

Multicultural-Based Values at SMA Don Bosco Padang

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Abstract. *This research aims to explore the role of multicultural education at Don Bosco High School in Padang and its impact on students' inclusive attitudes towards cultural and religious diversity. This research is motivated by a lack of understanding of diversity, potential intercultural conflicts, negative impacts of social media, and an inadequate curriculum to support multicultural learning. In the context of globalization, the importance of education that promotes understanding and appreciation of differences is increasingly recognized. The study also aims to analyze the implementation of multicultural values in the curriculum of Don Bosco High School Padang, evaluate students' participation in social activities reflecting multicultural values, and assess its impact on students' inclusive attitudes. The research adopts a descriptive qualitative case study approach. Data were collected through interviews with teachers and students, school activity observations, and document analysis, focusing on the educational reports of the year 2023. The research findings indicate that Don Bosco High School Padang has successfully integrated multicultural values into its curriculum. Teachers play a mentoring role, guiding students in academic and personal development. Student participation in social activities reflects multicultural values, promoting intercultural dialogue. Holistic emotional support is implemented, encompassing academic, career, and personal development aspects. In conclusion, this research suggests that Don Bosco High School Padang has taken positive steps in creating an inclusive environment that encourages understanding and appreciation of cultural and religious diversity. Research recommendations include ongoing efforts to enhance tolerance and support for religious and cultural equality.*

Keywords: *Multicultural Education, Inclusive Attitudes, High School Environment*

INTRODUCTION

According to Michael Fullan (2016), amidst the complexity of diversity, education needs to play a primary role in shaping an inclusive mindset and encouraging students to be open to differences. Additionally, Banks (2010) emphasizes that effective multicultural education requires teacher involvement in creating a learning environment that values and utilizes student diversity. The background of this research highlights the importance of multicultural values at SMA Don Bosco Padang, manifested in school policies and practices. One of the key values emphasized is the respect for cultural and religious diversity. This diversity is not merely acknowledged but accepted and accommodated through the concept of school uniforms that creates equality among students with diverse backgrounds. Acceptance of these differences is reflected in the school's inclusive attitude, striving to create an environment that respects and understands student diversity.

The concept of uniforms applied by SMA Don Bosco Padang reflects an effort to avoid categorization based on identity, such as ethnicity, religion, or culture. While uniforms symbolize equality, the school remains open to dialogue with parents. This open communication demonstrates the school's willingness to understand various perspectives related to the implemented policies and practices. Multicultural education is a value advocated by SMA Don Bosco Padang in its curriculum development. The school is committed to recognizing and integrating cultural diversity into learning activities, ensuring that students gain a deep understanding of

the diversity in their surrounding communities. Thus, the curriculum not only teaches subject matter but also develops an understanding and appreciation for differences.

Moreover, values such as intergroup cooperation and tolerance form the foundation for creating a collaborative atmosphere among students with diverse backgrounds. This diversity is seen as a wealth to be maintained and utilized in the learning process. Tolerance is also reflected in the school's consideration of internal objections from Catholic members regarding the use of hijab by Muslim female students, where the uniform policy is upheld without compromising the rights and identities of the students. By embracing these multicultural values, SMA Don Bosco Padang not only creates an inclusive educational environment but also strives to develop students capable of appreciating and utilizing diversity in global society. However, this research may highlight areas where the school can enhance the implementation of its multicultural values to achieve more optimal multicultural education goals.

The importance of integrating multicultural values into learning is also emphasized by Gloria Ladson-Billings (1995), who states that multicultural education requires a curriculum that reflects student diversity and helps them recognize and appreciate cultural diversity. Therefore, this background reflects an effort to bridge the gap between cultural diversity at SMA Don Bosco Padang. Data for the academic year 2024 shows that the school has a total of 789 students enrolled in grades X-XII, with diverse gender composition. Details can be seen in the following table:

Table 1.1 Number of students based on Religion at SMA Don Bosco Padang

No.	Class	Religion				
		Islam	Catholic	Protestant	Buddhist	Hindu
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%

In terms of religious diversity, the data reveals a portrayal of students practicing Islam, with a total of 327 students or 41% of the total. Christian students are also represented, comprising 116 students or 15%. Catholic students make up 37% of the total, with 292 students. Meanwhile, Hindu students are represented by 1 student, constituting 0.1%, and Buddhist students are represented by 53 students, making up 7% of the total students. There are no students adhering to Confucianism or other religions as recorded in the data. The school serves as a place for students from various religious backgrounds to learn together, respect differences in beliefs, and enrich their experiences in interacting within an increasingly multicultural society. This data provides a strong foundation for creating an educational environment that supports all students in reaching their full potential, while celebrating the cultural and religious diversity as valuable assets of the school.

This research also refers to studies on conflict management in a multicultural context. For example, research by Pruitt and Kim (2004) states that "effective conflict management in multicultural schools requires an approach that understands and appreciates differences as a source of richness, not as a potential conflict." Social interactions in SMA Don Bosco Padang play a central role in shaping students' attitudes, values, and understanding of the multicultural world. The cultural diversity in SMA Don Bosco Padang has created a unique environment where students have the opportunity to meet and interact with individuals representing various cultural traditions. However, intercultural interactions can also pose challenges, such as potential conflicts or misunderstandings arising from differences in values, norms, and language.

The data from the Education Report of SMA Don Bosco Padang for the year 2023 is presented in the table below:

Table 1.2 High School Don Bosco Padang Education Report 2023

Indicator Name	Value	Achievement	Definition of Achievement	Filling Time
Religious and Cultural Tolerance	64,94	Moderate	The educational institution acknowledges the existence of religious/belief and cultural diversity but does not fully embrace it.	November 2023

Inclusive Attitude	82,15	Good	The educational institution supports and accommodates all students to ensure they have a quality learning experience.	November 2023
Support for Religious and Cultural Equality	70,02	Moderate	The educational institution supports the civil rights equality between religious/belief and cultural groups, but this support is often pragmatic and tends to be passive.	November 2023

Source: National Assessment (Ministry of Education, Culture, Research, and Technology) 2023

Based on the Education Report of SMA Don Bosco Padang in 2023, it can be concluded that the school demonstrates a positive inclusive attitude towards diversity. The level of religious and cultural tolerance, although acknowledged with a "Moderate" score of 64.94, reflects recognition of diversity but still requires more effort in accepting it. On the other hand, the school's inclusive attitude receives a "Good" rating with a score of 82.15, indicating strong support and the ability to accommodate all students for a quality learning experience. However, support for religious and cultural equality, with a "Moderate" rating of 70.02, suggests a pragmatic support tendency that tends to be passive. Therefore, the main conclusion is that SMA Don Bosco Padang has taken positive steps in creating an inclusive environment but needs to focus on increasing tolerance and active support for religious and cultural equality to strengthen their commitment to diversity.

Fundamentally, the background of this research narrows down to several identified issues at SMA Don Bosco Padang. Firstly, there is a lack of understanding of cultural diversity, both from the students' and teachers' perspectives. This can be a constraint in forming an inclusive learning environment and promoting mutual respect for differences. In this context, the teachers' understanding of cultural diversity significantly influences the social interaction dynamics at the school.

METHOD

The research type is qualitative, employing a descriptive case study approach. The research location is at SMA Don Bosco Padang. Data sources for this research are obtained from questionnaires and followed by interviews with informants. The informants for this study are selected through purposive sampling and consist of educators and students at SMA Don Bosco Padang. Data collection techniques used in this research include questionnaire surveys, direct observation, interviews, and documentation. The collected data is then analyzed using data validation techniques through triangulation. Subsequently, the stages in the data analysis, after validation, include data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Result

The teacher-student relationship at SMA Don Bosco Padang plays a crucial role in shaping students' educational experiences. Based on interviews and observations, several aspects reflecting the dynamics of the teacher-student relationship at SMA Don Bosco Padang can be explained as follows:

1) Teacher Involvement

Teachers at SMA Don Bosco Padang are actively involved in the students' lives beyond the classroom. They not only serve as educators but also as mentors and advisors. This involvement includes participation in extracurricular activities, student projects, as well as supporting the development of students' talents and interests. At SMA Don Bosco Padang, teacher involvement extends beyond classroom learning to actively engaging in students' lives outside of the classroom. Teachers at this school play roles as educators, mentors, and advisors, contributing to shaping students' learning experiences. Teacher involvement encompasses several important aspects. Teachers at SMA Don Bosco Padang participate in various extracurricular activities, such as language clubs, music clubs, or scientific clubs. This involvement not only enriches students' experiences but also provides teachers with the opportunity to understand students' interests and talents beyond academic contexts.

In the context of SMA Don Bosco Padang, teacher involvement has a significant impact on the implementation of multicultural values. Educators in this school not only have a profound understanding of cultural, religious, and social diversity among students, but they also act as change agents in guiding students to understand and appreciate differences. Teachers actively implement inclusive values in the classroom environment, creating a learning space that encourages collaboration among students from

diverse backgrounds. Their roles also include mentoring and mediating potential intercultural conflicts, guiding students in resolving differences with values of dialogue and intercultural understanding. Additionally, teachers' active support for civil rights equality among majority and minority religious and cultural groups strengthens the school's commitment to diversity. Teachers are not only involved in the teaching process in the classroom but also in supervising and mentoring various extracurricular activities, ensuring equal access and opportunities for all students.

2) Building Trust

The research findings indicate that at SMA Don Bosco Padang, the development of trust is based on multicultural values reflected in the school's approach to cultural, religious, and social diversity. Firstly, the school places equality and justice as the main foundation for building trust among students, regardless of their cultural, religious, or ethnic backgrounds. The uniform school policy for all students is a concrete example of this principle, creating a fair and non-discriminatory atmosphere. Secondly, the values of integration and appreciation of differences form a strong foundation in the process of building trust. Students are empowered not only to understand differences but also to appreciate and celebrate diversity as a source of richness and learning opportunities. Furthermore, an approach of tolerance and respect for diversity is reflected in social interactions at the school. An inclusive attitude towards various beliefs and religious practices of students creates an environment full of respect for differences.

Additionally, openness and intercultural dialogue are key factors in building trust. Students are encouraged to communicate openly and engage in intercultural dialogue, creating opportunities for mutual understanding and forming a deeper understanding of diversity. Multicultural education becomes an integral element in the trust-building process. Learning materials that integrate multicultural values help students develop broader perspectives and build adaptive skills in an increasingly multicultural society. Thus, the trust-building at SMA Don Bosco Padang is not just about creating strong relationships among students but also about forming a solid foundation in multicultural values. This approach not only enriches students' learning experiences but also creates an inclusive environment and promotes cross-cultural collaboration. The relationship between teachers and students is built on a foundation of trust and mutual understanding. Teachers at SMA Don Bosco Padang strive to understand the needs and expectations of individual students, creating an environment where students feel comfortable communicating and sharing experiences.

3) Mentoring and Guidance

The research findings indicate that the mentoring and guidance program at SMA Don Bosco Padang pays special attention to multicultural values. Some findings related to mentoring and guidance aspects reflecting multicultural values are as follows: Firstly, the mentoring program at SMA Don Bosco Padang is designed to include all students regardless of cultural, religious, or ethnic backgrounds. Mentors strive to create an inclusive environment where every student feels accepted and valued, turning diversity into a source of strength. Furthermore, mentors at SMA Don Bosco Padang are empowered to understand and appreciate the cultural, religious, and social identity differences among the students they guide. They are encouraged to be open to the reality of diversity among students and support the adaptation process of students with different backgrounds. The program also aims to develop students' intercultural skills through mentoring activities. Students are guided to communicate and collaborate effectively with peers from diverse cultural backgrounds, fostering mutual understanding and cooperation.

Through a multicultural approach in mentoring, efforts to prevent potential intercultural conflicts are prioritized. Mentors play a role in mediating and managing conflict situations wisely, building understanding among students and creating a safe space for dialogue and reconciliation. In addition to providing academic guidance, mentoring and guidance are directed towards nurturing students' multicultural characters. They are encouraged to respect differences, become agents of peace, and uphold values of equality and justice within the school community. Finally, the program takes an active role in facilitating intercultural dialogue among students. Discussion activities, group meetings, and intercultural workshops are integral parts of mentoring, creating space for sharing diverse experiences and perspectives.

Thus, multicultural values form the primary foundation in implementing the mentoring and guidance program at SMA Don Bosco Padang. The goal is not only to assist students in their academic development but also to shape their characters into individuals who appreciate and leverage diversity for the common good. Through mentoring, the school aims to mold a generation that is not only intelligent but also sensitive and responsive to the complexities of diversity in society. Teachers in this school play the role

of mentors and guides for students. They provide support in academics, career choices, and various aspects of personal development. The mentoring program is designed to help students overcome challenges and plan their futures. At SMA Don Bosco Padang, the role of teachers goes beyond being educators in the classroom; they also act as mentors and guides who support students in various aspects of life. They are the main pillars in shaping the future of students, offering guidance not only in academics but also in career choices and personal development.

Teachers at SMA Don Bosco Padang are always willing to provide extra support to students. They focus not only on academic achievements but also understand the individual needs of each student. With a caring and empathetic approach, these teachers become trusted and reliable figures for the students. The mentoring program is regularly held to help students overcome various challenges they may face, whether related to learning, friendships, or personal issues. Teachers act as role models who are ready to listen and provide wise solutions. In an open and supportive atmosphere, students feel comfortable talking about their concerns and aspirations. In the context of career choices, teachers also act as advisors, providing insights into various career paths that align with the interests and talents of each student. By offering comprehensive information, they help students plan steps to achieve their career goals.

4) Participation in Social Activities

The research findings on participation in social activities at SMA Don Bosco Padang indicate dynamics that reflect multicultural values in student social interactions. Student participation in social activities mirrors the concept of inclusivity and appreciation for diversity in this school. Firstly, student participation encompasses various activities such as student council (OSIS), extracurricular clubs, and self-development programs. In this context, multicultural values are reflected in the composition of members representing diverse cultural, religious, and ethnic backgrounds. These activities serve not only as platforms for interaction but also as avenues to weave diversity into collective strength.

Secondly, student participation in social activities demonstrates tolerance and mutual respect. Despite differences in beliefs and religious practices, students actively engage in activities designed to foster cooperation and solidarity. This reflects multicultural values that emphasize an open attitude towards differences and appreciation for each individual's contribution. Furthermore, participation in social activities at SMA Don Bosco Padang creates opportunities for students to engage in intercultural dialogue. Through interaction in shared activities, students can share experiences, understand each other's uniqueness, and build a deeper understanding of diversity. This aligns with multicultural values that encourage openness and constructive dialogue.

In the context of participation in social activities, multicultural values at SMA Don Bosco Padang also depict the school's commitment to creating an inclusive environment. Students are given space to contribute regardless of cultural or religious backgrounds, creating a climate that supports holistic growth without discrimination. Thus, student participation in social activities not only creates valuable experiences in personal development but also becomes a tangible implementation of multicultural values that form the foundation of education at SMA Don Bosco Padang. Teachers also participate in social activities at the school, such as cultural events, art performances, and charitable activities. This participation helps create strong social bonds between teachers and students beyond the classroom context, fostering a friendly and supportive school environment.

5) Building Multicultural Understanding

This research has produced significant findings regarding the efforts of SMA Don Bosco Padang in building multicultural understanding among students and teaching staff. The research results indicate concrete steps taken by the school to embrace multicultural values, create an inclusive learning environment, and foster a deeper understanding of cultural diversity. Here are some key aspects related to building multicultural understanding at SMA Don Bosco Padang. SMA Don Bosco Padang actively integrates multicultural values into its curriculum. Learning materials are designed to reflect the social and cultural diversity of students. Thus, multicultural education is not merely an additional aspect but is an essential element in the learning process.

The school creates spaces to promote intercultural dialogue. Activities such as group discussions, seminars, or workshops are aimed at providing students and teaching staff the opportunity to share their experiences, thoughts, and perspectives, thereby deepening their understanding of diversity. Cultural, religious, and social identity diversity is recognized and respected through inclusive school policies. For example, the school's uniform policy, uniform for all students, reflects an equal and non-discriminatory approach. Research results indicate an increase in tolerance and respect among students for cultural and

religious differences. Students reported feeling more capable of accepting and appreciating diversity, indicating the effectiveness of the school's efforts in building positive attitudes toward differences.

The school actively supports religious and cultural equality. However, research results suggest that further efforts are needed to strengthen the school's commitment to this equality, not just based on pragmatic reasons but as a fundamental principle shaping school policies and practices. The school wisely manages the potential for intercultural conflicts through a dialogical approach and problem-solving. This creates an atmosphere that supports conflict management by building shared understanding and seeking inclusive solutions. Through these findings, it can be concluded that SMA Don Bosco Padang has succeeded in its efforts to build multicultural understanding among students and teaching staff. However, there are still areas that need strengthening, especially in intensifying the commitment to equality and increasing tolerance for diversity. Ongoing efforts to implement these multicultural values in the school's daily life can contribute positively to creating an increasingly inclusive learning environment and impacting the holistic growth of students.

6) Providing Emotional Support

In the context of the research findings, it is revealed that SMA Don Bosco Padang has implemented emotional support with care, and this includes the incorporation of multicultural values. This emotional support highlights the school's awareness of cultural diversity and the social identity of students, as well as active efforts to create an environment that supports their emotional well-being.

More specifically, the provision of emotional support includes empathetic attitudes and personal engagement from teachers and school staff, which are inclusive regardless of students' cultural or religious differences. Furthermore, the school emphasizes multicultural values through the acceptance and recognition of student diversity, creating a non-discriminatory environment where every student is valued for their identity. Guidance and psychological support provided by the school not only address academic aspects but also respond to emotional and psychological challenges that may arise due to cultural or social identity differences. As for the development of students' social skills, including sensitivity to differences, respect for other cultures, and effective communication abilities in a diverse environment, it becomes a significant commitment of the school. Through emotional support, SMA Don Bosco Padang encourages the formation of intercultural dialogue and empowers students to understand and respect diversity. This approach also aims to help students accept themselves and others with all their differences, creating an environment where diversity is considered a positive asset.

Thus, through the provision of emotional support that incorporates multicultural values, SMA Don Bosco Padang has successfully created a learning environment that not only cares about students' emotional needs but also responds to the diversity context within the school, a positive step in supporting holistic student development. Teachers at SMA Don Bosco Padang not only focus on academic aspects but also provide emotional support to students. They listen, give advice, and help students overcome everyday life challenges. In SMA Don Bosco Padang, the teachers' approach is not limited to academic learning alone. They are also committed to providing emotional support to students. This includes giving attention, listening, offering advice, and assisting students in overcoming daily life challenges. This approach reflects an understanding that the emotional aspect and mental well-being of students are crucial to creating a healthy and supportive learning environment.

Teachers at SMA Don Bosco Padang are aware that each student has different emotional needs and challenges. Therefore, they are willing to engage in more personal interactions and build strong relationships with students. In this way, students feel more comfortable discussing their personal issues and seeking support when needed. Moreover, emotional support from teachers can also influence students' motivation and engagement in the learning process. When students feel emotionally supported, they tend to be more motivated and ready to learn. Teachers at SMA Don Bosco Padang engage in guiding students not only as educators but also as reliable figures to provide support in various aspects of life.

7) Open communication

The research findings emphasize the importance of Open Communication as a key aspect reflecting multicultural values at SMA Don Bosco Padang. This concept encompasses transparent, inclusive communication practices that appreciate diversity in interactions among students, teachers, and school staff. Open Communication at this school serves as the foundation for creating a learning environment that is responsive to cultural, religious, and social identity differences. In the context of multicultural values, Open Communication at SMA Don Bosco Padang illustrates a willingness to listen, understand, and respond wisely to the diversity among members of the educational community. Teachers and school

staff communicate in a way that respects each student's identity, creating space for inclusive dialogue and idea exchange.

Open Communication also underscores values such as tolerance, mutual respect, and equality. Teachers and school staff ensure that every student feels heard and valued regardless of their cultural or religious background. The open attitude in communication creates an atmosphere that supports the holistic growth of students, not only in academic achievements but also in the development of inclusive character. Thus, Open Communication at SMA Don Bosco Padang is not just a tool for conveying information; it also serves as a means to build understanding, address potential conflicts, and strengthen multicultural values. Through an open and inclusive communicative approach, the school is committed to creating an environment that promotes tolerance, appreciation of differences, and the integration of diversity as a primary asset in education. Communication between teachers and students is kept open, with teachers encouraging students to express their opinions, providing constructive feedback, and creating a space where students feel heard and respected.

Discussion

SMA Don Bosco Padang has a reputation for promoting cultural diversity and multiculturalism among its students. This research aims to analyze the patterns of multicultural-based social interaction in the school, focusing on the dynamics of relationships among students from diverse cultural backgrounds. Referencing the book "Multicultural Education: Issues and Perspectives" (Banks, 2009), multiculturalism is identified as an educational approach recognizing and appreciating cultural diversity while encouraging collaboration among ethnic groups. SMA Don Bosco Padang, through its inclusive policies, endeavors to implement these multicultural principles within its school environment.

Citing the journal "Promoting Multiculturalism through Extracurricular Activities" (Choi et al., 2017), extracurricular activities are found to be effective means of fostering diversity. SMA Don Bosco Padang mirrors this, with diversity evident in student participation in clubs, choirs, and cultural art projects. Extracurriculars provide space for students to appreciate diversity and build positive relationships through shared activities. The journal "Intercultural Communication: A Reader" (Samovar et al., 2019) notes the complexity of intercultural communication, especially concerning language and value differences. SMA Don Bosco Padang faces similar challenges as students navigate cultural differences, indicating a need for further efforts in cross-cultural communication skill development.

According to "Multicultural Education in a Pluralistic Society" (Gollnick & Chinn, 2020), teachers play a key role in supporting multiculturalism. SMA Don Bosco Padang emphasizes the teacher's role as a mediator and leader in managing conflicts and fostering open dialogues about diversity. The teacher's role reflects the importance of supporting and guiding students in understanding cultural differences, creating an inclusive school environment. While SMA Don Bosco Padang has succeeded in creating an environment that encourages multiculturalism, challenges in intercultural communication suggest a need for more intensive approaches. Structured strategies are required to enhance understanding and overcome communication barriers. The positive aspect of the teacher's role as a mediator is acknowledged, but continuous evaluation of this approach is necessary to ensure effective understanding and integration of students from diverse cultural backgrounds.

SMA Don Bosco Padang has taken positive steps in promoting multicultural-based social interactions. However, improvements in intercultural communication strategies and the teacher's role as a mediator can strengthen the success of multiculturalism in the school environment. Continuous evaluation and adjustments are needed to ensure the effectiveness of multicultural education at SMA Don Bosco Padang. The complex dynamics of multicultural-based social interactions at SMA Don Bosco Padang can be analyzed through the lens of social identity theory from a sociological perspective. According to Tajfel and Turner (1986), individuals seek recognition and self-identification within specific social groups, which is reflected in the patterns of interaction within the school.

From a sociological standpoint, it's essential to understand that group identity can act as a catalyst in shaping social norms and interaction structures. Social identity theory helps delve into how students at SMA Don Bosco Padang, coming from diverse cultural backgrounds, categorize themselves and form their group identities. These group identities not only create distinctions but also influence how students interact, shaping their perceptions of themselves and others while moderating conflicts or cooperation. In the sociological perspective, the concept of recognition and misrecognition becomes a key element in understanding patterns of social interaction. In "Multicultural Education: Issues and Perspectives" (Banks, 2009), recognition and appreciation of cultural diversity are highlighted as crucial steps in building an inclusive society. However,

challenges in intercultural communication, as identified in "Intercultural Communication: A Reader" (Samovar et al., 2019), demonstrate how misrecognition or a lack of understanding of differences can be sources of misunderstanding and social conflict.

The teacher's role as a mediator and leader in the sociological context can be seen as an agent facilitating the process of group recognition and identification. In "Multicultural Education in a Pluralistic Society" (Gollnick & Chinn, 2020), the teacher's role in guiding students to understand cultural differences becomes crucial in shaping social norms in the school. Teachers, as authoritative figures, can help shape an inclusive group identity and provide direction in students' social interactions. In weaving the research analysis, incorporating the sociological dimension through social identity theory allows for a deeper understanding of the social construction of multicultural interaction patterns at SMA Don Bosco Padang. Factors such as group identification, recognition, and the teacher's role can be analyzed more profoundly to detail the social dynamics that either support or hinder the achievement of multicultural goals in this educational environment.

In the context of multicultural-based social interaction at SMA Don Bosco Padang, conflict theory by Lewis Coser (1956) provides further insights into the dynamics of student relationships and potential conflicts arising from cultural differences. Coser's conflict theory emphasizes that conflict is a natural part of social interaction and can arise from competition for resources, differing values, or conflicting interests. In a multicultural school setting, cultural and value differences among students can be potential sources of conflict. Firstly, social interaction patterns among students, such as mutual respect for differences, positive interactions in school activities, collaborative projects, and support from teachers and school staff, can be analyzed through the lens of conflict theory. Positive interaction and support can be considered efforts to reduce potential conflict by building understanding and cooperation.

Secondly, potential conflicts at SMA Don Bosco Padang, such as cultural and religious differences, misunderstandings, and social and identity issues, can be interpreted as manifestations of Coser's conflict theory. These differences create tension among students, and managing conflicts becomes a challenge that needs to be addressed. Furthermore, conflict resolution efforts with a multicultural approach, as explained in the research findings, can be analyzed by considering the contributions of conflict theory. This approach aims to manage conflicts by understanding and appreciating differences as sources of richness, aligning with Coser's conflict theory principles that emphasize the importance of resolving conflicts in a constructive manner.

In the context of social conflict theory by Lewis Coser, social interaction at SMA Don Bosco Padang becomes an interesting subject of analysis. Coser's concept of social conflict doesn't just view conflict as something negative but as an essential element in maintaining social balance and stability. Patterns of social interaction among students, such as mutual respect for differences and active support from teachers and school staff, can be understood as efforts to maintain balance and reduce the potential for conflict. Coser sees conflict as a way to express differences and solve problems, and in this context, positive interaction at school can be seen as a strategy to prevent unnecessary conflict escalation.

Meanwhile, potential conflicts arising from cultural, religious, and identity differences at SMA Don Bosco Padang can be analyzed as forms of social tension that can stimulate change and integration. According to Coser, these conflicts can be sources of strength and innovation in addressing fundamental differences. Handling conflicts with a multicultural approach can also be analyzed from the perspective of social conflict theory. This approach aims to manage conflicts by appreciating and leveraging diversity as a source of wealth. In this way, the school not only seeks to avoid conflict but also transforms it into an opportunity to strengthen social integration. By applying Lewis Coser's conflict theory in the analysis, research on multicultural-based social interactions at SMA Don Bosco Padang can illustrate how conflict and its management become an integral part of the social relationship dynamics at the school. With a deeper understanding of conflict aspects, the school can develop more effective strategies to mitigate potential conflicts and create a more harmonious environment among students from various cultural backgrounds.

In conclusion, the analysis based on social conflict theory highlights the importance of viewing conflict as an inevitable part of social life. At SMA Don Bosco Padang, the evolving social interactions resulting from cultural diversity and the multicultural approach represent complex conflict dynamics that can be managed constructively. By understanding the role of conflict in social interaction, the school can design more effective strategies to create an inclusive and harmonious environment for students from diverse cultural backgrounds.

CONCLUSIONS AND SUGGESTIONS

The conclusion of this analysis indicates that SMA Don Bosco Padang has a reputation as a school that promotes cultural diversity and multiculturalism among its students. By analyzing the patterns of multicultural-

based social interaction, focusing on the dynamics of relationships among students from various cultural backgrounds, several perspectives emerge. Firstly, from the perspective of multicultural education, SMA Don Bosco Padang has successfully implemented multiculturalism principles in its school environment through inclusive policies and extracurricular activities. Extracurricular activities provide space for students to appreciate diversity and build positive relationships through shared activities.

However, challenges in intercultural communication suggest that a more intensive approach is needed. Continuous evaluation of the role of teachers as mediators and leaders is also necessary to ensure their effectiveness in creating an inclusive environment. Secondly, through the lens of social identity theory, social interaction patterns at SMA Don Bosco Padang can be understood more deeply. Group identification, recognition, and the role of teachers are crucial factors in shaping social norms and interaction structures at the school. Challenges in intercultural communication also reflect the importance of a more profound understanding of the group identities of students.

Thirdly, by applying social conflict theory, it can be observed that conflict is a natural part of social interaction. Positive interactions at school can be seen as efforts to maintain balance and reduce the potential for conflict, while potential conflicts can be interpreted as manifestations of cultural and value differences. The multicultural approach in handling conflicts indicates an effort to manage conflicts constructively, appreciating diversity as a source of richness. Understanding the role of conflict in social interaction, schools can design more effective strategies to create an inclusive and harmonious educational environment for students from various cultural backgrounds.

Overall, although SMA Don Bosco Padang has taken positive steps in promoting multiculturalism, certain challenges still need to be addressed. Continuous evaluation and adjustments are necessary to ensure the effectiveness of multicultural approaches in the school. By understanding the complex dynamics of conflict and social identity, the school can continue to improve its efforts to create an inclusive, harmonious, and supportive educational environment for all students.

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