing multicultural-based social interactions at Don Bosco High School *Padang* is becoming increasingly relevant to creating an inclusive and harmonious learning environment. Although multiculturalism was used by the founders of the Indonesian nation to design the Indonesian nation's culture, for Indonesians today multiculturalism is a foreign concept (Suparlan, 2002).

In an educational context, the role of teachers is paramount in creating a learning environment that supports cultural diversity. However, teachers' multicultural understanding often tends to be low. It limits their ability to design diverse and inclusive learning experiences. Therefore, increasing teachers' multicultural understanding is the key to creating a more inclusive learning environment.

In addition, at Don Bosco High School *Padang*, students speak various languages, including Indonesian, *Minangkabau*, Javanese, and other languages. It creates a multilingual environment where students can learn and communicate in multiple languages (Anita & Satria, 2023). The potential for intercultural conflict in the school context is a complex issue. It can occur due to several factors, including differences in values, social norms, religious beliefs, and culture and language. The student's presence with different cultural backgrounds in one school can create tension or misinterpretation, which can disrupt a conducive learning climate. Students face difficulties in communicating, understanding each other's perspectives, or even dealing with prejudice and stereotypes.

Methodology

This research employed the mixed-method approach, which combines two research methods: quantitative and qualitative. According to Abowitz and Toole (2010), mixed-method research combines two research methods—quantitative and qualitative—into a single research project, resulting in more understandable, legitimate, trustworthy, and objective data. For the qualitative data of this research, the researcher used observation. Meanwhile, for the quantitative data of this research, the researcher used a questionnaire. The observational methodology is a basis for decision-making in program evaluation to collect information on the behaviour(s) of interest in a context of minimum intervention.

The research site was at Don Bosco High School *Padang*. The data were obtained from the educators, teaching staff, and students at Don Bosco High School *Padang*. Additionally, the data that has been collected was then analysed using data validation techniques. Next, the stages in analysing data were the data reduction stage, data presentation, and conclusion.

Results and Discussion

Don Bosco High School *Padang* is renowned for its dedication to providing high-quality education to its students (Ashadi, 2020). The curriculum covers various academic subjects such as languages, mathematics, science, social sciences, and foreign languages. However, education at this school is not limited to academic aspects themselves but also developing students' character, morals, and spirituality to form competitive and responsible individuals. Don Bosco High School *Padang* has several extracurricular activities, such as sports, arts, and other clubs. It encourages students to develop their interests and talents outside the classroom. Furthermore, an inclusive and supportive school environment also creates opportunities for students from various cultural and religious backgrounds to learn together, interact, and celebrate diversity. Don Bosco High School *Padang*, as reflected in the 2023/2024 academic year data, is unique in the demographic diversity of its students and teaching staff. A total of 789 students enrolled in classes X-XII. More details are in the following table:

Table 1. *Number of students by religion*

No	Class	Religion				
		Islam	Catholicism	Christianity	Buddhism	Hinduism
1	X.E.1-X.E.9	112	107	43	26	1
2	XI.F.1-XI.F.8	118	101	42	17	0
3	XII MIA 1-4 & XII IIS 1-3	97	84	31	10	0
Total		327	292	116	53	1
Percentage %		41%	37%	15%	7%	0.1%

Source: Don Bosco High School *Padang* student data, January 2024

Table 1 above indicates that Islam is the dominant religion in the school, covering 41% of the total students, followed by Catholicism (37%) and Christianity (15%). Buddhism has a quite significant percentage (7%), while Hinduism only covers 0.1% of the total students. The school exhibits a high level of religious diversity, creating a learning environment rich in cultural and religious differences. It is crucial to understand that this diversity can be a source of richness in terms of experience and outlook on life. Even though there is religious diversity, efforts are needed to ensure social integration and positive interactions between students from various religious backgrounds.

Not only students but also the teaching staff at Don Bosco High School *Padang* reflect an impressive religious diversity. Of the total 55 teachers who teach at this school, the majority have different religious beliefs. The teachers include Muslims, Catholics, and Christians,

creating a work environment that is wealthy in cultural and religious diversity among the teaching staff. More details are in the following table:

Table 2. *Number of teachers based on religion*

No	Religion	Total number	Percentage
1	Islam	23	42%
2	Catholicism	25	45%
3	Christianity	7	13%
Total		55	100%

Source: Don Bosco High School *Padang* teacher data, January 2024

The table above indicates that teachers at Don Bosco High School are dominated by those who adhere to the Catholic religion, accounting for 45% of the total teachers. Islam also has significant representation, reaching 42% of the total teachers. Christians have a lower percentage (13%). Religious diversity among the teaching staff creates a diverse and potential environment for interfaith dialogue. This diversity can contribute to students' learning experiences, enrich perspectives, and create tolerance. Although there are differences in percentages, it is important to ensure equality and respect for all religions among teaching staff.

Moreover, the individual's diversity must be respected as an integral part of school life. School management can consider strategies to ensure empowerment and inclusion for all staff, regardless of religion. Religious or diversity training programs can be introduced to increase understanding and mutual respect among staff. This data provides an overview of religious diversity among the Don Bosco High School *Padang* teaching staff. Schools need to utilize this diversity as a source of strength and ensure an inclusive and fair environment for all school members.

Socio-cultural conditions of Don Bosco High School Padang

The socio-cultural conditions at Don Bosco High School Padang reflect the rich diversity among students and the school environment. Several crucial aspects involve ethnicity, religion, and the norms and values recognized by this school community.

Ethnic diversity, there is a diverse ethnic representation at Don Bosco High School Padang, including Minang, Chinese, Batak, Javanese, Nias, Flores, Jambi, and mixed Javanese Chinese and Minang-Javanese. This ethnic diversity provides opportunities for students to know and understand different cultures, creating a rich and pluralistic learning environment (Varanida, 2018). Don Bosco High School Padang is a real picture of ethnic diversity, which reflects the cultural diversity in the school environment. This ethnic diversity creates a unique cultural mosaic within the school community.

It is important to note that this ethnic diversity not only creates color in daily life at Don Bosco High School Padang but also provides opportunities for students to get to know each other and understand different cultures. It provides the foundation for an inclusive learning environment where students can grow and develop in an atmosphere of mutual respect.

Religious diversity, data shows religious diversity at Don Bosco High School Padang, with most students adhering to Islam, Catholicism, Christianity, Buddhism, and Hinduism. This condition is a source of cultural richness and pluralistic values in schools which also creates an atmosphere of tolerance and mutual respect between religions, which can be the basis for inclusive student character formation. Don Bosco High School Padang emphasizes religious diversity among its students, creating an inclusive and multicultural learning environment. Based on the results of observations, the following is a form of cultural diversity in one of the activities at Don Bosco High School Padang.

Figure 1. *Christian students take part in religious activities to welcome National Holy Month (BKSJN)*



This picture shows a group of Christian students who are actively involved in activities to welcome National Holy Month (*BKSJN*) at Don Bosco High School *Padang*. This activity reflects the religious spirit and interfaith cooperation within the school environment. In the picture, you can see students wearing school uniforms and looking enthusiastic about involving themselves in *BKSJN* activities. They unfurl banners, decorate, or engage in other activities that demonstrate their participation in celebrating National Holy Month (*BKSJN*).

By bringing together Christian students in this activity, Don Bosco High School *Padang* promotes the values of tolerance, openness, and active involvement in celebrating religious diversity. This image is a symbol of the atmosphere that supports and celebrates diversity in the school's educational environment.

Figure 2. *Catholic students participating in religious activities*



This figure represents a precious moment at Don Bosco High School *Padang*, where Catholic students united in a spirit of togetherness to celebrate National Holy Month (*BKSN*). In the picture, students can be seen actively involved in lively and meaningful activities, showing their dedication to Catholic religious values and school culture. The students involved in this activity were seen with enthusiasm, reading the holy book, taking part in group prayer activities, or even being involved in performances or other artistic activities that signified respect for the holy book (Arifin et al., 2021). All these elements show the spiritual and religious richness that is upheld at Don Bosco High School *Padang*.

This figure captures a moment of togetherness, harmony, and students' pride in their religious identity. It paints a picture of a school environment that supports and celebrates diversity, where every student has the space to express his or her religious beliefs with pride and respect for others.

Figure 3. *Muslim students participate in religious activities*



The figure above shows Muslim students at Don Bosco High School *Padang* who actively participate in welcoming National Holy Book Month (*BKSN*) at the school mosque. This activity reflects the spirit of inclusiveness and respect for cultural and religious diversity in schools. Muslim students seemed very enthusiastic in welcoming National Holy Book Month. They were directly involved in activities, showing their awareness of the importance of this celebration, and providing examples of positive contributions to celebrating religious events. Thus, Don Bosco High School *Padang* actively promotes diversity as an integral part of education. Religious and ethnic diversity is not an obstacle but a resource that enriches students' learning experiences.

Shared norms and values, despite its diversity, Don Bosco High School *Padang* has shared norms and values, which are the basis for social interaction and education at school. The importance of respecting differences and promoting values such as cooperation, tolerance, and justice is part of the school's identity. Don Bosco High School *Padang* is known to have shared values and norms that underlie school life and shape student character. Don Bosco High School *Padang* emphasizes the importance of cooperation between students and teaching staff. This cooperation value is reflected in group activities, joint projects, and participation in extracurricular activities. The values of tolerance and respect for differences in ethnic, religious, and cultural backgrounds are the basis for creating an inclusive environment (Sutardi, 2007). These norms encourage students to understand each other and respect diversity among themselves.

Don Bosco High School *Padang* emphasizes the values of integrity and leadership to shape the character of students who are responsible and have moral integrity. Students are expected to be good leaders in various contexts, both inside and outside the classroom. As part of shared values, Don Bosco High School *Padang* prioritizes multicultural education to ensure a deep understanding of various cultures and religions among students. This educational program can help build understanding and tolerance between students.

Patterns of social interaction at Don Bosco High School Padang

The pattern of social interaction at Don Bosco High School *Padang* reflects the cultural and religious diversity among students and the values of inclusivity instilled in the educational environment. In this context, social interaction covers various aspects, including relationships between students and teacher-student relationships and integration into extracurricular activities and daily life at school (Sudariyanto, 2020). The following is a complete explanation of social interaction patterns at Don Bosco High School *Padang*:

Inter-student relations, in the multicultural context at Don Bosco High School *Padang*, relationships between students reflect the cultural and ethnic diversity in the school environment. This diversity provides special color and dynamics in daily interactions between students (Sudirjo & Alif, 2021). The following are several essential aspects that describe relationships between students in a multicultural context at Don Bosco *Padang* High School.

Respect each other's differences, students at Don Bosco High School *Padang* develop an attitude of mutual respect for cultural and ethnic differences. They learn to see diversity as a richness and understand that everyone brings unique values, traditions, and experiences to the learning environment. Parents must be able to understand that children not only have the

principle of sociality but also have the principle of individuality, which must be developed in a balanced way so that the child can later live as an individual in society as an adult (Fatmariza, 1995).

In this context, mutual respect for differences means more than just recognition of diversity. It includes the ability to see positive values in these differences and integrate them into everyday life. Students learn to not only be tolerant of differences but also to view diversity as a source of richness and opportunity for personal and collective growth. Below are the results of a school survey encouraging respect for cultural diversity at Don Bosco High School Padang.

Table 3. *School survey encourages appreciation for cultural diversity*

Answer Option	Answer	Percentage
Always	52	52%
Often	40	40%
Never	1	1%
Sometimes	7	7%

Source: Google Form

Based on data from Table 3 above, several important conclusions are: most respondents (92%) stated that they always respect the cultural diversity in schools. It reflects a positive culture at the school, which prioritizes an open attitude and respect for cultural differences. Although most respondents gave positive responses, 8% of students said they never or only sometimes appreciate diversity. The numbers are relatively small, but it is crucial to understand the factors that cause such disrespect and take steps to improve them. This data shows that the efforts made by schools to encourage respect for cultural diversity are largely successful. However, it is still essential to continue to encourage and empower students to develop positive attitudes towards diversity as an integral part of school culture.

Figure 4. *Barongsai performance at Don Bosco High School Padang*



The figure above shows a picture of *Barongsai*. *Barongsai* is a traditional Chinese dance that is interpreted as a lion and is a symbol of courage, luck, and fighting spirit. This performance is

not only a means of entertainment, but also brings together students, teachers, and the school community in lively and enthusiastic activities. Preparation for a *Barongsai* performance involves collaboration between students, teachers, and external parties with expertise in this traditional art. This preparation process not only builds artistic skills but also fosters a sense of unity and cooperation among participants. In conclusion, through this approach, Don Bosco High School *Padang* not only creates an inclusive learning environment but also shapes the students' character to become global citizens who respect and promote diversity in society.

Positive interaction in school activities, extracurricular activities, group projects, and social activities provide opportunities where students can interact across cultures. At these moments, the bonds of friendship, collaboration, and exchange of experiences are established between students with multicultural backgrounds. Extracurricular activities, group projects, and social activities at Don Bosco High School *Padang* play a crucial role in forming positive interactions between cross-cultural students. Through active participation in these activities, students can meet, interact, and collaborate with friends from different cultural backgrounds.

Table 4. *Schools facilitate students from different cultures*

Answer option	Answers	Percentage
Always	42	42%
Often	35	36%
Never	9	1%
Sometimes	14	14%

Source: Google Form

From the data provided regarding the activity "Facilitating students from different cultures to perform their respective cultures," the conclusions are that 78% of respondents (always and often) indicated that the school is active in facilitating students with different cultural backgrounds to display their culture. It reflects a positive approach to cultural diversity in the school environment. 42% of respondents stated that these activities were always carried out, showing good involvement from the school in supporting students to express and display aspects of their culture. Although most respondents gave positive responses, 14% stated this activity was carried out sometimes. It could be a potential area for improvement by increasing consistency in facilitating students to display their culture. Although most schools were involved in this activity, 1% of respondents stated that the activity had never been carried out. It could indicate definite challenges or obstacles in implementing these activities in some parts of the school environment.

Social activities, such as cultural festivals, art performances, and community events, create moments where students can celebrate diversity together. It does not only create unforgettable memories but also strengthens the sense of togetherness and mutual respect among students with multicultural backgrounds.

Joint projects that reflect diversity, students are often involved in joint projects that require collaboration across groups. This project creates opportunities for students to share ideas, understand each other's perspectives, and build joint solutions that reflect multicultural values. A joint project that reflects diversity at Don Bosco High School *Padang* is one concrete form of the school's efforts to promote cross-cultural interaction and collaboration among

students. These projects are not just regular group assignments but also serve as a platform where students can explore multicultural values and apply them in real-world contexts. Contribution to the global education vision, it creates a learning environment that prepares students to face an increasingly complex and global world. Thus, this conclusion confirms that the joint project reflecting diversity at Don Bosco High School *Padang* is not just an additional activity but an important initiative that forms the basis of an inclusive and multicultural school culture.

Support from teachers and school staff, the teacher and school staff's role is paramount in guiding students to face the challenges and opportunities that arise from diversity. They create an environment where students feel safe talking about their differences and support each student's growth as a multicultural individual. The role of teachers and school staff at Don Bosco High School *Padang* has a significant impact on creating a supportive and inclusive learning environment for students with multicultural backgrounds. They are not only educators but also facilitators in guiding students to overcome challenges and exploit the positive potential that arises from diversity. Below are some aspects that demonstrate the essential role of teachers and school staff: Teachers and school staff create an open discussion space where students feel comfortable talking about their cultural differences. It involves having open and in-depth conversations about each student's experiences to promote understanding and empathy between them.

Integrating multicultural values into learning, the curriculum and learning materials at Don Bosco High School *Padang* are designed to reflect cultural diversity. It helps students develop a deep understanding of various cultures, broadens their horizons, and stimulates discussions about similarities and differences (Munadlir, 2016). Instilling character values in students requires special knowledge and skills. It is not easy to do because it requires commitment and cooperation from all parties (Zurna et al., 2018). Inviting guests or presenters representing various cultures to speak to students can be a valuable experience. It opens students' minds to cultural realities outside the classroom and provides hands-on experiences that enrich learning. Teachers at Don Bosco High School *Padang* act as discussion facilitators who encourage students to think critically about cultural similarities and differences. They create an environment where students feel comfortable sharing their thoughts and building shared understanding. The complete survey data is as follows.

Table 5. *Multicultural integration in subjects*

Answer option	Answer	Percentage
Always	56	56%
Often	30	30%
Never	6	6%
Sometimes	8	8%

Source: Google Form

The data collected on multicultural integration in subjects indicate that most respondents showed a positive tendency towards multicultural integration efforts in learning. Here are some key findings from the data: 56% of respondents stated that multicultural integration in subjects was always carried out. This figure reflects a high commitment to incorporating

multicultural values into learning content to create a richer and more inclusive learning experience. 30% of respondents stated that multicultural integration often occurs in subjects. It shows a real effort to create a curriculum that reflects cultural and ethnic diversity, although there is still room for improvement. Although a small proportion of respondents stated that multicultural integration only occurs sometimes (8%) or even never (6%) in subjects, this figure remains a concern. It is essential to explore the reasons behind this understanding and identify potential barriers to multicultural integration.

The positive impact of multicultural values integration is visible in student development. They do not only become learners who have broader knowledge but also individuals who are open, tolerant, and ready to face global challenges. This process creates relationships between students based on mutual respect, collaboration, and a deeper understanding of human diversity. Therefore, Don Bosco High School *Padang* proves that a multicultural approach to education not only produces academically educated students but also shapes their character as world citizens who care and are ready to contribute to an increasingly diverse global society.

Social events that celebrate diversity, schools organize social events that celebrate diversity, such as cultural festivals, multicultural arts performances, or community meals. It is not only a moment of fun but also increases understanding and mutual respect between students (Kartini et al., 2019). The social event celebrating diversity at Don Bosco High School *Padang* is an initiative aimed at strengthening the values of multiculturalism among students. Through activities, such as cultural festivals, multicultural arts performances, or community meals, schools create an atmosphere that promotes respect for diversity and strengthens social bonds among students. Events like this have a positive impact on increasing understanding, tolerance, and mutual respect among students. It is in line with the questionnaire results found regarding the school providing space for each student from a different culture to display their respective traditional clothing at school events. More details are in the following table.

Table 6. *Schools provide space to students*

Answer option	Answer	Percentage
Always	38	38%
Often	31	31%
Never	15	15%
Sometimes	16	16%

Source: Google Form

Based on the data provided regarding how often schools provide space to students, the conclusions are that 38% of respondents stated that schools always provide space for students. This figure shows that most students feel that school provides them with the freedom and opportunity to express, participate, and contribute to various aspects of school life. 31% of respondents stated that the school often gave them space. Although not always, the statement "often" shows that several students have periodic opportunities to participate and voice their opinions in the school environment. 16% of respondents stated that the school sometimes provided space, while 15% of respondents never got space. It reflects the existence of groups of students who experience limitations in participation or expression in the school environment.

Thus, it indicates that most students feel that the school provides space for them, but some students experience limitations in this case. Therefore, further evaluation needs to be carried out to understand the factors influencing students' perceptions regarding the provision of space at school and how it can improve the overall student participation experience.

Teacher-student relationship, the teacher-student relationship at Don Bosco High School *Padang* plays an important role in shaping students' educational experiences. Based on observations, several aspects that reflect the dynamics of teacher-student relationships at Don Bosco High School *Padang* are as follows.

Teacher involvement, teachers at Don Bosco High School *Padang* are actively involved in students' lives outside the classroom. They do not only act as educators but also as mentors and advisors (Rosada & Albertus, 2019). This involvement includes participation in extracurricular activities and student projects and supporting the development of student's talents and interests. At Don Bosco High School *Padang*, teacher involvement is not only limited to learning in the classroom but also actively involves themselves in students' lives outside the classroom. Teachers at this school act as educators, mentors, and advisors who contribute to shaping students' learning experiences. Teacher involvement includes several essential aspects.

Teachers at Don Bosco High School *Padang* are involved in various extracurricular activities, such as language clubs, music clubs, and science clubs. This involvement not only enriches the student experience but also provides opportunities for teachers to understand students' interests and talents outside the academic context. Teachers support student projects outside the primary curriculum. They provide guidance, advice, and supervision on these projects, helping students develop collaboration, problem-solving, and creativity skills.

Building trustworthiness, the relationship between teachers and students is built based on trust and mutual understanding (Rofam & Hafiz, 2023). Teachers at Don Bosco High School *Padang* strive to understand students' needs and expectations, creating an environment where students feel comfortable to communicate and share experiences. Building trust is the primary foundation of the relationship between teachers and students at Don Bosco High School *Padang*. Teachers at this school recognize the importance of understanding students' individual needs and expectations, creating an environment that supports open communication, and fostering a sense of comfort for students to share experiences. Therefore, Don Bosco High School *Padang* not only acts as a formal educational institution but also as a community that is caring, and inclusive and supports student growth in all aspects of life. Teachers' understanding and involvement in developing relationships with students is key to making this school a place that builds trust and positive values in education.

Mentoring and guidance, teachers at this school act as mentors and guides for students. They provide support in academic matters, career choices, and aspects of personal development (Rosyada, 2014). Mentoring programs exist to help students overcome challenges and plan their future. At Don Bosco High School *Padang*, the role of teachers is not only limited to teaching but also as mentors and guides for students. The concepts of mentoring and guidance are integrated to provide holistic support to students in various aspects of their lives. Teachers as mentors provide academic support to students to help them reach their maximum potential. It includes guiding in understanding course material, effective study strategies, and development of necessary academic skills.

In the role of mentor, teachers help students explore their career options (Ghosh, 2013). They provide information about various career paths, identify students' interests and talents, and provide advice to help students make informed decisions regarding educational and career choices. With this approach, Don Bosco High School *Padang* shows a commitment to holistic learning, where not only academic knowledge is emphasized, but also students' personal development as individuals who are empowered and ready to face various challenges in the future. This conclusion describes the school's vision of creating an educational environment that supports and empowers every student.

Participation in social activities, teachers participate in social activities at school, such as cultural events, art performances, and charity activities. This participation helps create social bonds between teachers and students outside the classroom context, creating a friendly and supportive school environment. Teacher participation in social activities at school, such as cultural events, art performances, and charity activities, has a significant positive impact on the relationship between teachers and students at Don Bosco High School *Padang*. Engaging in activities outside the classroom opens opportunities to build stronger social bonds, creates a friendly school environment, and provides deeper emotional support. This participation not only involves teachers professionally but also forms personal involvement in school life.

Building multicultural understanding, in line with multicultural values at Don Bosco High School *Padang*, teachers play a role in helping students understand and appreciate cultural diversity. They create space for discussion of multicultural issues, facilitate understanding, and promote respect for differences (Diamond & Moore, 1995). At Don Bosco High School *Padang*, efforts to build multicultural understanding are integrated into the learning environment. Teachers act as facilitators in creating awareness, developing appreciation, and stimulating students' understanding of cultural diversity (Baker, 1993). They emphasize multicultural values through various methods, create space for discussion, and encourage mutual respect. With this approach, Don Bosco High School *Padang* creates a learning environment that not only teaches subject matter but also shapes student character in a multicultural context. Diversity is considered a source of wealth that must be maintained and celebrated, so creating an inclusive and tolerant school community (Prabowo, 2021). Thus, multicultural education at Don Bosco High School *Padang* not only creates students who are academically intelligent but also creates individuals who are open, full of appreciation, and ready to face the realities of global, multicultural life.

Provide emotional support, teachers at Don Bosco High School *Padang* not only focus on academic aspects but also provide emotional support to students. They listen, give advice, and help students overcome the challenges of everyday life. At Don Bosco High School *Padang*, the teacher's approach is not limited to academic learning alone. They are also committed to providing emotional support to students. It includes providing attention, listening, giving advice, and helping students overcome the challenges of everyday life. This approach reflects the understanding that students' emotional and mental well-being are critical to creating a healthy and supportive learning environment. By combining academic aspects and emotional support, Don Bosco High School *Padang* creates a solid foundation for students' holistic development. Through this approach, the school strengthens its vision to not only educate intelligence but also create individuals who are tough, empathetic, and ready to face the complexities of the world outside school.

Open communication between teachers and students is kept open. Teachers encourage students to express their opinions, provide constructive feedback, and create a space where students feel heard and valued. Open communication between teachers and students is an essential aspect of creating a positive and inclusive learning environment. At Don Bosco High School *Padang*, this approach is implemented seriously by teachers. Teachers at this school try to keep communication channels open so that students feel comfortable talking, sharing their opinions, and raising their questions. Teachers create a space where students feel comfortable having dialogue. Both inside and outside the classroom, students are invited to talk about their ideas, questions, or concerns. It creates a climate where learning is not just a one-way process but a dialogue of give and take.

Thus, the teacher-student relationship at Don Bosco High School *Padang* reflects a holistic approach that focuses not only on academic education but also on personal development, involvement in school life, and respect for diversity. This relationship supports the formation of a positive learning environment and has a positive impact on student development in various aspects of life.

Potential conflict at Don Bosco High School Padang

Although Don Bosco High School *Padang* displays an inclusive and diverse environment, the potential for conflict still arises. Several factors that can trigger conflict between students involve differences in religious background, culture, and personal values. Additionally, competition in academic achievement or participation in certain extracurricular activities can also be a source of friction between students.

Conflicts between students also arise as a response to social dynamics outside the school environment, such as issues developing in society. This condition can create differences of opinion and views, which can lead to conflict within the school. It is essential to recognize that conflict is a natural part of human interaction, and schools need to have effective conflict resolution strategies. An open approach, dialogue, and empowering students to become conflict mediators can be steps taken to overcome potential conflicts at Don Bosco High School *Padang*. Engaging students in activities that encourage understanding, respect, and cooperation can help minimize the potential for friction and build the foundation for a harmonious environment. Lack of a deep understanding of each other's culture and beliefs can lead to miscommunication or stereotyping and can magnify differences and trigger conflicts between students. In group activities or joint projects, challenges can arise when students from different backgrounds have to work together. Differences in thinking and approaches can lead to inequalities in contributions and trigger tensions among group members. From the data obtained, cultural differences in schools cause conflict. More details are in the following table:

Table 7. *Cultural differences at school*

Answer Option	Answers	Percentage
Always	7	7%
Often	12	12%
Never	62	62%
Sometimes	19	19%

Source: Google Form

From the data provided regarding perceptions of cultural differences at school, most respondents (62%) stated that they had never experienced conflict due to cultural differences at school. It shows that the school environment can manage cultural diversity well, so conflicts rarely occur. Even though most do not experience conflict, some respondents (19% sometimes, 12% often) still feel conflict related to cultural differences. It suggests the potential conflicts that need to be addressed or better managed in some cases. Although most respondents did not experience conflict, it is paramount to note that a few respondents experienced conflict periodically. It emphasizes the importance of conflict management strategies and supportive approaches in managing cultural differences in the school environment. This data also highlights the importance of further education and understanding of cultural differences among students and school staff. Efforts to increase awareness, tolerance, and respect for cultural diversity can help prevent potential conflict.

Multicultural-based social interaction at Don Bosco High School Padang

Based on the data provided, multicultural-based social interaction at Don Bosco High School *Padang* can be explained as a dynamic that reflects the diversity of religious and cultural backgrounds among students. With 789 students, this school creates an inclusive environment where students from various religious beliefs can learn together and respect each other's differences. The diverse religious composition, with most students being Muslim, followed by Christian and Catholic students, creates a rich diversity of learning experiences. Don Bosco High School *Padang* also reflects diversity in the teaching team, where teachers come from various religious beliefs. It not only creates a learning environment rich in cultural diversity but also demonstrates a spirit of tolerance among teaching staff. These data show a positive social interaction, where students and teachers can learn and develop an atmosphere of mutual respect.

This religious diversity also reflects the spirit of inclusiveness in an increasingly multicultural society. Don Bosco High School *Padang*, with its vision and mission, can be considered as a forum for fostering intercultural understanding and preparing students to interact in a diverse society. Thus, multicultural-based social interaction at Don Bosco High School *Padang* not only creates an inclusive educational environment but also contributes to the formation of students' character in facing the reality of an increasingly complex and diverse society. Multicultural-based social interactions at Don Bosco High School *Padang* reflect the complexity and diversity of school life. With students from different religious backgrounds, the school plays an essential role in building intercultural understanding among students and creating an inclusive environment. The diversity of religions, including Islam, Christianity, Catholicism, Hinduism, and Buddhism, illustrates students' willingness to learn and live together with people with different beliefs. The importance of multicultural social interaction is strengthened by teachers from various religious backgrounds. With teachers representing Islam, Catholicism, and Christianity, the school not only provides a space for students to learn from different religious perspectives but also creates examples of how diversity can be rich. The pattern of social interaction at Don Bosco High School *Padang* is also reflected in extracurricular activities and social activities at school. Student participation in this activity is

not only a place to improve social skills but also an opportunity to broaden their horizons about cultural and religious diversity.

Additionally, these experiences help students understand and respect differences, foster tolerance, and shape their character to face an increasingly complex world. Thus, multicultural-based social interactions at Don Bosco High School *Padang* not only create a rich and inclusive educational experience but also shape students' positive attitudes towards diversity in society. Multicultural-based social interactions at Don Bosco High School *Padang* reflect the rich and complex dynamics between students and teaching staff. With diverse religious backgrounds, this school becomes a stage for learning across the boundaries of diversity. The importance of tolerance, mutual understanding, and respect for religious differences is felt in daily interactions at this school. In a classroom setting, students can share experiences and views from different religious perspectives. Education at Don Bosco High School *Padang* does not only include academic learning but also involves the process of learning to live together in an increasingly multicultural society. Teachers, as essential agents of change, provide role models by demonstrating open and inclusive attitudes. Religious diversity among the teaching staff creates a dynamic learning atmosphere, where students not only receive information from various perspectives but also learn to appreciate the uniqueness and richness that such diversity brings.

Extracurricular activities at Don Bosco High School *Padang* also play a role in strengthening multicultural social interactions. In clubs, organizations, and collaborative projects, students can explore shared interests, respect cultural diversity, and create strong social networks. The school is proactive in dealing with potential conflicts arising from cultural differences. Conflict-resolution training programs and support from a team of counselors are concrete steps. The role of parents is also recognized as paramount, with collaboration between schools and families to support multicultural values. Don Bosco High School *Padang* recognizes the importance of comprehensive education and support in teaching multicultural values. From school policies to extracurricular activities, this holistic approach helps create students who are ready to face the world with understanding and tolerance. Thus, this conclusion shows that Don Bosco High School *Padang* has succeeded in creating an inclusive learning environment, supporting the growth of students as multicultural individuals who are ready to face global challenges with an open and tolerant attitude.

Conclusion

Based on the results of this discussion, the conclusion is Don Bosco High School *Padang* has succeeded in creating an inclusive and multicultural educational environment, reflecting the spirit of tolerance, inclusivity, and intercultural dialogue. In its patterns of social interaction, this school encourages students and teachers to respect cultural and religious diversity, creating a space that supports the exchange of ideas and understanding between groups. Teachers at Don Bosco High School *Padang* are not only transmitters of academic knowledge but also act as models in practicing inclusive attitudes and enriching students' learning experiences with diversity. Despite this success, Don Bosco High School *Padang* is also aware of the potential for conflict that may arise within its school environment. Factors

such as identity differences, social competition, and inequality can trigger tensions between students.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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