

THE EFFECT OF RELIGIOUS VALUES-BASED MULTICULTY LEARNING ON ELEMENTARY SCHOOL STUDENTS' BULLYING BEHAVIOR

PENGARUH PEMBELAJARAN MULTIKULTURAL BERBASIS NILAI KEAGAMAAN TERHADAP PERILAKU BULLYING SISWA SEKOLAH DASAR

Lailatul Fitriyah¹, Muhlasin Amrullah², Vanda Rezanah³

^{1,2,3}Elementary School Teacher Education Study Program,

Muhammadiyah University of Sidoarjo, Indonesia

E-mail: lailya0808@gmail.com¹, muhlasin1@umsida.ac.id², vanda1@umsida.ac.id³

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Abstrak

Penelitian ini bertujuan mengetahui pengaruh pembelajaran multikultural berbasis nilai keagamaan terhadap perilaku bullying siswa SD. Metode yang digunakan adalah kuantitatif dengan desain eksperimental sejati model pretest-posttest kelompok kontrol. Subjek penelitian adalah siswa kelas tiga SD Negeri Purwodadi 2 yang dibagi dalam kelompok eksperimen dan kontrol. Data dikumpulkan melalui tes, observasi, wawancara, dan dokumentasi. Analisis menggunakan uji t independen menunjukkan nilai signifikansi 0,004 ($p < 0,05$), menandakan perbedaan signifikan antara kelompok eksperimen dan kontrol. Pembelajaran multikultural yang mengintegrasikan nilai keagamaan seperti toleransi, kasih sayang, dan saling menghormati terbukti dapat mengurangi perilaku bullying secara signifikan. Temuan ini menunjukkan pendekatan pembelajaran berbasis nilai keagamaan tidak hanya berdampak pada aspek kognitif, tetapi juga efektif membentuk karakter siswa yang toleran dan bermoral. Oleh karena itu, strategi ini dapat dijadikan alternatif dalam menciptakan lingkungan sekolah yang aman dan inklusif serta mendukung pengembangan karakter secara holistik.

Abstract

This study aims to determine the effect of multicultural learning based on religious values on bullying behavior of students in elementary schools. The method used is quantitative with a true experimental design with a pretest-posttest control group model. The subjects of the study were third-grade students of Purwodadi 2 Public Elementary School who were divided into experimental and control groups. Data collection was carried out through tests, observations, interviews, and documentation. The results of the analysis using the independent sample t-test showed a significance value of 0.004 ($p < 0.05$), which indicates a significant difference between the experimental and control groups. Multicultural learning that integrates religious values such as tolerance, compassion, and mutual respect has been proven to be able to reduce bullying behavior significantly. These findings indicate that a learning approach based on religious values not only impacts cognitive aspects but is also effective in shaping the character of students who are tolerant and moral. Thus, this strategy can be used as an alternative in creating a safe, inclusive school environment and supporting holistic character development.

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INTRODUCTION

Education provides an equal learning environment for all students in Indonesia, known for its ethnic, cultural, and religious diversity. Multicultural education is crucial for fostering unity and

reducing the likelihood of conflict. While controversial among educators, it is rooted in instilling values of tolerance and respect for differences. Within the educational context, this approach aims to teach students the importance of tolerance, mutual respect, and appreciation for the differences that exist among them. This is crucial in fostering a harmonious and inclusive environment, especially in an increasingly diverse society. However, many schools still experience bullying among students. Bullying often arises from intolerance of differences, whether ethnic, religious, social, or even ability-based. (Romadhoni et al., 2023) This bullying behavior can have negative impacts on victims, such as psychological distress, loss of self-confidence, and can hinder the learning process and the development of positive character traits in students. Therefore, multicultural education can provide a solution to reduce bullying behavior in schools and contribute to more effective policies for creating schools free from violence. (Ningsih et al., 2022) Multicultural education is now crucial for preparing students to face an increasingly diverse world and uniting a nation comprised of diverse ethnicities and cultures. Therefore, schools are places where students learn to appreciate differences, for example, by learning about various.

The diversity of cultures in Indonesia, or by befriending children from different backgrounds, can also teach children to live in harmony and peace despite their differences. (Gofur et al., 2022) The development of diverse multicultural education, (Wahyudi et al., 2017) in accordance with the principle of educational autonomy, is a step that deserves appreciation. However, the emphasis on religious, national, and moral subjects within the context of multicultural education needs to be increased, even though such learning models already exist in theory. This is evident in the still high number of social conflicts driven by low levels of tolerance and understanding of cultural diversity in society. However, few students truly understand the deeper meaning of cultural and national diversity. The primary goal of multicultural education is to foster awareness of the importance of respecting differences and living side by side peacefully. Therefore, more serious efforts are needed to integrate multicultural values into all aspects of learning, such as tolerance and honesty. Tolerance and honesty are two noble values upheld by various religions. Tolerance teaches us to respect differences, whether differences in beliefs, ethnicity, race, or culture. In a religious context, tolerance means respecting the right of every individual to embrace their religion and beliefs, without coercion or discrimination.

This value encourages harmony and peace among religious communities, and prevents conflict and division due to differences in beliefs. Honesty, on the other hand, is a fundamental value that serves as a moral foundation in religious life. Honesty teaches us to speak and act in accordance with the truth, and to avoid all forms of lying and deception. In a religious context, honesty means upholding integrity and trustworthiness, both in relationships with God and with fellow human beings. This value encourages trust and harmony in society, and prevents corrupt and oppressive practices. These two values, tolerance and honesty, are interrelated and reinforce each other. Tolerance without honesty can be a form of hypocrisy, where someone pretends to respect differences, but actually harbors hatred or prejudice. Meanwhile, honesty without tolerance can be a form of arrogance, where someone feels most right and looks down on others who have different beliefs. Therefore, it is important for every individual to cultivate and practice these two values in a balanced manner, in order to create a harmonious and meaningful life. In the context of national and state life, tolerance and honesty are important pillars in maintaining unity and integrity. Indonesia, as a pluralistic country, highly upholds the values of tolerance and honesty, which are reflected in Pancasila and the motto *Bhinneka Tunggal Ika*. By practicing these two values, we can build a just, prosperous, and civilized society, where every individual can live side by side in peace and harmony, regardless of differences in beliefs and backgrounds.

Ethnic diversity is a priceless treasure of the Indonesian nation. Therefore, the success of multicultural education can be measured by the formation of mutual respect, tolerance, and tolerance among individuals with different ethnicities, cultures, languages, and customs. Successful multicultural education will produce a young generation capable of living side by side peacefully without these differences (Prasetiawati, 2017). Instilling religious values that respect cultural diversity is not easy, but it is very important to carry out this process, aiming to shape students who realize that each individual holds different beliefs, all of which have their own true value. To achieve this goal, appropriate and sustainable methods are needed to instill these values in students. In reference to Koentjaraningrat's theory on cultural forms, to instill multicultural-based religious values, development efforts are necessary in three main aspects. First, the aspect of the values held must be strengthened and appropriate to the religious context. Second, aspects of daily practice that reflect the values to be instilled. Finally, the symbolic aspect is used in the process of creating a learning environment that supports the application of religious values that respect diversity. (Umra, 2018)

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The relationship between religious values and anti-bullying shows that the principles taught in religion can prevent bullying behavior, by applying values related to schools and can also create a more comfortable and inclusive culture. And also create a supportive atmosphere, provide a stronger moral example in addressing bullying problems and protecting all individuals in the school environment. Religious values not only prevent bullying, but also how to overcome and reduce bullying. Involving students in bullying prevention is an important role in creating a comfortable and inclusive school environment (Kaaffah et al., 2022). With this, students have a way to have a sense of responsibility for preventing student bullying behavior. Students are not only given material but also taught skills and leadership, as well as students can feel the positive impact of those who have participated, also will maintain a safe and supportive school environment by promoting values in their daily lives. (Fita Mustafida, 2020). Religious-based multicultural learning that has been conducted by previous research. In a study conducted by Fita Mustafida entitled "Integration of Multicultural Values in Islamic Religious Education". The results of this study indicate that there is a multicultural education based on religion carried out at Taman Harapan Elementary School, Malang City, which includes teaching materials about showing affection, saying good words, being honest, and forgiving, which is carried out in grade 1, in grade 2 teaching about cooperation, helping each other and caring for the surrounding environment. The difference between the research and this

research is the location of the research, the previous research was conducted at Taman Harapan Elementary School, Malang City, while the current research was conducted at Purwodadi 2 Public Elementary School.

Previous research conducted by Dwi Wijayanti and Poppy Inriyani entitled "multicultural education based on arts and culture at Sd Taman Muda Ibu Pawiyata. The results of the study showed that schools do not specialize in teaching multicultural values, but integrate them into various subjects such as civics, dance, and these values are also instilled in extracurricular activities (Wijayanti & Indriyanti, 2017). The difference between Dwi Wijayanti's research and that of researcher Fita Mustafida is that researcher Fita Mustafida researched basic moral values such as compassion and honesty. While researchers Dwi Wijayanti and Poppy researched more emphasis on the integration of multicultural values through arts and culture. According to Adinta Salsabila and Ai Fatimah, preventing bullying behavior through religious programs and character education at Sd Islam Al-mu'min, conducting programs such as memorizing the Qur'an, congregational learning, and 5s (smile, greet, greet, polite, and courteous) and ready for school. Aims to instill religious values in students and involves several stages, namely the strategies used in this process are providing role models, habituation, and advice.(Seftiani et al., 2024)

Previous research conducted by Sendi and Annafi in preventing bullying in schools was by offering religious education as a preventive effort in elementary schools. This teaching emphasizes the importance of respect, care, and fairness towards others, and becomes a strong bulwark against all forms of bullying. Instilling religious values of empathy and tolerance from an early age, therefore, religious education not only creates a safe school environment, but also becomes the foundation for the formation of students' character with noble morals for others (Rizqi et al., 2024). So the difference between the first and second studies is that the first researcher focuses on preventing bullying through religious programs, but the first researcher more specifically discusses religious programs implemented in schools. While the second researcher emphasizes religious values in general.

While some schools have attempted to integrate religious values into their learning, this approach remains limited to specific subjects, such as Religious Education and Civics. The gap arises from the lack of involvement of other subjects in instilling values of tolerance and respect for diversity. Consequently, schools still tend to teach theory rather than instilling mutual respect in students, leaving them with limited conceptual understanding and limited application of these concepts in everyday interactions.

The methods used in teaching religion-based multicultural education still primarily involve lectures and conventional learning. Meanwhile, research shows that more interactive methods, such as group discussions, case studies, and experiential learning, are more effective in increasing students' understanding of the values of tolerance and empathy. This lack of variety in methods may reduce the program's effectiveness in preventing bullying.

The results of an initial pre-survey conducted by researchers on third-grade students at Purwodadi 2 Elementary School through initial observations. This elementary school has a diverse religious and ethnic background. This research was conducted to understand the role of religion in creating an inclusive and bullying-free school environment. This observation observed student interactions during religious activities, learning, and recess. Interviews were also conducted with third-grade teachers, students, and the principal. While emphasizing the values of tolerance, compassion, and mutual respect among fellow human beings, teachers also use active learning methods such as group discussions and case studies to teach religious values. (Candrawati &

Setyawan, 2023) Teachers also link religious values to bullying behavior and explain why bullying behavior is contrary to religious values.

This school also holds religious activities that involve all students, without distinguishing religion. In religious activities, the importance of respecting and appreciating differences is always emphasized. Student participation at this school is more active in engaging in religious activities and demonstrating an attitude of mutual respect. Students are able to put themselves in the shoes of others and understand their feelings. The results of observations at this school show that Purwodadi 2 Public Elementary School strives to integrate religious values in efforts to prevent bullying. Effective religious learning and the active role of teachers have contributed to the formation of a school environment that is more tolerant and mutually respectful. By teaching values such as these, the school has succeeded in creating an environment conducive to student growth and development.

This researcher aims to analyze in depth the influence of multicultural learning on religious values on student bullying, can reduce bullying behavior among students. Specifically, this researcher seeks to identify learning models that contain cultural diversity and student backgrounds, and can contribute to the internalization of religious values in preventing bullying, such as tolerance, compassion, and mutual respect. This researcher aims to measure and analyze quantitatively, to what extent the application of multicultural learning models can prevent bullying behavior in the school environment.

METHOD

This study used a True Experimental quantitative method with a pretest-posttest control group design (Helwig et al., 2021). A pretest-posttest control group design is a technique in which two randomly selected groups are then given a pretest to determine the differences between the control and experimental groups. The research design is as follows:

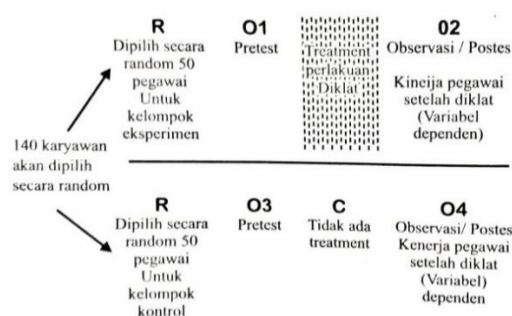


Figure 1.1 pretest posttest control group

Information :

R : The experimental group and control group were taken randomly.

O₁ and O₃ : Pretest of the experimental class. The two groups were observed with a pretest to determine the initial work results.

O₂ : Post-test of the experimental class, results from the experimental group after being given treatment with bullying prevention-based learning.

O₄ : post-test of the control class, the results of the group without being given learning treatment based on bullying prevention.

The explanation above states that the experimental group was given treatment using multicultural learning based on religious values towards bullying behavior in civics subjects, while

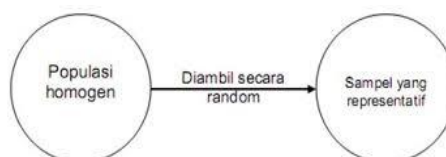
the control group was taught by following a mutual agreement without the religious values. If there is a significant increase between O2 and O4, it can be concluded that multicultural learning based on religious values towards bullying behavior of elementary school students has succeeded in getting a positive influence from these elementary school students.

This research, the research subject uses the technique Probability sampling using simple random sampling, this sample data collection technique from the population is carried out randomly based on total sampling or population researchers. The sampling technique in this study uses saturated sampling, namely sampling that pays attention to the sample saturation value (Sugiyono, Quantitative Research Methods, 2022). The research sample can be seen as follows :

No	Class	Number of Students	Information
1.	3A	20 People	Experiment
2.	3B	20 People	Control

The two classes were randomly selected to serve as the experimental and control groups. This difference is due to the study using *a true experimental design*. With this design, the sample is randomly selected, but a pretest is administered to determine whether there is a difference between the experimental and control groups. A good pretest will not significantly differ. The sampling technique used is *probability sampling*. *Probability sampling* is a sampling technique that is said to be simple because the sampling of sample members from the population is done randomly (Sugiyono 2021:134).

The research sample can be seen in Figure 1.2 random sampling technique



The data collection techniques in this study used tests and documentation (Ischak et al., 2019). This study used various data collection methods, namely questionnaires, observations, unstructured interviews, and tests (pretest-posttest). The questionnaire was used to measure students' religious attitudes before and after participating in learning based on religious values. Observations were conducted to observe the activities of teachers and students during learning. Unstructured interviews aimed to obtain in-depth information about the learning process. Tests (pretest-posttest) were used to measure changes in students' religious attitudes after participating in learning. In addition, this study also used certain guidelines, such as questionnaire guidelines, observation sheets, documentation sheets, and interview guidelines. The aim was to measure students' understanding attitudes, understand the implementation of learning based on religious values, and identify factors that influence changes in students' religious attitudes. This test was used to determine the results of abilities in multicultural material based on religious values on student bullying behavior.

The type of test used by this researcher was in the form of questions containing 20-30 questions covering multiculturalism based on religious values in Civics learning (30 multiple choice questions). The number of observation questions with indicators related to multiculturalism based on religious values and interviews also consisted of 5 questions. Meanwhile, this documentation was used by researchers to obtain the data needed in the research, such as obtaining student data, researcher documentation, and activities during the student learning process.

The type of design used in the research is a pretest-posttest example group design. The research procedure includes five stages, namely: (1) preparation, (2) giving or carrying out a pretest, (3) giving treatment (experiment), (4) giving by carrying out a posttest and (5) managing the data obtained. The experimental stage was carried out and given treatment using PKN learning without integrating religious values in the control class.

The analysis technique used in this study was the t-test (Muhson, 2006), to see the difference in average bullying scores between the two groups at the time of the posttest, and also to see the change in bullying scores from pretest to posttest in each group. If the t-test results show a significant difference in the posttest between the experimental and control groups, or a significant change from pretest to posttest in the experimental group, this indicates that the multicultural learning model has an effect on bullying behavior.

An independent t-test will compare the average bullying scores between the experimental and control groups at the time of the posttest. Meanwhile, a paired t-test will be used to analyze changes in bullying scores from pretest to posttest within each group, if the independent t-test finds that the average bullying score of the experimental group is significantly lower than the control group at the posttest, and the paired t-test finds a significant decrease in bullying scores in the experimental group from pretest to posttest, then it can be concluded that the multicultural learning model is effective in reducing bullying behavior. (Padli et al., 2023) This change is assumed to occur because the multicultural learning intervention strengthens religious values that encourage tolerance and respect for differences. t-test formula to determine statistically significant differences with the help of SPSS Statistics V. Wiratna S (2015).[20]

The data analysis used in this study is the normality test of homogeneity test (to ensure whether the data used has a normal distribution or vice versa) and conducting a hypothesis test to use parametric statistics, namely the unpaired sample t-test (independent sample t-test) which aims to determine whether there is a significant difference between multiculturalism based on religious values of students in the experimental class and the control class after the application of the treatment. Descriptive analysis was carried out using the SPSS version 27 program, which is used to calculate the mean, mode, and median values of each variable, as well as utilizing basic analysis functions to obtain valid results so that they can be interpreted.

RESULTS AND DISCUSSION

This research was conducted in 2025 at Purwodadi 2 Elementary School, Pasuruan. The activities were conducted in two meetings in each class: a control class and an experimental class. The learning process focused on delivering or reviewing the material, followed by pretests and posttests to collect data. The collected data were analyzed using *the Kolmogorov-Smirnov normality test* using SPSS software. The goal was to determine whether the data were normally distributed.

The test results showed a significance value of 0.200, exceeding the normality test requirement ($p > 0.05$). Next, a homogeneity test was conducted to determine whether the two sample groups came from the same variance. The homogeneity test results showed a significance value of 0.054, which is also greater than 0.05. This indicates that the data from both classes have homogeneous variance, allowing for further analysis to be carried out correctly. Furthermore, an equivalence test was conducted to ensure that the initial abilities of both classes were at comparable levels.

Based on the results of data analysis, the average pretest score in the experimental class while in the control class was equal to the result of after learning, the posttest score of the control class increased to while the experimental class reached from these results it can be concluded that the abilities of students in the experimental class are higher.

Table 2. Kolmogorov-Smirnov test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
kelas		Statistic	df	Sig.	Statistic	df	Sig.
hasil	pre eksperimen	,157	20	,200 [*]	,941	20	,254
	post eksperimen	,197	20	,040	,904	20	,050
	pre kontrol	,135	20	,200 [*]	,946	20	,310
	post kontrol	,184	20	,074	,881	20	,018

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In Table 2, using the Kolmogorov-Smirnov test, a significant value was found for learning outcomes in the experimental class (multicultural learning) of 0.040 and for learning outcomes in the control class (bullying behavior) of 0.074. The values for the experimental and control classes were greater, meaning that the learning outcomes for the experimental and control classes were normally distributed.

Table 4. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil_belajar	Based on Mean	,382	1	38	,540
	Based on Median	,177	1	38	,677
	Based on Median and with adjusted df	,177	1	36,472	,677
	Based on trimmed mean	,433	1	38	,515

Table 4 shows the results of the homogeneity test. The results show a significance value of $0.540 > 0.05$. This indicates that the student learning outcome data has homogeneous variance.

Thus, it can be concluded that the assumption of homogeneity of variance has been met. This assumption is important to ensure that the data from the two groups being compared are equally distributed, so that the statistical analysis can produce valid results.

Since the homogeneity assumption has been met, the analysis can continue using an independent sample t-test on the protest scores. This test is used to determine whether there is an influence between multicultural learning and bullying behavior in elementary school students.

Table 5. Independent sample test 0.004

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
hasil_belajar	Equal variances assumed	,382	,540	3,111	38	,004	5,500	1,768	1,921 9,079
	Equal variances not assumed			3,111	37,322	,004	5,500	1,768	1,919 9,081

Table 5 shows the results of the t-test, which obtained a significance value (2-tailed) of 0.004. This value is smaller than 0.005, which means there is a significant difference between multicultural learning and bullying behavior. In other words, these two differences have different effects on improving behavior.

Table 6. Paired sample test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Eks - Post Eks	-17,500	14,096	3,152	-24,097	-10,903	-5,552	19	<,001
Pair 2	Pretest Kontrol - Posttest Kontrol	-11,250	13,943	3,118	-17,776	-4,724	-3,608	19	,002

In table 6, the paired sample test proves that the treatment in the form of multicultural learning based on religious values was statistically successful in reducing the level of bullying, the value was less than 0.05 indicating the success of the educational intervention in multicultural learning.

Discussion

The results of this study indicate that the implementation of multicultural learning based on religious values has a significant impact on reducing bullying behavior at the elementary school level. This finding is supported by the results of the t-test analysis which produced a significance value of 0.004 ($p < 0.05$), indicating a statistically significant difference. Thus, it can be concluded that there is a significant difference between the experimental group that received multicultural learning intervention based on religious values and the control group that did not receive similar treatment. In this study, the experimental group received treatment in the form of the implementation of multicultural learning integrated with religious values, including tolerance, compassion, and mutual respect.

The learning process was carried out actively through the application of group discussions and case studies, which aimed to encourage student participation and increase their understanding of diversity. Meanwhile, the control group participated in the learning process without integrating religious values into the curriculum. This difference in treatment has been shown to influence students' attitudes and behavior, particularly in responding to diversity and in the context of preventing bullying.

The results of the normality and homogeneity tests indicate that the data obtained are normally distributed and have homogeneous variance, so that the initial conditions between the experimental and control groups can be said to be equivalent and worthy of statistical comparison. The average pretest and posttest scores in the experimental group experienced a more significant increase compared to the control group, which indicates the effectiveness of multicultural learning interventions based on religious values in reducing bullying behavior in elementary school environments. Thus, students who receive multicultural learning based on religious values show a significant increase in understanding and positive attitudes in responding to differences.

The urgency of religious values in preventing bullying behavior is reflected through the strategic role of educators in delivering contextual and relevant material to the daily lives of students. Bullying is one of the biggest problems in the world of education in Indonesia. This form of violence even occupies the highest proportion when compared to other types of violence in the school environment, such as brawls between students, discrimination in access to education, and the practice of extortion. Setyawan (2014), stated that cases of bullying in schools are like an iceberg phenomenon, namely the actual number of incidents is much greater than the cases recorded or officially reported. This is caused by the tendency of victims to remain silent or not report the incidents they experience, either because of fear, shame, or lack of an adequate support system (article 1) Teachers not only play a role as conveyors of theoretical information, but also as facilitators who link the teachings of religious

values to concrete situations, such as the prohibition of hurting others, the recommendation to apologize, and the importance of empathy for the feelings of others. This learning process encourages a deeper internalization of positive values in students, so that they are able to form a tolerant, caring, and responsible character in social interactions in the school environment.

Multicultural learning based on religious values also encourages the growth of students' social awareness of the surrounding environment. Students become more courageous in reprimanding peers who commit negative actions and show empathy towards friends who face difficulties. Active involvement in religious activities in the school environment also contributes to increasing student awareness in maintaining a conducive, respectful, and conflict-free learning atmosphere. Multicultural education can also provide understanding to children to understand the cultural identity and values adopted by themselves and how these identities and values influence their perceptions of others who come from different cultures (Junanto & Fajrin, 2020; Rahmawati. Yeni; Yi-Fong, Pai; Chen, 2014).

The results of this study confirm that multicultural learning based on religious values is not only effective in reducing the intensity of bullying behavior, but also plays a role in forming an inclusive, harmonious school ecosystem that upholds the values of diversity. Such a learning environment is an important foundation in supporting the development of students' character as a whole, both in social and spiritual aspects. Character Education according to Koesoema (2010) is providing a place for individual freedom in experiencing values that are considered good, noble, and worth fighting for as a guideline for behavior in personal life in dealing with oneself, others, and God.

Through the implementation of appropriate strategies and the active involvement of all educational elements, elementary schools have great potential to become safe, conducive environments that support the holistic development of students' character. The findings of this study align with the results of previous studies. For example, research conducted by Fita Mustafida emphasized the importance of integrating multicultural values in Islamic Religious Education learning, which aims to foster tolerance and mutual respect among students. Meanwhile, research by Dwi Wijayanti showed that values such as tolerance and cooperation can be instilled through an arts and culture approach packaged in learning and extracurricular activities. The strength of this study lies in the use of a direct experimental design in the classroom environment, which provides empirical evidence regarding the effectiveness of integrating religious values in the Civics (PKn) learning process. This research is more applicable in the context of cross-curricular learning.

The impact of multicultural learning based on religious values is not only felt at the individual student level, but also overall on the classroom climate. The learning environment becomes more conducive, the learning atmosphere is more comfortable, and the frequency of bullying behavior shows a significant decrease. Students who were previously passive toward unpleasant behavior began to show courage in reprimanding and encouraging reconciliation. These findings indicate that learning that integrates moral and religious values not only improves cognitive aspects but also positively influences the formation of students' social attitudes and behaviors (Mustafida, 2020; Rizqi et al., 2024).

Multicultural learning based on religious values can be identified as an effective pedagogical strategy in shaping students' character and creating a safe, inclusive, and violence-free school environment. This strategy should be used as a model for character learning that can be replicated by other educational units. This approach is not only limited to Religious Education subjects, but can also be integrated into other subjects, such as Civics, Indonesian, and extracurricular activities. This effort is in line with the view of Umra (2018), who emphasized the importance of integrating religious values in the context of multicultural education as the foundation for forming a civilized

and harmonious society. It has been proven that the implementation of multicultural learning based on religious values has a significant influence in reducing bullying behavior in elementary schools. Values such as tolerance, compassion, and mutual respect can be effectively internalized in students through a contextual, interactive learning approach, accompanied by teacher role models. The results of the independent t-test and paired t-test showed a significant difference between the control groups, which strengthens the assumption that the integration of multicultural education with religious values can shape students' positive character and create a safer and more inclusive school environment.

Multicultural learning based on religious values is a worthy alternative strategy for preventing bullying from an early age. Not only does this approach impact cognitive aspects, it also contributes significantly to building a humanistic, ethical, and harmonious educational ecosystem. This success should inspire educators and policymakers to develop a curriculum and cross-subject learning methods rich in noble values, in order to create a young generation with strong character and prepared to live in diversity.

CONCLUSION AND RECOMMENDATIONS

The implementation of multicultural learning based on religious values has a significant impact on reducing bullying behavior in elementary school students. Statistical test results showed a significant difference between the experimental group that received multicultural learning treatment integrated with religious values, such as tolerance, compassion, and mutual respect, and the control group that did not receive similar treatment. Active learning conducted through group discussions and case studies has been proven to encourage student participation and increase their understanding of diversity and the importance of peaceful coexistence. Furthermore, this study also shows that religious values have a strategic role in shaping the character of students who are caring, responsible, and uphold diversity. The classroom environment that was previously passive and tended to be permissive towards bullying behavior has changed to become more inclusive and conducive, marked by increased student courage to reprimand negative behavior and establish harmonious relationships between individuals. Thus, multicultural learning based on religious values not only impacts cognitive aspects but also makes a significant contribution to strengthening students' social and moral attitudes. This strategy can be widely adopted by elementary education units as a character strengthening model that is applicable and relevant in facing today's educational challenges.

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