

CONCLUSION

This study demonstrates that the multicultural practices at Pesantren Ihyaul Qur'an can be effectively understood through the integration of Banks' and Nieto's multicultural education frameworks with core Islamic pedagogical principles. The pesantren's institutional culture, reflected in its multilingual environment, inclusive routines, balanced gender interaction model, and values-driven extracurricular programs, shows how multiculturalism can function not only as an instructional strategy but as a holistic educational ethos grounded in Islamic teachings of *tasamuh*, *ta'aruf*, *adl*, and *ukhuwah*. Through intentional content integration, equity-focused pedagogy, and the cultivation of an empowering school culture, the pesantren successfully fosters tolerance, collaboration, and intercultural understanding among students from diverse backgrounds. By embedding multicultural values in both academic learning and daily communal life, Pesantren Ihyaul Qur'an offers a compelling model for strengthening multicultural Islamic education within Indonesia's wider pesantren system. These findings underline the importance of harmonizing global multicultural education principles with local religious traditions, and they point to future research opportunities exploring governance strategies, teacher preparation, and curriculum innovation in diverse Islamic educational settings.