

Principal Management in Implementing Multiculturalism Religious Ulturalism on Tolerance Development in Junior High School (SMP) at Surabaya

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Abstract. Religious and ethnic diversity will give birth to problems, disputes and disharmony in the community and in the school environment. Based on this, in YPPI-1 and Dharma Wanita Junior High School (SMP), there is still a sense of wanting to discriminate in the midst of ethnic and religious differences and frequent disputes between students with one another. This research aims to find out how the principal's management in implementing religious multiculturalism in developing tolerance so that the problems of differences that occur can provide solutions and find out the supporting and inhibiting factors in the management process at school. This research is a qualitative research, data collection is done by observation, interview and documentation. As respondents in this study, researchers used several informants such as: principals, teachers, and several students with different religious backgrounds. Then in analyzing the data, researchers used data reduction, data display and data verification. Then to get data validity using the data triangulation method. The results of this study describe the principal's management in implementing religious multiculturalism in developing tolerance at YPPI-1 Junior High School and Dharma Wanita Junior High School in order to continue to optimize the realm of planning, organizing, implementing and supervising by school components by taking into account the needs and situations that exist, by prioritizing and considering elements of justice and togetherness. Supporting factors of the principal's management are teachers, school activity programs and interactions between components at school, inhibiting factors include ethnic background, family, and media viewing.

Keywords: Management; Tolerance; Multiculturalism; Religion

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INTRODUCTION

Diversity in Indonesia is a wealth that we should be grateful for because it binds the importance of living side by side and respecting each other. This is a source of pride as well as a responsibility to live harmoniously in a diverse environment and has become a reality in people's lives. One form of diversity that is currently felt by all people in Indonesia is the issue of religion and culture. Indonesia is not only a secular country, nor is it a country that only adheres to one religion, but there are six religions recognized by the state. Religions in Indonesia include Islam, Catholicism, Christianity, Buddhism, Hinduism, and Confucianism. The diversity of these religions is central to the people who believe in their beliefs (Najwa Fadhilah et al., 2023) To maintain a sense of unity in the diversity that exists among the community, it is necessary to understand the importance of tolerance education.

Education is a process in which a person who is equipped with a mind to take various skills from various perspectives of life in preparing for his future. Education as a forum in an effort to recognize the social activities of community life in order to know cultural differences, the development of the times and diversity. Education is needed to teach the concept of diversity and tolerance in order to form a pattern of thinking in accordance with the motto of the Indonesian nation, namely "Different but still one goal". In order to achieve this goal, the right support system is needed through a multicultural education approach.

Multiculturalism education is an effort to form tolerance between each component in the school environment. The school is a gathering place for various tribes, ethnicities and religions so that it needs a process of self-development in aspects of life, namely knowledge, attitudes, and skills. Multicultural is a cultural diversity that describes the unity of various social groups, cultures, and different ethnic groups in a country. According to (Banks, 2015) multicultural education is defined as a definition that education provides equal opportunities to all learners regardless of their gender, social class, ethnic group, race, and cultural characteristics to get education at school.

Education has an important role in shaping the tolerance of students and teachers as the initial foundation for the progress of the nation. So far, the process of multicultural education in Indonesia has indeed been implemented in schools ranging from early childhood education to the highest level of education. However, in reality the implementation is not as effective as the school has planned. Quoting (Herawan, 2016) in (Harianto et al., 2023) , School as one of the institutions to achieve internal goals that have an impact on the achievement of national education goals. To achieve these goals, schools must involve all components that have an important role in preparing education for students, including principals, teachers, education personnel, committees, and parents. These components will help in the education process, especially in introducing character education and tolerance.

From the results of direct observation to the research location at SMP YPPI-1 and SMP Dharma Wanita Surabaya, it can be concluded that in maintaining care and tolerance towards students and teachers, the principal tries to provide understanding and examples of the importance of maintaining an attitude of tolerance so that there is no dispute about the existence of diversity that can lead to religious harmony that becomes disharmonious. The existence of religious diversity in the school environment which is practiced by preparing places of worship for each religion provides a symbol of learning that exists in real life. In addition, teachers are also directed to be able to provide examples to students and provide habituation and necessity to

always remind them in ongoing learning and in religious and cultural introduction activities to always maintain a culture of tolerance.

At the same time, the researcher also conducted an interview with the principal explaining that even though they come from different religions and cultures, they can still maintain good relations in the school environment. This is inseparable from the role of the principal, teachers, and students in carrying out their responsibilities for the creation of a multicultural environment and atmosphere. From both schools, the same thing was also conveyed by the students that while we were at school, we did not feel any difference at all. In YPPI-1 Junior High School there are six religions while in Dharma Wanita Junior High School there are only four religions, namely Islam, Christianity, Catholicism, and Hinduism, they remain harmonious. This is also inseparable from the role of the principal and teachers here who familiarize and teach us the importance of maintaining tolerance and not to let differences trigger disputes, let alone divisions.

In order to achieve the desired goals of the school, there needs to be a good management process. According to George Robert Terry, a well-known management theorist, identified four main functions in management known as management functions. These functions are planning, organizing, directing, and controlling (Terry, Rue, & Ticolau, 2016) in (Permata et al., 2023) . These functions need to be owned and run by a school principal. Principal management as a determinant of the success of an educational institution in planning, organizing, implementing and supervising the principal must be able to bring the institution towards the goals set and be responsible for the success of all management in the school. The different backgrounds of each teacher and learner are a challenge for school principals because they will try to accommodate the culture and environment effectively. Therefore, there needs to be a concept of multicultural leadership, namely leaders who are able to adjust and apply leadership styles that are in accordance with the situation, culture and diverse environmental conditions (Syafaruddin & Asrul 2008) in (Zainuddin, 2025) .

A principal must be willing to carry out tasks whenever necessary and remain ready to follow orders from higher authorities for the benefit of the institution. Therefore, a principal must be a hard worker, dedicated, understand the conditions and have the ability to deal with various situations. In addition, the principal must also have the ability to empower and engage others in a positive manner. These criteria also need to be owned by other school components, because they are part of the principal's leadership such as vice principals, homeroom teachers, teachers, and staff so that school goals can be achieved according to mutual wishes. The principal assisted

by teachers will try to remind and escort all school members to create harmony of religious and cultural differences at school.

In research conducted by (Harun & Lasriani, 2024) states that the implementation of multicultural education management in realizing the tolerance character of students at YPPI-1 Junior High School and Dharma Wanita Junior High School has been pursued as much as possible by utilizing human resources, facilities and parasana in schools. In terms of management Planning, Organaizing, Implementation and Supervision prepared by the school always adjust according to the existing situation and stick to the applicable provisions by prioritizing policies so that they do not overlap between one another and continue to build communication skills between tribes and religions.

From the explanation above, it can be concluded that the diversity of religions and cultures in YPPI-1 Junior High School and Dharma Wanita Surabaya Junior High School must be balanced with an attitude of tolerance and form a solid harmony in facing the challenges of the times such as intimidation, incitement and deception so that the principal's leadership management plays a very important role in efforts to develop schools such as cultural development and strengthening religious education in harmony. This assumption comes from observations made by researchers with various ethnicities or tribes, religions and cultures. For example, in religion, in YPPI-1 Junior High School, there are quite a number of religions such as Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism, while in Dharma Wanita Junior High School, Islam is the majority religion, while Christianity, Catholicism and Hinduism are the minority religions.

METHODS

The type of research that researchers will use in this research is field research with a qualitative descriptive approach because this research is related to complex social interactions, which can only be unraveled if researchers conduct research with qualitative methods by participating, in-depth interviews of these social interactions (Zagora, Aprianus, 2021). While collecting data using interviews, observation, and documentation. Data were collected from several sources which were grouped into primary data and secondary data. Primary data is data in the form of verbal or verbally spoken words, gestures or behaviors performed by research subjects (informants) relating to the variables under study. Primary data in this study were obtained from the principal, vice principal of curriculum, vice principal of student affairs, religion teachers and students. While secondary data is data obtained from graphic documents (tables, notes, meeting minutes, etc.), photographs, youtube, video recordings and other objects that can

enrich primary data. In this study, secondary data were obtained from program implementation documents, such as activity proposals, photos of activities, attendance lists, certificates of participants in each activity and activity reports. The data analysis that researchers use is data reduction, data display and data verification, namely filtering and selecting data that is in accordance with the problems in the study to draw conclusions. Meanwhile, to check the validity of the data, researchers used triangulation. The triangulation technique that researchers use is triangulation of data sources and triangulation techniques.

RESULTS AND DISCUSSION

Based on these problems, it is very necessary to instill, print, and shape the character of tolerance to all components in the school starting from teachers, education personnel, especially students. The character of tolerance is an effort to preserve a better living association based on the principles of humanity. Efforts to cultivate this character are one form to minimize conflicts or disputes that exist in the midst of the diversity of religions and ethnicities that exist in YPPI-1 Junior High School and Dharma Wanita Surabaya Junior High School, an understanding of religious multiculturalism is also very necessary to be socialized massively in order to better understand the meaning of diversity.

Multiculturalism is a process in preparing the foundation, foundation and instilling attitudes and behaviors of a person or group in an effort to mature humans as a teaching effort, process, training, and way of educating that respects heterogeneity and plurality in a humanist manner. The implementation of religious multiculturalism in YPPI-1 Junior High School and Dharma Wanita Junior High School is carried out by prioritizing awareness of respect, tolerance, tolerance, and belief in cultural differences and cultural similarities. The goal is that all components in the school are able to achieve educational goals and find solutions to social problems that occur. Social problems that occur often stem from differences in religion, race, ethnicity, culture, and values that exist in the scope of life.

The two junior high schools were chosen as the location of this research because it is one of the private schools that has religious diversity. As we all know that junior high school is a level of education where students are in a period of self-discovery so it is appropriate to provide multiculturalism learning in order to achieve the character of tolerance in students, the principal must have a management pattern to achieve the goals of multicultural learning. The implementation of the principal's management in implementing multiculturalism is an important approach to realizing the tolerance character of students. In the context of multicultural learning, the main goal is to create an inclusive school environment, appreciating diversity and respecting

mutual understanding between all individuals from various cultural, religious and ethnic backgrounds.

Application of Multiculturalism to a Culture of Tolerance

According to (Wjayanti 2023) George R Terry asserts that there are four POAC management functions (Planning, Organizing, Directing, Actuating and Controlling). The results of interviews regarding the management of multicultural education at YPPI-1 Junior High School and Dharma Wanita Surabaya Junior High School are associated with R. Terry's theory which is the basis for this research, namely:

Planning

Planning can be interpreted as determining a series of actions towards achieving a desired and expected result (Mustari, 2014) . Based on the results of interviews in the research that has been conducted with the principal, information is obtained that the form of plans prepared by YPPI-1 Junior High School as a supporter in preparing for the long term is the culture building program which is held once a month. This program is intended as a forum to strengthen the cultivation of tolerance in the school environment. With this effort, it will be a barometer for students to find and expand the ties of togetherness among different students, this program is the first step to foster an attitude of tolerance for both students and educators. The form of existing programs in this school is always full of considerations in order to be appropriate in creating and maintaining a conducive and effective school environment in the existing multiculturalism. In addition to long-term planning, SMP YPPI-1 also has programmatic and incidental activities. So by looking at the composition of the program or planning formed at SMP YPPI-1 Surabaya shows that the management system in the school in terms of planning has been adjusted to the conditions of the school environment which is multiculturalism in terms of religion. This can be an important point for YPPI-1 Junior High School institutions that have tried to start management by not applying partiality to only one religion in the school environment.

Then, from the results of interviews in the research that has been conducted with the head of Dharma Wanita Junior High School, information is obtained that the plan prepared by Dharma Wanita Junior High School to support the practice and process of religious tolerance is a daily habituation program. This program is intended as a place to instill character and tolerance in the school environment. An example of the activities prepared is the routine of duha and dhuhur prayers for students who are Muslim, while those of other religions are prepared for spiritual activities. With this effort, it will be a direct practice of how to foster an attitude of tolerance for students and educators. The form of programs in this school always pays attention to justice and

togetherness to be appropriate in creating and maintaining a conducive and effective school environment with religious multiculturalism. In addition to financial planning, Dharma Wanita Junior High School also has programmatic activities. So by looking at the composition of the program or planning formed at Dharma Wanita Junior High School shows that the management system that has been running at school in terms of planning has been adjusted to the conditions of the school environment which is multiculturalism in terms of religion. This can be an important forum for Dharma Wanita Junior High School institutions that have started and organized management while still applying indicators of justice in the school environment.

Organizing

Organizing, namely organizing (Organizing), can be interpreted as the overall management activity in grouping people and determining the authority, duties, functions, and responsibilities of each in order to achieve successful activities towards achieving the goals set (Hambali, 2020) . When associated with the theory that is the basis for this research, the results of the interview show that the organization at YPPI-1 Junior High School and Dharma Wanita Junior High School has been categorized as quite good because it can be seen from the division of tasks and responsibilities by each teacher that has been adjusted to their abilities and expertise, thus facilitating the planning that has been prepared together.

With the appropriate division of duties and responsibilities, it will facilitate the work system in the school environment, such as the division of learning hours based on the teacher's educational background, as found in the field, the number of Islamic teaching teachers at YPPI-1 Junior High School is 1 person, while at Dharma Wanita Junior High School there are 2 people. Likewise, the number of teachers teaching Christianity and Catholicism, Hinduism, Buddhism and Confucianism, although the number of students who are Hindu and Confucian is a minority. In the grouping of study groups, the principal distributes them evenly in each class and does not group them based on religious background. Based on information obtained at Dharma Wanita Junior High School, there are also problems related to the absence of Hindu religious teachers, so far students in learning Hindu religion have no one to fill in. The effort of the school is to include school students in their place of worship outside the school on every Saturday and Sunday. This is a form of justice that is trying to be applied in the school environment, justice in terms of equitable education.

Implementation

Implementation / directing (Actuating), is an activity to realize the plans that have been set into concrete actions in order to achieve goals and will have value if carried out effectively and efficiently.

Looking at the definition of actuating, when associated with the theory that is the basis of this research, the results of interviews with the head of curriculum and field observations show that the form of management implementation in YPPI-1 Junior High School and Dharma Wanita Junior High School has been optimized as much as possible because it can be seen from the types of activities that exist as a form of management implementation on the application of religious ulticulturalism in schools, both programmed activities and incidental programs.

Programmed activities

Programmed activities at SMP YPPI-1 and SMP Dharma Wanita Surabaya have become a routine every day, month and even year. Learning activities in the classroom become the most important thing in the internalization of religious multiculturalism learning in these two junior high schools. The program that has been running so far aims to instill tolerance values in students. The programmatic activities related to the implementation of religious multiculturalism in schools that researchers obtained from interviews and documentation are as follows:

1. The duha prayer becomes a daily habit at Dharma Wanita Junior High School for Muslim students, while at YPPI-1 Junior High School it is not used as a routine but is carried out once a week packed with spiritual activities, namely every Wednesday. Each religion is given time to carry out spirituality in the morning and is carried out in their respective religious rooms and guided by their religious teachers.
2. Multicultural-based co-curricular learning. This can be seen in the Pancasila Student Profile Strengthening Project (P5). Within three years of students studying at SMP YPPI-1 and SMP Dharma Wanita, students must run the P5 program which takes a block model. There is one project developed by the school on the concept of multiculturalism, namely the theme of *bhineka tunggal ika*. This project is carried out by students for two weeks accompanied by homeroom teachers and facilitators. Each class is given a different theme. The dimension that is strengthened in P5 activities at SMP YPPI-1 is global diversity which is associated with making posters of religious diversity for grade 7 and making miniature places of worship according to their respective religions for grade 8, while grade 9 writes a script for reading daily prayers and practicing them in the school environment. Then students must be able to complete well the achievements in this project. Indeed, the P5 that runs at SMP YPPI-1 Surabaya does not emphasize the results of the project, but rather the processes in achieving the achievements or targets of the project determined by the school.

3. 3S (Smile, Greet, and Salute) Program. From the results of the researchers' observations at YPPI-1 Junior High School and Dharma Wanita Junior High School regarding the 3S program (Smile, Greeting, and Greeting) have been well realized. Starting when the researchers arrived in front of Dharma Wanita Junior High School, there were 2 students who greeted and gave greetings by kissing hands. This proves that the 3S program is a strategic initiative that aims to instill positive character values, especially politeness and friendliness, in all school members. A smile is a silent laughter emanating from slightly parted lips. Salam is making peace or greeting people as an expression of our respect for others. Sapa is a friendly word of reprimand or inviting to speak to others (Salmi., 2005) . Through this program, it is expected to create a conducive learning environment, harmonious relationships between school communities, and the formation of students' personalities with noble character. The implementation of this program begins with the initial socialization to all school members, followed by routine coaching through various activities such as pickets to welcome students in the morning, themed flag ceremonies, group discussions, and competitions. Researchers also found the same thing when visiting YPPI-1 Surabaya Junior High School. There were several children who greeted guests with a good morning greeting. Although the form of expression of smile, greeting and salutation may vary between cultures, the values contained in it, such as friendliness, respect and mutual appreciation, are universal. This means that the 3S program can be applied across cultures and backgrounds.
4. Celebration of religious holidays. From the results of the researcher's interview with the waka kesiswaaan at YPPI-1 Junior High School and Dharma Wanita Junior High School, it was conveyed that the celebration of religious holidays at YPPI-1 Junior High School had been carried out such as Christmas, Chinese New Year and Vesak celebrations. In the implementation, the school tries to make sure that every religion also gets the same activities when there is a celebration of the big days of each religion. To carry out such activities, the school collaborates with religious teachers by providing faith formation to students. With nuances like this, the celebration of each religion can be carried out according to the objectives of the school. The school provides opportunities for all students based on their religion to participate in these activities, by not discriminating against minority religious or ethnic groups. Then, for the activities of celebrating religious holidays at Dharma Wanita Junior High School which are always carried out are the commemoration of Islamic religious holidays and the celebration of religious holidays.

risten and catholik, while for hindu religion usually adjusts to the needs of students. The school provides opportunities for students and teachers to participate in celebrations held at school or outside.

- **Incidental activities**

In addition to programmed activities, YPPI-1 Junior High School and Dharma Wanita Junior High School also have incidental activities or activities that are outside the established program.

Social service activities

1. Social service activities are carried out by the school with the aim of fostering a sense of unity and unity of students in YPPI-1 Junior High School and Dharma Wanita Junior High School, for example raising funds for students who are affected by disasters and sharing with friends in need. With the existence of social service activities like this will foster a sense of togetherness and mutual respect for others, regardless of different backgrounds.
2. Mutual cooperation activities. This mutual cooperation activity is often carried out at YPPI-1 Junior High School and Dharma Wanita Junior High School such as mutual cooperation in cleaning the yard, gutters and corners of the school, for example, maintaining the cleanliness of their respective classes.
3. Anchoring activities. This activity is never missed by children at YPPI-1 Junior High School and Dharma Wanita Surabaya Junior High School, the school always urges all components in the school to always visit anyone who is sick and does not see their religious background, this activity is a process of instilling tolerance in each individual.
4. Surveillance. Supervision / evaluation (Controlling) is an effort to observe systematically and continuously, record, provide explanations, instructions, guidance and straighten out various things that are not right, and correct mistakes (Wijaya, 2016) . When linked between the results of the study and the theory used in this study, it can be seen that several forms of supervision or control are carried out by the principal as a leader in YPPI-1 Junior High School and Dharma Wanita Junior High School for the running of management that has been arranged together, for example, conducting gradual supervision in the form of planning, giving advice, monitoring, coordinating and reporting all forms of supervision carried out. Based on the stages in this control, it is carried out so that there are joint improvements and for the management process at YPPI-1 Junior High School and Dharma Wanita Junior High School.

The following are the stages of supervision carried out by the principal in order to run the management on the implementation of religious multiculturalism on tolerance development at YPPI-1 Junior High School and Dharma Wanita Junior High School. The first stage carried out by the principal is supervising which includes supervising the planning of school management activities such as preparations made before holding activities both in terms of the availability of facilities and infrastructure and the readiness of the performance of the team formed. Second, giving advice and appeals. In this second stage, the principal as a stakeholder in the leadership of SMP YPPI-1 and SMP Dharma Wanita must be more sensitive by providing input as a provision in the smooth running of a program or activity at school. Third, monitoring, this third stage will be carried out when the activity is in progress. The principal directly monitors the course of activities so that they can be well controlled effectively and efficiently. Fourth, coordinating, in the smooth running of an activity, there needs to be good coordination between one party and another so that nothing happens that might hinder the running of the program that has been running. Fifth, reporting, the last stage carried out by the principal is evaluation. This is a way to find out how effective and efficient the program that has been realized is.

- **The inhibiting and supporting factors of school principals' management in implementing religious multiculturalism in developing students' tolerance**

The implementation of a management cannot be separated from the supporting and inhibiting factors for the management process. A support and obstacles are certain to occur in running the program that has been prepared. In order for management traffic to run smoothly, orderly and avoid several obstacles that could slow down the smoothness, efforts are needed to overcome this. For example, there needs to be definite support from the implementers of education management itself. Support can be defined as providing encouragement/motivation or enthusiasm and advice to others in decision-making situations (Chaplin, 2020) . The results of interviews with school principals show that the supporting factors for the running of management in implementing religious multiculturalism in developing tolerance characters in YPPI-1 Junior High School and Dharma Wanita Junior High School are the most important, educators, programs, school activities and interactions between components in the school environment.

Educators

The role of teachers is very important in the running of a management or program in schools, especially in religious multiculturalism in SMP YPPI-1 and SMP Dharma Wanita is very visible support provided by teachers such as enthusiasm in preparing plans, team formation to its implementation. Teachers play an important role in supporting the implementation of religious multiculturalism management in realizing the character of tolerance such as by building

multicultural awareness, creating humanist learning and mutual respect, and applying to the school environment without any differences.

Programs and Activities

Programs and activities were formulated to support the process and practice at school in providing an understanding of multiculturalism and instilling tolerance values. Program planning at SMP YPPI-1 and SMP Dharma Wanita takes into account the goals and achievements that are expected to foster harmony and togetherness in the blanket of different backgrounds. The existence of a good program will be important in carrying out an equitable management process. This can create an inclusive environment and support the development of learners' characters who are knowledgeable, respectful and tolerant of differences.

Interaction between components in schools

Establishing a good relationship between components in the school environment will be a support in realizing the management or program that has been agreed upon. Differences are things that cannot be denied by anyone. As seen in the environment of SMP YPPI-1 and SMP Dharma Wanita, the more differences, the deeper the tolerance that is exemplified. Practices like this will provide an understanding of the meaning of tolerance, self-control, and mutual respect. According to Masril (2020), tolerance is the attitude and action of respecting differences in religion, tribe, ethnicity, opinions, and actions of others who are different from him in (Harefa & Bawamenewi, 2021) .

From the results of the interview, it shows that YPPI-1 Junior High School and Dharma Wanita Junior High School have implemented the character of tolerance to all components in the school starting from students and teachers, for example, it appears by giving freedom of worship in accordance with their respective beliefs, always providing direction so as not to commit violence to others who have different beliefs or ethnicities and understanding of the cultivation of courtesy towards others. Furthermore, optimizing the implementation of tolerance is carried out through programs that have been planned and are already running, this is a reinforcement in shaping tolerance and tolerance in line with the values of principal management in implementing religious multiculturalism in schools. One example that has been implemented in schools is respecting and appreciating other people of different religions and ethnicities, giving opportunities to others and not obstructing let alone disturbing when they are carrying out worship according to their beliefs, at the celebration of religious holidays both Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism must respect without denouncing or disturbing, carrying out polite manners among religious believers, saying greetings when entering the school

environment both to those of the same religion and those of different religions, and not committing violence against other people of different beliefs.

Based on the explanation above, it can be concluded that the implementation of the principal's management in religious multiculturalism on the development of tolerance at YPPI-1 Junior High School and Dharma Wanita Junior High School has been carried out even though it has not been maximized both in terms of program management and activities so that it can be seen that the results are quite satisfactory for all components in the school. In addition to the supporting factors, the researcher found inhibiting factors after conducting interviews with the Head of YPPI-1 Junior High School and Dharma Wanita Junior High School related to the principal's management in implementing religious multiculturalism on tolerance development.

CONCLUSIONS

The principal's management in implementing religious multiculturalism in developing tolerance at YPPI-1 Junior High School and Dharma Wanita Junior High School has been carried out to the maximum involving all components of human resources, facilities and infrastructure in the school. Judging from the principal's management starting from planning, organization, implementation and supervision that has been prepared and always adjusts to the needs to be achieved mainly by paying attention to the principle of justice and impartiality with the majority religious background. In addition, the activity program that has been prepared is evidence of the practice of diversity in maintaining harmony and harmony between ethnic groups and religions. In the principal's management process in implementing religious multiculturalism in developing tolerance at YPPI-1 Junior High School and Dharma Wanita Junior High School, there are supporting and inhibiting factors. In terms of supporting factors, the most influential factors so far are teachers, school activity programs, interaction between components in schools and the last is external support, namely strong support from the surrounding community. Meanwhile, there are also inhibiting factors in this process, namely ethnic background, family and media viewing. The most appropriate solution applied in circumstances such as those experienced by YPPI-1 Junior High School and Dharma Wanita Junior High School is to first optimize the cooperation of the school with parents so that parents will know how the school is doing, the development of students and so on. Second, optimizing the cooperation of parents and teachers so that the process of forming and instilling tolerance is achieved in accordance with religious teachings.

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