

METHOD

This study employs a qualitative case study design informed by the Multicultural Education Framework (Banks, 2008; Nieto, 2017) integrated with Islamic pedagogical values. This combined framework provides a comprehensive lens for examining how multicultural principles, such as equity, tolerance, and respect for diversity, are interpreted and practiced within an Islamic educational setting. The case study approach is particularly suited to capturing the complex social interactions and lived experiences of students from diverse cultural and ethnic backgrounds at Pesantren Ihyaul Qur'an. By grounding the analysis in both multicultural theory and Islamic educational values, the study seeks to generate an in-depth understanding of how the pesantren cultivates an inclusive learning environment rooted in both modern multicultural principles and traditional Islamic ethics. Data were collected at Pesantren Ihyaul Qur'an in Central Bengkulu through multiple qualitative techniques, primarily semi-structured interviews with students and teachers. The interview protocol consisted of open-ended questions designed to elicit insights into participants' experiences, challenges, and strategies for navigating multicultural interactions within the pesantren. Additional data were gathered through observations and documentation, complemented by a literature review of classical and contemporary works on multicultural and Islamic education. Data analysis followed the interactive model of Miles and Huberman (1994), which includes data reduction, data display, and conclusion verification. This systematic analytic process enabled the researcher to interpret cognitive, social, and cultural dynamics holistically, revealing how multicultural values are embedded, negotiated, and enacted within the pesantren ecosystem.