Contribution of Islamic Boarding School Education in Forming Students into a Multicultural Society

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Abstract
This research aims to find out about the role of Islamic boarding schools in Islamic education, the multicultural education approach at the Baituridwan Islamic boarding school, multicultural education, and the integration of religious tolerance, as well as contributions to the formation of a tolerant Islamic society. The research method used in this study is a qualitative approach. Data collection techniques include in-depth interviews, document content analysis, and the use of questionnaires. The results of this research show that the role of Islamic boarding schools in Islamic education, namely providing formal education in Islamic religious studies, also promotes values such as noble morals, discipline, and devotion to religion. The multicultural education approach at the Baituridwan Islamic boarding school is based on the principle of respect for cultural diversity and provides a deep understanding of the values of multiculturalism, teaching them to respect the religions that exist in society. Multicultural education and the integration of religious tolerance, namely encouraging students to respect cultural and religious differences, they are taught to respect the practices and beliefs of other religions. The contribution to the formation of a tolerant Islamic society is creating a deep understanding of the values of pluralism and tolerance, overcoming prejudice and stereotypes towards other religions.

INTRODUCTION

Multicultural education is a very relevant approach in the context of forming a tolerant Islamic society, especially in a diverse environment such as that found in Indonesia (Barella et al., 2023). Through a case study at the Baituridwan Islamic Boarding School in Bukittinggi City, it can be explored how multicultural education has a real impact on forming an Islamic society that can accept, respect, and coexist with various cultures, religions, and other backgrounds.

Indonesia is a country with abundant cultural, ethnic, and religious riches. This diversity is a valuable asset, but it can also be a challenge in building an inclusive and tolerant society (Elinda, 2023). In Indonesia, Islamic education has a long history

with Islamic boarding schools being one of the typical Islamic educational institutions (Mansyuri et al., 2023). However, education in Islamic boarding schoolsoften places more emphasis on religious aspects without considering the cultural and religious diversity that exists in society (Tamam & Arbain, 2020)

The Baituridwan Islamic Boarding School in Bukittinggi City is an example of an Islamic educational institution that has chosen a multicultural approach to overcome this diversity challenge. Bukittinggi is home to various ethnic groups, including the Minangkabau and Javanese, as well as various religions. Multicultural education implemented in this Islamic boarding school has important implications for forming a tolerant and inclusive Islamic society (Asror, 2022).

The importance of multicultural education at the Baituridwan Islamic Boarding School is the respect they give to cultural and religious diversity. This Islamic boarding school understands that cultural and religious diversity is a wealth that must be protected. Therefore, the Islamic boarding school curriculum teaches students to respect and understand other cultures and religions. This helps shape positive attitudes towards diversity and promotes tolerance in society.

Multicultural education at the Baituridwan Islamic Boarding School also includes a deeper understanding of religious tolerance. Students are taught to respect other religions without reducing their own religious beliefs (Harto, 2014; M. Yunus, 2017). They understand that Islam encourages tolerance and harmony between religions. This has a positive impact on the formation of an Islamic society that is more tolerant and open to interfaith dialogue (Ghofir & Umam, 2020).

Multicultural education helps students to develop effective communication skills in multicultural situations. They are taught how to communicate with people from different backgrounds, to facilitate productive dialogue and better understand differences. This is an important aspect in the formation of a tolerant society, where constructive dialogue and understanding support each other (Bondarenko et al., 2023)

A multicultural education approach also helps students to understand relevant social issues in diverse societies. They are taught to identify and overcome inequality, discrimination, and social prejudice. This helps students become more aware of issues that can hinder tolerance and harmony in society. It is important to remember that multicultural education at the Baituridwan Islamic Boarding School does not dampen the Islamic identity of its students. On the contrary, this education strengthens Islamic identity with a deeper understanding of Islamic values that encourage tolerance, peace, and justice. Students are taught that Islam is a religion that respects diversity and encourages interfaith harmony (Kruja, 2022).

Baituridwan Islamic Boarding School also acts as a place that provides role models for its students. The teachers and educational staff at this Islamic boarding school demonstrate tolerant and inclusive attitudes and behavior (Harmonis & Bakri, 2023). They serve as positive examples for students, helping them understand the importance of tolerance in everyday actions.

So far, multicultural education at Baituridwan Islamic Boarding School has had significant implications in forming a more tolerant Islamic society in Bukittinggi City and its surroundings. Students who are trained in a spirit of tolerance and multiculturalism are likely to become agents of change who contribute to peace and tolerance in wider society (Istianah et al., 2023)

In an increasingly connected and diverse global context, multicultural education at the Baituridwan Islamic Boarding School is more important than ever. This not only changes the paradigm of traditional Islamic education but also helps

shape an Islamic society that is more inclusive, tolerant, and open to various cultural and religious diversity (Aderibigbe et al., 2023; Manik & Imamuddin, 2023). Thus, through the innovative multicultural education approach at the Baituridwan Islamic Boarding School, it is hoped that students will not only become individuals who are strong in their Islamic religious identity but also agents of positive change in a diverse society. By understanding and respecting cultural and religious diversity, this Islamic boarding school not only forms future leaders with Islamic morals but also helps form a more tolerant, inclusive, and harmonious Islamic society in the city of Bukittinggi and its surroundings. The implications of multicultural education at the Baituridwan Islamic Boarding School are becoming increasingly relevant in an increasingly connected global era, where the ability to coexist peacefully in diversity is the key to creating an empowered and sustainable society (Engkizar, Kaputra, et al., 2022).

Based on the background above, the formulation of the problem in this research is as follows: what is the role of Islamic boarding schools in Islamic education, the multicultural education approach at the Baituridwan Islamic boarding school, multicultural education and the integration of religious tolerance, as well as contributions to the formation of a tolerant Islamic society.

METHOD

This research uses a qualitative descriptive approach, which gives researchers the freedom to describe and understand the phenomenon being studied thoroughly (Waruwu, 2023). This approach allows researchers to describe the context and complexity of a topic without committing themselves to statistical figures. The data collection techniques used in this research involve observation, interviews, and documentation. The use of observation allows researchers to observe behavior, events, or situations that occur directly in the field (Smyth et al., 2023). Observations can provide deep insight into the dynamics that occur and the interactions between the elements studied. Interviews are used to obtain information directly from participants or informants involved in research. An in-depth interview approach can produce rich qualitative data and enable researchers to gain an in-depth understanding of respondents' views, experiences and perceptions of the topic under study (Moser & Korstjens, 2018). Documentation, collecting data through documentation involves analyzing documents, notes, or other materials relevant to the research. Documentation may include official archives, reports, newspapers, or other written materials. The collected data was then analyzed using the approach developed by Miles and Huberman. This approach includes the stages of data collection, data reduction, data presentation, and conclusion. Data analysis was carried out systematically to identify patterns, themes, and relationships between elements that emerged from the qualitative data (Dadi et al., 2023)

To ensure the validity of the data, researchers applied triangulation techniques. Triangulation involves using multiple data sources or data collection methods to confirm or investigate research findings. In addition, researchers cross-checked primary and secondary sources to ensure the accuracy and consistency of the information used in the research (Cheong et al., 2023). With a combination of a qualitative descriptive approach, data collection techniques, Miles and Huberman data analysis, as well as ensuring validity through triangulation and cross-checking sources, this research is expected to provide a valuable contribution to an in-depth understanding of the topic under study.

RESULT AND DISCUSSION
The Role of Islamic Boarding Schools in Islamic Education and Multicultural Education

Islamic boarding schools are Islamic educational institutions that have a long history and a central role in the spread of Islam in Indonesia. Since the arrival of Islam in Indonesia in the 13th century, Islamic boarding schools have become institutions that play an important role in educating and spreading Islamic teachings throughout the archipelago (Asmanto et al., 2023). The history of Islamic boarding schools in Indonesia can be traced to the early days of the spread of Islam in the Indonesian archipelago (Kamal, 2018). Islamic scholars and preachers from various parts of the world such as Persia and Arabia came to Indonesia to spread Islam. They founded Islamic schools which became the forerunners of Islamic boarding schools. The first Islamic boarding schools appeared on the island of Java in the 13th century.

The role of Islamic boarding schools in Islamic education is very diverse. Apart from providing formal education in Islamic religious studies such as the Koran, hadith, tafsir, and fiqh, Islamic boarding schools also promote values such as noble morals, discipline, and devotion to religion. The students at Islamic boarding schools study under the guidance of respected religious teachers, and this powerful educational system has spanned centuries, making Islamic boarding schools centers of Islamic learning and spirituality (Engkizar, Sarianti, et al., 2022; Isbah, M. F., & Sakhiyya, 2023).

As time goes by, Islamic boarding schools also experience developments in their education. Some of the larger and more well-known Islamic boarding schools have become very prominent centers of Islamic learning, with thousands of students from all over Indonesia and even abroad. They have also integrated non-religious subjects, including science and languages, to provide students with a more holistic education (Tolib, 2015). In the context of modern society, Islamic boarding schools still play an important role in continuing Islamic traditions and values (Efendy et al., 2023). They act as educational institutions that can bridge the gap between Islamic teachings and the daily needs of society. Apart from that, Islamic boarding schools also play a role in maintaining and preserving Indonesian culture, because they not only teach religion but also local values and local wisdom traditions.

With a long history and undeniable contribution, Islamic boarding schools remain an important part of Islamic education in Indonesia. They help maintain Islamic religious identity amidst the plurality of Indonesian culture and play a role in forming individuals who are moral, educated, and able to make positive contributions to society. As guardians of tradition and disseminators of Islamic teachings, Islamic boarding schools continue to play a central role in the formation and growth of Islam in Indonesia (Prianti, 2019).

Multicultural education in Indonesia is a very relevant approach to dealing with the abundant cultural, religious, and ethnic diversity in this country. As time goes by, this approach is increasingly recognized as a key element in promoting inclusion, tolerance, and respect for diversity in society (Elias & Mansouri, 2023). The development of multicultural education in Indonesia reflects efforts to create an educational environment that encourages understanding, dialogue and cooperation between various social and religious groups. One of the important milestones in the development of multicultural education in Indonesia is the state's recognition of the rights of individuals and minority groups to maintain their own culture, religion, and language (Sibawaihi & Fernandes, 2023). The Indonesian Constitution guarantees

freedom of religion and belief, as well as recognition of local cultures. Since political reform in 1998, Indonesia has strengthened its commitment to multicultural education within the national education system (Mappaenre et al., 2023).

At the practical level, many schools and educational institutions have tried to implement the principles of multicultural education in the curriculum and daily activities. They try to create an inclusive and diverse environment, where students can learn about different cultures and religions, understand the values of pluralism, and respect individual rights (Susanti et al., 2023). These initiatives often include lessons about different religions, cultural celebrations, as well as interfaith dialogue programs. Although there has been real progress in the development of multicultural education in Indonesia, significant challenges remain. Issues such as radicalism, religious intolerance, and discrimination are still a concern, and multicultural education is considered as one way to overcome these problems (Agusti et al., 2018; Nanggala, 2020; Tarmizi, 2020). In a diverse society like Indonesia, multicultural education is a powerful tool for promoting social harmony, tolerance, and awareness of diversity.

Multicultural education in Indonesia continues to develop in response to the social and cultural challenges faced in this diverse society (Prakasih et al., 2021). This development strengthens the values of tolerance and inclusion, ensuring that Indonesia's young generation is equipped with a deeper understanding of the cultural, religious, and ethnic diversity that makes up their country. With the hope, this will help create a more inclusive, tolerant, and harmonious society in the future.

Multicultural Education Approach at Baituridwan Islamic Boarding School

Bai'aturridhwan Bukittinggi Islamic Boarding School is an Islamic educational institution located in Bukittinggi City, West Sumatra, under the auspices of the "Al-Anshar Foundation Bukittinggi." This Islamic boarding school was founded by the late H. Mr. Aswir Harun and inaugurated through Notarial Deed Number 4 on January 29, 2006. Since 1992, this Islamic boarding school has successfully organized learning at the MTs (Madrasah Tsanawiyah) level, while the MA (Madrasah Aliyah) level began in 2002.

Bai'aturridhwan Islamic Boarding School has a strong educational goal. They are determined to form a cadre of ulama, zu'ama (leaders), mubaliqh (preachers), and umara' Muslims who are devoted to Allah SWT, broad-minded, independent, and creative. Education at this Islamic boarding school prioritizes Islamic teachings as a moral foundation in student development. The vision of the Bai'aturridhwan Islamic Boarding School is to excel in achievement and be professional in working based on Islamic values. In other words, this Islamic boarding school does not only focus on academic education but also on developing a strong Islamic character.

Bai'aturridhwan Islamic Boarding School has several important missions, including i) Carrying out a quality, effective and efficient learning process to improve the dignity and quality of human resources, ii) Equipping students with imtaq (faith) and science and technology (science and technology) so that they can continue their higher education and be of benefit to society, iii) Carry out extracurricular activities that suit students' talents and interests to develop their potential, iv) Collaborate with related parties to achieve goals and targets, v) Socialize with the community and the environment around to develop Islamic da'wah.

Bai'aturridhwan Islamic Boarding School is an Islamic educational institution that is committed to preparing the young generation who have Islamic morals, are highly educated, and can contribute positively to society and religion. With a clear vision and mission, this Islamic boarding school continues to strive to achieve high

educational standards while maintaining Islamic values in all aspects of student life. Baituridwan Islamic Boarding School in Bukittinggi City is an Islamic educational institution that adopts an innovative and relevant multicultural education approach. This approach has a key role in shaping students into individuals who are tolerant, inclusive, and able to coexist with various cultures, religions, and different social backgrounds. The multicultural education approach at the Baituridwan Islamic Boarding School is based on the principle of respect for cultural and religious diversity. This Islamic boarding school equips its students with a deep understanding of the values of multiculturalism, teaching them to respect the cultural and religious diversity that exists in society. In the educational process, students are taught to use differences as a source of positive learning.

In addition, multicultural education at this Islamic boarding school includes strong learning of religious tolerance. Students are allowed to understand other religions in more depth, without sacrificing their own religious beliefs. They are taught that Islam encourages tolerance and respect for other religions so that it can contribute to efforts to create a more inclusive society (Y. Yunus & Salim, 2018). This approach also focuses on developing interfaith communication skills. Learners are trained to communicate with people from various religious and cultural backgrounds, facilitating productive dialogue and promoting interfaith understanding. This is important in forming students to become mediators and social glue in a diverse society (Dzul et al., 2023).

The multicultural education approach at the Baituridwan Islamic Boarding School not only has an impact at the individual level but also on the Islamic boarding school community and the surrounding community. It plays an important role in forming a tolerant and inclusive Islamic society in Bukittinggi City. With this innovative approach, this Islamic boarding school contributes to the development of a society capable of peaceful coexistence, respecting differences, and promoting social harmony (Engkizar et al., 2021).

Multicultural Education and Integration of Religious Tolerance

Multicultural education at Baituridwan Islamic Boarding School in Bukittinggi City has a strong focus on learning religious tolerance. This is one important aspect in shaping students into individuals who can live in a diverse society with an inclusive attitude and respect for religious diversity (Schreiner, 2013). This approach begins learning by deconstructing stereotypes and prejudices that students may have towards other religions. Learners are taught to open their minds and eliminate uncertainty that may arise as a result of ignorance. They are allowed to learn more about other religions through comprehensive religious lessons, discussions, and interreligious dialogue (Kruja, 2022).

One of the main elements in learning religious tolerance is understanding the similarities and differences between religions (Fitriani, 2023). Students are taught to identify values that may be similar across religions, such as messages of peace, compassion, and justice. This helps them see the common ground that unites religions, which in turn, promotes understanding and solidarity (Salurante et al., 2023). Apart from that, multicultural education at this Islamic boarding school encourages students to respect differences in religion. They are taught to respect the practices and beliefs of other religions, even if they differ from their personal beliefs (Baker, 2013). This involves deepening understanding of the basic principles of other religions and making tolerance the core of interfaith interactions.

During the learning process, students are allowed to participate in interfaith dialogue that promotes mutual support and respect for differences. This allows them

to talk openly, exchange views, and resolve differences in a constructive way (Devaux et al., 2018). Through this religious tolerance learning approach, the Baituridwan Islamic Boarding School seeks to create students who can become agents of peace, understanding, and interreligious dialogue in diverse communities. They learn that tolerance is not only a value held firmly in their religion but also an attitude that needs to be applied in everyday interactions. Thus, multicultural education at this Islamic boarding school makes an important contribution to forming a tolerant and inclusive Islamic society. The Baituridwan Islamic Boarding School in Bukittinggi City plays an important role in teaching its students to identify and address relevant social issues in the communities they live in. Through a progressive multicultural education approach, this Islamic boarding school encourages its students to understand and be involved in social issues that affect their community. This approach begins by raising students' awareness of various social issues, including poverty, inequality, discrimination, and injustice. They are taught to not only see these issues as external problems but as part of a shared responsibility in building a better society. In this process, Islamic boarding schools provide practical lessons about how these social issues impact the daily lives of individuals and communities (Khairani, M., & Us, 2023).

Furthermore, Islamic boarding schools provide students with training on how to identify the root causes of these social issues. They are taught to analyze and understand the source of problems and their impacts. It involves in-depth study, discussion, and research projects that encourage students to understand the complex social context around them (Ramdani, 2020). This approach also encourages students to develop the skills necessary to address these social issues. They learn about advocacy, activism, and how to participate in social change efforts (Jolly, S., Cooper, J. N., & Kluch, 2021). Islamic boarding schools support students to play an active role in social projects that have a positive impact on their communities, such as social assistance programs, raising funds for education, or other humanitarian activities.

The multicultural education approach at the Baituridwan Islamic Boarding School is not only about understanding diversity but also about utilizing it to address complex social issues. This Islamic boarding school is committed to training its students to become responsible and active citizens in fighting social injustice and promoting positive change in society (Abdurrahman, 2016; Halik, 2016). In this way, this Islamic boarding school not only forms individuals who understand social issues but also becomes agents of change who encourage social and humanitarian progress in their community.

The Baituridwan Islamic Boarding School in Bukittinggi City has succeeded in creating an educational environment that can strengthen the Islamic identity of its students, while still respecting and celebrating the cultural and religious diversity that exists around it. This approach is key in forming students who are strong in their religious beliefs while being able to coexist harmoniously in a diverse society (Ginting et al., 2023). This approach begins by building a deep understanding of the Islamic religion. Students are taught about Islamic teachings, values, history, and worship practices. They are also given space to carry out their worship with consistency and honor, which helps strengthen their religious identity (Ismail, 2016; Taufik, 2020). In addition, this Islamic boarding school emphasizes Islamic moral and ethical values, such as compassion, justice, and generosity, which help students live their daily lives by the teachings of their religion.

Even though the main focus is Islam, this Islamic boarding school does not ignore diversity. Instead, they celebrate different cultures and religions by holding

activities that promote understanding, tolerance, and interfaith cooperation. Learners are taught to respect diversity, and this helps them experience a peaceful existence in a diverse society (Singh, 2013). This approach also includes teaching about history and the contribution of Islam to the formation of culture and civilization in the world. This helps students understand the important role of Islam in human history, and feel proud of the religious and cultural heritage they adhere to (Schreiner, 2013). Baituridwan Islamic Boarding School provides evidence that combining strengthening Islamic identity with respect for diversity is possible and beneficial. This not only helps students become Muslims who are strong in their beliefs but also individuals who are open and tolerant in interacting with various levels of society (Aderibigbe et al., 2023). This approach is a strong example of how multicultural and religious education can coexist in harmony to create an inclusive and effective educational environment.

Contribution to the Formation of a Tolerant Islamic Society

Multicultural education at the Baituridwan Islamic Boarding School has made a significant contribution to the formation of a tolerant Islamic society in Bukittinggi City and its surroundings. This Islamic boarding school acts as an educational institution that prepares students to live in a diverse society, accepts differences, and promotes social harmony. One of the main contributions of multicultural education at this Islamic boarding school is creating a deep understanding of the values of pluralism and tolerance (Aderibigbe et al., 2023). Students are taught to respect and appreciate the cultural and religious diversity that exists in society. They are taught to see differences as a source of positive learning, not as a threat. This approach also helps students overcome prejudice and stereotypes against other religions. They are taught to open their minds and communicate with people of different religions, thereby reducing the uncertainty that may arise due to ignorance (Robbins, 2016).

Multicultural education at this Islamic boarding school also promotes respect for religious diversity. Students are allowed to understand other religions in more depth, without sacrificing their own religious beliefs (Koukounaras Liagkis, 2022). This helps them see that Islam encourages tolerance and respect for other religions. In addition, multicultural education at this Islamic boarding school includes training in interfaith communication skills. It helps students to develop skills in conducting productive interreligious dialogue and promotes interreligious understanding (Barsanas & Baybado, 2023). In a broader context, the contribution of multicultural education at the Baituridwan Islamic Boarding School is not only at the individual level but also at the community and societal level. This Islamic boarding school is an agent of change that helps form a tolerant and inclusive Islamic society in the city of Bukittinggi and its surroundings. Thus, multicultural education in this Islamic boarding school is an important step in creating a society that lives side by side peacefully, respects differences, and promotes social harmony in the spirit of Islam which is full of tolerance (Purnomo et al., 2023).

The multicultural education approach implemented at the Baituridwan Islamic Boarding School has great relevance in the context of traditional Islamic education in Indonesia. In traditional Islamic educational institutions, where religion and culture have a central role, this approach can make a significant positive contribution in several ways, namely first, the multicultural approach combines the principles of Islamic education with a deeper understanding of multicultural values. This provides opportunities for students to understand other religions and cultures, which in turn can promote tolerance, respect for differences, and interfaith harmony.

This is consistent with Islamic teachings which respect the diversity of humanity (Arfan, 2022; Saihu & Aziz, 2020).

Second, this approach allows traditional Islamic educational institutions to prepare their students for life in an increasingly globalized world. An understanding of other cultures and religions, along with interfaith communication skills, are indispensable skills in the modern, globally connected world (Islam et al., 2023). Traditional Islamic educational institutions that apply this approach help students become individuals who are better prepared to face global challenges. Third, a multicultural education approach helps involve students in efforts to resolve conflict and promote peace. In a world often characterized by inter-religious and inter-group conflict, education that emphasizes harmony and tolerance is an important step in building a peaceful and inclusive society (Singh, 2013).

In the context of traditional Islamic education, a multicultural educational approach is a powerful tool for maintaining Islamic values, while promoting interfaith cooperation and social harmony. It is a concept that is in harmony with the Islamic vision of peace and tolerance and has great relevance in facing contemporary challenges in a diverse global society. As time goes by, more traditional Islamic educational institutions are expected to adopt this approach, which will contribute to a more inclusive, tolerant, and peaceful society.

CONCLUSSION

Islamic boarding schools provide a strong example of how multicultural education and Islamic values can combine harmoniously. In its approach, this Islamic boarding school not only emphasizes strengthening Islamic identity but also teaches respect for cultural and religious diversity. This approach plays a central role in shaping students into individuals who are tolerant, inclusive, and able to contribute positively to society. Multicultural education at this Islamic boarding school involves learning strong religious tolerance, developing interfaith communication skills, and active participation in resolving social issues. This not only has an impact at the individual level but also on the community level and surrounding society. This Islamic boarding school plays an important role in forming a tolerant and inclusive Islamic society in the city of Bukittinggi. The contribution of this Islamic boarding school lies in creating a deep understanding of the values of pluralism, overcoming prejudice against other religions, and promoting respect for religious diversity. In addition, this approach helps students understand social issues and trains them to become active agents of change in society. By combining the strengthening of Islamic identity and a multicultural approach, Pondok Pesantren Baituridwan provides a positive example of how traditional Islamic educational institutions can act as agents of peace, tolerance, and inclusion in an increasingly diverse and globalized society. The success of this Islamic boarding school can be an inspiration for other Islamic educational institutions to adopt a similar approach, contributing to the formation of a more inclusive and harmonious society in the future.

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