

Implications of Multicultural Approach in Islamic Religious Education

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Abstract

This study examines multicultural approaches in Islamic Religious Education with an emphasis on developing tolerance, inclusion, and understanding of students' religious practices and cultural backgrounds. In practice, the application of a multicultural approach in Islamic Religious Education still faces various challenges in the field. Although the curriculum and education policies point to the importance of building attitudes of tolerance, inclusion, and understanding of religious and cultural diversity. This research uses the library research method. The data sources used include scientific books, academic journals, articles, education policy documents, and the results of previous research that discuss the concepts of multiculturalism, religious education, and the development of the values of tolerance, inclusion, and understanding of cultural and religious diversity. The data analysis technique used is content analysis, which aims to identify, understand, and critically examine various concepts, approaches, and implementation of multicultural values in the context of Islamic Religious Education. The results of the study show that the multicultural approach in Islamic Religious Education has great potential in forming attitudes of tolerance, inclusion, and understanding of diversity among students. In his contribution, it was found that this approach emphasizes not only the cognitive aspects of understanding religious teachings, but also the affective and social aspects that encourage appreciation for students' cultural differences, beliefs, and social backgrounds.

Keywords: Implication; Multicultural; Islamic Religious Education

Abstrak

Studi ini meneliti pendekatan multikultural dalam Pendidikan Agama Islam dengan menekankan pengembangan toleransi, inklusi, dan pemahaman tentang praktik keagamaan dan latar belakang budaya siswa. Dalam praktiknya, penerapan pendekatan multikultural dalam Pendidikan Agama Islam masih menghadapi berbagai tantangan di lapangan. Meskipun kurikulum dan kebijakan pendidikan mengarahkan pada pentingnya membangun sikap toleransi, inklusi, dan pemahaman terhadap keragaman agama dan budaya. Penelitian ini menggunakan metode library research atau penelitian kepustakaan. Sumber-sumber data yang digunakan meliputi buku-buku ilmiah, jurnal akademik, artikel, dokumen kebijakan pendidikan, serta hasil penelitian terdahulu yang membahas konsep multikulturalisme, pendidikan agama, dan pengembangan nilai-nilai toleransi, inklusi, serta pemahaman terhadap keberagaman budaya dan agama. Teknik analisis data yang digunakan adalah analisis isi (content analysis), yang bertujuan untuk mengidentifikasi, memahami, dan mengkaji secara kritis berbagai konsep, pendekatan, serta implementasi nilai-nilai multikultural dalam konteks Pendidikan Agama Islam. Hasil penelitian menunjukkan bahwa pendekatan multikultural dalam Pendidikan Agama Islam memiliki potensi besar dalam membentuk sikap toleransi, inklusi, dan pemahaman terhadap keberagaman di kalangan siswa. Kontribusinya, ditemukan bahwa pendekatan ini tidak hanya menekankan aspek kognitif dalam memahami ajaran agama, tetapi juga aspek afektif dan sosial yang mendorong penghargaan terhadap perbedaan budaya, keyakinan, dan latar belakang sosial siswa.

Kata Kunci: Implikasi; Multikultural; Pendidikan Agama Islam

INTRODUCTION

A sign of the shift in the nature of an increasingly multicultural global society is the relationship between humans who are increasingly familiar despite different religious, ethnic, and cultural backgrounds. The goal is to raise an understanding of cultural diversity and pluralism, regardless of one's race, nationality, or religion.¹ Multicultural education has a significant role in building awareness of diversity, by teaching methods of socializing and respecting differences, resulting in solid social harmony and integration.² Therefore, national societies can recognize the diversity of religions, cultures, and worldviews, which ultimately strengthens identities and prevents disintegration. In Indonesia and around the world, the main barriers to Islamic Religious Education (PAI) are religious, cultural, and socioeconomic diversity. Lack of qualified teachers, poor teacher welfare, dominance of cognitive learning, inadequate madrasah administration, moral crisis, and poor public image of madrasahs are some of the problems facing Indonesia.³

Islamic education as a whole is at the meeting point between tradition and modernity, which demands an adjustment to technological advances and the phenomenon of globalization. Key challenges include differences in values, beliefs, practices, and understandings among religious groups, which have the potential to fuel conflict, negative stereotypes, and discrimination. Interpretation of religious values is a challenge in Islamic education.⁴ The multicultural approach in Islamic education has an important role in encouraging understanding and tolerance between groups. By incorporating multicultural ideals into the curriculum, students learn to appreciate ethnic and religious diversity, which in turn encourages mutual respect and reduces prejudice. Education that emphasizes tolerance and understanding between religions contributes to the acceptance of differences by students, as well as encourages openness, which in turn creates an inclusive and harmonious learning environment.

This is in line with the goal of multicultural education, which seeks to address the challenges of Islamism through the recognition and appreciation of cultural differences.⁵ In addition, an education that emphasizes tolerance and interreligious understanding helps students recognize differences and become more open, thus obtaining inclusive and compatible learning conditions.⁶

¹ Syarifah, "The Development of a Multicultural Society with a Vertical Dimension," *AL-AFKAR: Journal for Islamic Studies* 6 (2023), <https://doi.org/10.31943/afkarjournal.v6i2.812>.

² Mutia Nur Hasanah, Munawir, and Indrianis Suryani, "Multicultural Education in Maintaining Islamic Culture in the Global Era," *Journal of Islamic Religious Education and Islamic Education Management* 3, no. 1 (August 7, 2024): 25–33, <https://doi.org/10.59098/talim.v3i1.1393>.

³ Ade Imelda Primayanti, "Islamic Education Strategies to Face the Problems of Globalization," *Al-Hikmah: Journal of Religion and Science* 12, no. 1 (April 15, 2015): 46–60, [https://doi.org/10.25299/jaip.2015.vol12\(1\).1447](https://doi.org/10.25299/jaip.2015.vol12(1).1447).

⁴ Budi Johan et al., "Challenges and Opportunities of Islamic Education in the Modern Context," *Journal of Islamic Education* 1, no. 4 (July 21, 2024): 13, <https://doi.org/10.47134/pjpi.v1i4.758>.

⁵ Yusawinur Barella et al., "Multiculturalism in Islamic Education: Building Awareness and Tolerance in Cultural Diversity," *Indo-MathEdu Intellectuals Journal* 4, no. 3 (December 2, 2023): 2028–39, <https://doi.org/10.54373/imeij.v4i3.476>.

⁶ Rabiyyatul Adawiyah, "Menuju Kesadaran Multikultural dalam Pendidikan Agama Islam: Toleransi dan Pemahaman Antar Agama di Sekolah," *SKULA Jurnal Pendidikan Profesi Guru Madrasah* 3 (2023).

For this reason, including multicultural education in the PAI curriculum is an important thing. According to Septyana Tentiasih and her colleagues, this multiculturalism is able to train students to respect cultural variations. In the end, harmonious and tolerant school conditions are created.⁷ In addition, Repliansyah emphasized that the Islamic Religious Education curriculum must integrate multicultural. to ensure that students have a deep awareness and respect for diversity, increase interpersonal tolerance, foster mutual respect, foster moral qualities, and foster mutual respect in the context of Islam.⁸ This means that PAI not only emphasizes the spiritual side of faith, but also considers things that affect interpersonal relationships. In addition to its religious focus, PAI also incorporates elements that reflect the diversity of society. Research by Andika Septio Harahap and colleagues shows that PAI does not only aim to mediate religious teachings, but also to develop multicultural education that supports students' understanding and appreciation of cultural diversity. Multicultural education in PAI focuses on developing social tolerance attitudes, which avoid discrimination against other groups.⁹

We must start by talking about the importance of incorporating a multicultural perspective into Islamic religious education because of the many cultures, beliefs, and social norms that exist in Indonesia. Especially when it comes to education, the multicultural approach provides a strategic basis for fostering an attitude of acceptance, tolerance, and appreciation for diversity. However, its application in the Islamic religious education curriculum raises various questions, such as how this approach is implemented in teaching materials, teaching methods, and learning evaluation. Thus, the author wants to examine and understand the extent to which this multicultural approach influences the preparation and development of the Islamic religious education curriculum in order to create a generation that is not only religious but also able to live harmoniously in a pluralistic society.

RESEARCH METHOD

This research is a library *research* and a descriptive-analytical methodology is used. The chosen literature study method allows researchers to research a wide range of related literature, including books, journals, and so on.¹⁰ The information collected was taken from the literature that examines PAI, the theory of multiculturalism, and the integration of multicultural principles into the curriculum. The analytical descriptive method was applied to describe the phenomenon that is the center of the research and analyze the relationship

⁷ Septyana Tentiasih and Muhammad Rizal Rifa'i, "INTEGRATION OF MULTICULTURAL VALUES IN THE ISLAMIC RELIGIOUS EDUCATION CURRICULUM TO BUILD TOLERANCE IN SCHOOLS," *AL-MUADDIB: Journal of Education Studies* 4, no. 2 (October 25, 2022): 341–57, <https://doi.org/10.46773/muaddib.v4i2.1334>.

⁸ Repliansyah, "Integrating Multicultural Values in Islamic Religious Education Materials in Schools," *GUAU Journal of Islamic Religious Teacher Professional Education* 3 (2023), <https://studentjournal.iaincurup.ac.id/index.php/guau>.

⁹ Andika Septio Harahap et al., "Multicultural Education in the Perspective of Islamic Education," *EDU-RILIGIA: Journal of Islamic and Religious Education* 7, no. 4 (October 8, 2023), <https://doi.org/10.47006/er.v7i4.16456>.

¹⁰ John W. Creswell dan Cheryl N. Poth, *Qualitative inquiry and research design: Choosing among five approaches* (Sage publications, 2016), <https://books.google.com/books?hl=id&lr=&id=DLbBDQAAQBAJ&oi=fnd&pg=PP1&dq=creswell&ots=ir918MRVx&sig=tNz5z8VXFzdz5f4cdDUX4UCWYqQ>.

between the multicultural approach and the development of the PAI curriculum. The goal is to systematically describe and analyze the content of the literature in order to understand how multicultural values are applied in the PAI curriculum. The analysis was carried out by critically examining the literature data to identify patterns, relationships, and reinforcements of these approaches to the curriculum.¹¹

RESULTS AND DISCUSSION

Multicultural Approach in Religious Education

The multicultural approach to education emphasizes cultural and religious diversity that must be respected in order to create a welcoming and accepting learning environment. Understanding and respecting cultural and religious diversity is the primary goal of education. Students' views on empathy, tolerance, and mutual respect are greatly influenced by multicultural education, according to Suhartini.¹² Through multicultural education, students are encouraged to be tolerant of differences, so as to be able to suppress prejudices and stereotypes that are often a source of conflict in society. The application of multicultural education has a significant contribution to improving social cohesion and a sense of community, especially among the younger generation. According to Haryanto, multicultural education creates individuals who are inclusive, able to accept others, tolerate, and respect differences. By analyzing a variety of cultural and religious perspectives, students can hone crucial intercultural skills in an increasingly global society.¹³ The multicultural educational approach is particularly relevant because modern society is very diverse, especially in Indonesia, where different cultures, religions, and ethnic groups live. To understand further, it is crucial to identify the key characteristics of this approach, which include inclusivity, social justice, and respect for differences.¹⁴

This approach highlights the significance of integrating diversity values in the learning process, with the aim of producing individuals who are not only academically competent, but also socially qualified in interacting with heterogeneous societies. One of the components of multicultural education is to produce learning conditions that respect the diversity of students, regardless of their cultural, ethnic, or religious origin. By incorporating a variety of cultural viewpoints into the curriculum, this approach aims to help students recognize and appreciate the diversity in their environment.¹⁵ Therefore, students are trained to develop an inclusive attitude, and mutual respect.

The main goal of intercultural education is to provide equal opportunities to all groups. This means eliminating any prejudices that may occur during the educational process and

¹¹ Hair J.F., Jr dkk., *Multivariate data analysis*, 7 (Upper Saddle River : Prentice Hall, 2009).

¹² Dessi Anggraeni et al., "Multicultural Education Approach in Shaping Student Character in Elementary School," *JIIIC: JURNAL INTELEK INSAN CENDIKIA* 1, no. 8 (October 2024).

¹³ Remiswal and Nil Khoiro, "Multicultural Approach in Increasing Tolerance of Diversity in Anwar Karim III Private Elementary School (SD) West Pasaman Regency," *Hikmah: Journal of Islamic Education* 8, no. 2 (July 2019).

¹⁴ Muhammad Rasyid, "ISLAM AND MULTICULTURAL EDUCATION," *Ittihad Journal of Kopertais Region XI Kalimantan* 15, no. 27 (2017).

¹⁵ Remiswal and Khoiro, "Multicultural Approach in Increasing Tolerance of Diversity in Anwar Karim III Private Elementary School (SD) West Pasaman Regency."

ensuring that all students have access to resources and opportunities to learn.¹⁶ Therefore, multicultural education contributes to shaping the character of students who are fair and respect human rights. This approach emphasizes the importance of understanding and respect for cultural diversity in society.¹⁷ Therefore, students are taught to not only accept differences, but also to consider them as a source of wealth that nourishes their life experiences. This contributes to the reduction of common prejudices and stereotypes, as well as the establishment of a more harmonious society. The multicultural approach in Islamic Religious Education focuses on developing an attitude of mutual respect among religious believers, emphasizing the importance of the values of tolerance, empathy, and respect for differences. Multicultural education invites students to hone a positive attitude towards differences, collaborate without discrimination, and think inclusively, which ultimately forms a tolerant and democratic character.¹⁸ With this approach, the students are taught to analyze and appreciate cultural and religious diversity, which in turn creates a harmonious atmosphere.

Refers to ethical and regulatory principles that emphasize fair and equal treatment of individuals in society. This concept includes an analysis of the distribution of resources, rights, and obligations with a balanced approach. The principle of justice in multicultural education affirms that every student should have equal opportunities and rights in the educational process. Discrimination arising from cultural, ethnic, religious, or other factors is unacceptable, as multicultural education seeks to eliminate discrimination in the education system by ensuring equal access for all students. Inclusivity Refers to the creation of learning conditions that acknowledge and appreciate the existence of all students, regardless of their *background*. The subject matter needs to be designed to reflect the diversity of cultures and student experiences, so that each individual feels encouraged and excited to actively participate in the learning process.¹⁹

Multicultural education that is pluralistic recognizes and respects various diversity in society. This principle encourages students to analyze and appreciate differences, as well as develop an attitude of tolerance towards various perspectives.²⁰ Therefore, pluralism contributes to reducing injustice and Multicultural education that is pluralistic recognizes and respects various diversity in society. This principle encourages students to analyze and appreciate differences, as well as develop an attitude of tolerance towards various

¹⁶ Abdul Hadi et al., "Multicultural Education as a Foundation for Character Development to Prepare Gen Z in the Midst of Cultural Differences," *Real Work: Journal of Community Service* 1, no. 4 (2024), <https://doi.org/10.62951/karyanyata.v1i4.857>.

¹⁷ Arman Man Arfa and Mohammad Amin Lasaiba, "Multicultural Education and Its Implementation in the World of Education," *GEOFORUM* 1, no. 2 (December 8, 2022): 111–25, <https://doi.org/10.30598/geoforumvol1iss2pp111-125>.

¹⁸ Pipit Widiatnaka and Mohammad Yusuf Hidayat, "Multicultural education and character building of tolerance," 2022.

¹⁹ A. Ramli Rasyid et al., "THE IMPORTANCE OF MULTICULTURAL EDUCATION IN THE CONTEXT OF PANCASILA IN SOCIETY," *JRPP Journal of Education and Teaching Review* 7, no. 2 (2024).

²⁰ Erik Jaenudin et al., "Pluralism and Multiculturalism: What Are the Challenges and Opportunities of Education in Indonesia?," *Journal of Social and Economics Research* 6, no. 1 (May 7, 2024): 61–68, <https://doi.org/10.54783/jser.v6i1.357>.

perspectives.²¹ Therefore, pluralism contributes to reducing injustice and discrimination by ensuring fair treatment for every individual, regardless of their background. Knowledge about the importance of respecting and appreciating various cultures and identities, while rejecting all forms of discrimination and racism can be achieved with multicultural education. Multicultural education serves to build multicultural awareness as well as anti-discriminatory attitudes among students. This principle requires recognition and respect for the human rights of every individual in the context of education.²² The recognition of the human rights of each individual expressly rejects any form of discrimination, which in its spouse allows each person to develop in an atmosphere of respect and appreciation. The application of these principles in multicultural education contributes to the development of collective consciousness that can encourage the creation of a harmonious yet diverse environment.

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Islamic Religious Education in a Multicultural Context

Islamic Religious Education (PAI) plays a role in forming an attitude of tolerance and deep understanding among various religious people. Through PAI, students are given an understanding of Islamic values that support tolerance, harmony, and respect for religious differences. PAI teachers have the potential to integrate the concept of tolerance into the curriculum, for example by utilizing religious texts that support tolerance and holding open discussions about comparative religions. In addition, PAI teachers serve as an example in the development of students' morals. Through examples and effective teaching methods, the values of tolerance and respect for religious differences can be instilled by teachers. Cooperation between PAI teachers and counseling guidance plays an important role in forming a tolerant attitude in students.²⁴ Thus, PAI is very important to produce a generation that is tolerant and can interact well in a diverse society. PAI can increase understanding of the

²¹ Erik Jaenudin et al., "Pluralism and Multiculturalism: What Are the Challenges and Opportunities of Education in Indonesia?," *Journal of Social and Economics Research* 6, no. 1 (May 7, 2024): 61–68, <https://doi.org/10.54783/jsr.v6i1.357>.

²² Luk-luk Nur Mufidah, "Multicultural Education and Its Implications for Education Policy," *Pusaka Journal*, 2016.

²³ Luk-luk Nur Mufidah, "Multicultural Education and Its Implications for Education Policy," *Pusaka Journal*, 2016.

²⁴ Muhammad Yuslih and Asraruddin, "The Role of Pai Teachers in Building Student Tolerance (Case Study at Sdn 2 Buwun Sejati)," *Tarbawi : Journal of Islamic Education* 19, no. 1 (June 2022).

importance of tolerance and harmony among people of different religions thanks to the teaching of profound Islamic values.

Through the teaching of the concept *of rahmatan lil 'alamin*, PAI emphasizes that Islam is a value system that provides benefits to all nature, encouraging tolerance. This approach allows learners to understand the core of Islamic moral teachings, which recognize the existence of other religions and encourage collaboration in aspects that benefit all parties.²⁵ PAI applies a collaborative method that involves students in group activities, which reflects the social realities of Indonesian society. Through interactions between individuals with different religious backgrounds, students are encouraged to internalize attitudes of tolerance in social interactions. PAI teachers function as models that show a tolerant and respectful attitude towards diversity, allowing students to maintain the application of these values in their daily lives.²⁶ This indicates the significance of the role of educators in the application and portrayal of tolerance values, which enable students to develop an attitude of mutual respect in a diverse society. By understanding and implementing the concept of *rahmatan lil'alam*, PAI strives to create a society that respects each other in religious and cultural diversity.

On the other hand, Government Regulation Number 55 of 2007 concerning Religious and Religious Education emphasizes that religious education must prioritize the teaching of the values of tolerance among believers of various religions. This policy encourages Islamic educational institutions to establish an inclusive curriculum, instill an attitude of tolerance, respect for differences, and be given appreciation for cultural and religious diversity in Indonesia.²⁷ The implementation of Islamic education based on multiculturalism in educational institutions, both schools and madrasas, is realized through a series of diverse programs and activities. For example, in the context of learning, a PAI teacher implements a method that respects diversity of beliefs by not forcing non-Muslim students to participate in PAI learning, but still inviting them to participate in activities that encourage tolerance and mutual respect.²⁸

In addition, extracurricular activities such as religious holiday celebrations, mutual cooperation, and other self-development programs are also designed to instill multicultural values to all students. This approach is designed to develop the character of students who can interact harmoniously in a diverse society. PAI policies in Indonesia have undergone a number of transformations to adapt to social dynamics and societal demands. The multicultural approach in PAI aims to appreciate and understand the diversity of existing cultures and religions. However, the application of this approach in the PAI curriculum still has various

²⁵ Hidayati and Aries Musnandar, "The Implementation of Islamic Religious Education Learning Methods in the Perspective of the Concept of *Rahmatan Lil Alamin*," *DIAJAR: Journal of Education and Learning* 1, no. 3 (July 30, 2022): 330–38, <https://doi.org/10.54259/diajar.v1i3.982>.

²⁶ Tamrin Fathoni, "Integrating the Vygotsky Concept in Islamic Education: Parents' Efforts in Maximizing Children's Potential," *Muaddib Journal of Islamic Religious Education* 1, no. 1 (2023).

²⁷ Inayatul Ulya, "Multicultural Islamic Education as a Resolution of Religious Conflicts in Indonesia," *FIKRAH* 4, no. 1 (June 30, 2016): 20, <https://doi.org/10.21043/fikrah.v4i1.1663>.

²⁸ Nuraini Gultom and Sakban Lubis, "Implementation of Multicultural-Based Islamic Religious Education in Grade XI Students of SMA Abdi Negara Binjai," *Journal of Education and Entrepreneurship* 12, no. 1 (February 2, 2024): 409–21, <https://doi.org/10.47668/pkwu.v12i1.1160>.

challenges, such as the lack of materials and methods in integrating it.²⁹ Research conducted by Irmawati, shows that a curriculum that is based on the value of tolerance and respect for diversity has the potential to reduce intolerance among students.³⁰ Therefore, it is crucial to design a PAI curriculum that can adapt and respond to social and technological needs, with an emphasis on skills development.

Implications of the Multicultural Approach on the Islamic Religious Education Curriculum

The development of an Islamic Religious Education (PAI) curriculum that reflects Indonesia's diverse culture and religion plays a role in creating tolerance and pluralism among students. Including topics that encourage respect for differences, such as tolerance, religious pluralism, and universal human values is the way to realize multicultural values. In this context, multicultural education emphasizes how important it is to have diverse and tolerant views. According to research, incorporating multiculturalism into Islamic education can create a welcoming and enjoyable learning environment for students.³¹ Learning planning, implementation, and assessment all combine these interconnectedness, such as creating a welcoming and enjoyable learning environment, running school activities smoothly with a high level of tolerance, and creating harmony between students and teachers.³² Therefore, the development of the PAI curriculum that reflects diversity and integration of multicultural values not only enriches students' knowledge about religion, but also shapes their character into mutually tolerant individuals.

The importance of education in increasing religious tolerance is also emphasized in the article "The Role of Education in Increasing Religious Tolerance Among Elementary School Students" published in the Maras Journal.³³ The article states that education plays a role in building tolerance from an early age. Education that trains appreciation, tolerance, and empathy makes students able to accept differences better. Therefore, the preparation of a curriculum that reflects religious and cultural diversity, as well as integrates the values of tolerance and moderation of religious people, can encourage the development of empathy and understanding between religious communities. This will contribute to the formation of a harmonious society and mutual respect for each other. Teaching based on social and cultural contexts pressure to adjust the importance of teaching methods so that religious teaching materials become more relevant to existing social realities. A relevant example can be seen in a study conducted by Syani Bombongan Rante Salu and colleagues, who revealed that the

²⁹ Tentiasih and Rizal Rifa'i, "INTEGRATION OF MULTICULTURAL VALUES IN THE ISLAMIC RELIGIOUS EDUCATION CURRICULUM TO BUILD TOLERANCE IN SCHOOLS."

³⁰ Irmawati Irmawati, "The Integration of Islamic Values in the PAI Curriculum," *Al-Mikraj Journal of Islamic Studies and Humanities* (E-ISSN 2745-4584) 4, no. 02 (June 16, 2024): 1743–57, <https://doi.org/10.37680/almikraj.v4i02.5421>.

³¹ Tentiasih and Rizal Rifa'i, "Integration of Multicultural Values in Islamic Religious Education Curriculum to Build Tolerance in Schools."

³² Siti Nurhasanah, "The Integration of Multicultural Education in the Learning of Islamic Religious Education (Pai) to Form a Tolerant Character," *Al-Hasanah : Journal of Islamic Religious Education* 6, no. 1 (June 2021).

³³ Haifa Hafsa Tsalisa, "The Role of Education in Increasing Religious Tolerance among Elementary School Students," *MARAS: Journal of Multidisciplinary Research* 2, no. 1 (January 7, 2024): 39–49, <https://doi.org/10.60126/maras.v2i1.125>.

application of social and cultural education based on diverse moderation has the potential to raise intelligence holistically in students.³⁴ This approach is designed to deepen students' understanding and acceptance of religious teaching material by connecting it to the social and cultural values they have identified. In addition, this approach is very important in spreading the concept of religious moderation, although there are always challenges that need to be overcome in its implementation. Therefore, this teaching method has the potential to make a meaningful contribution to religious and unity discussions.

The development of social and cultural competencies in the educational curriculum that emphasizes the values of justice, solidarity, and unity in diversity aims to prepare students with the ability to interact in a multicultural society. Through multicultural education, students are taught to respect differences, develop tolerance, and strengthen social solidarity, so as to create harmony in people's lives. The implementation of a curriculum that contains the values of diversity and peace requires a consistent learning process in schools, to build awareness of the reality of social plurality and the importance of living side by side in harmony.³⁵ A multicultural approach in the evaluation and assessment of Islamic religious education pressures the integration of values such as tolerance, justice, and respect for cultural diversity in the learning process. The goal is to develop students who not only have a deep understanding of Islamic teachings, but are also able to appreciate differences and live harmonious lives in a diverse society. The implementation of inclusive evaluation needs to consider cognitive, psychomotor, and affective domains that reflect multicultural values.

Effective learning strategies, such as inclusive learning approaches that accommodate the diversity of characteristics, abilities, interests, and needs of each student, including people with disabilities, can improve students' understanding and internalization of religious values.³⁶ Inclusive evaluation and assessment in Islamic religious education through a multicultural approach is expected to produce a generation that is tolerant, fair, and respectful of cultural diversity in society. Inclusive evaluation and assessment in education includes not only the measurement of religious knowledge, but also aspects of attitude, tolerance, and openness to differences. This approach respects an individual's level of respect and appreciation for diversity, as well as their ability to interact harmoniously with people from different backgrounds. An assessment instrument of tolerance attitudes has been developed for early childhood to measure their ability to respect differences of belief and respect for peers.³⁷ Therefore, inclusive assessment contributes to the formation of individuals who are not only knowledgeable, but also have a tolerant and open attitude towards well-being in society.

³⁴ Syani B Rante Salu, Tri Oktavia Hartati Silaban, and Seprianus Siampa, "The Implementation of Social and Cultural Education Based on Religious Moderation to Improve the Holistic Intelligence of Elementary School Children in Lion Tondok Iring Village," *Martabe: Journal of Community Service* 7, no. 5 (2024): 1660–67.

³⁵ Sutjipto, "The Implementation of Multicultural Curriculum in Elementary Schools," *Journal of Education and Culture* 2, no. 1 (June 2017).

³⁶ Dita Dzat Mirrota, "Challenges and Solutions of Islamic Religious Learning in Inclusive Schools," *Urwatul Wutsqo: Journal of Education and Islamic Studies* 13, no. 1 (March 2024), <https://doi.org/10.54437/juw>.

³⁷ Sheila Julia Ningrum, Putu Aditya Antara, and Putu Rahayu Ujianti, "An Instrument for Assessing Tolerance Attitudes in Early Childhood," *Journal of Early Childhood Education Undiksha* 10, no. 3 (2022): 425–31, <https://doi.org/10.23887/paud.v10i3.52851>.

Recommendations for the Development of a Multicultural-Based Islamic Religious Education Curriculum

Improving the Islamic Religious Education (PAI) curriculum that integrates multicultural values and pluralism is very important in forming a generation that is tolerant and respects diversity. This approach highlights the significance of education that is not only focused on cognitive aspects, but also on developing inclusive attitudes towards cultural, ethnic, and religious differences.³⁸ Therefore, the PAI curriculum that focuses on multiculturalism is expected to provide students with a framework of thinking that facilitates understanding and appreciation of plurality in daily life. The development of training programs for Islamic religious education teachers and leaders on the significance of multicultural approaches in teaching is of great importance. This approach serves to increase students' understanding of diversity, teaching tolerance and respect for cultural and religious diversity at the same time. According to research.³⁹ PAI teachers who actively incorporate multicultural ideals into their lessons can help students develop an attitude of tolerance and respect for cultural diversity. This training provides educators with the necessary tools to incorporate multicultural values into the curriculum, creating an inclusive and harmonious learning environment.

Cooperation between schools/madrasas, Islamic boarding schools, and other educational institutions in sharing good practices to implement inclusive Islamic religious education has high significance. This strategy facilitates the exchange of knowledge and experience that enriches learning methods, thus potentially creating a more inclusive and responsive educational environment to diversity. For example, strengthening cultural and religious harmony among students of Elementary School Teacher Education (PGSD) of the University of Muhammadiyah Makassar shows that interactive activities and direct interaction with local culture have the potential to increase understanding and inclusive attitudes towards cultural and religious diversity.⁴⁰ In addition, the reconstruction of Islamic education with an inclusive - multicultural perspective as a model of epistemological transformation of national education is a very important aspect to pay attention to.⁴¹ Therefore, this approach highlights the significance of education that respects diversity and facilitates tolerance, which can be realized through cooperation between different educational institutions.

Community participation in Islamic religious education based on multiculturalism can be strengthened through the holding of dialogue and collaboration forums between various religious communities. This method facilitates the exchange of ideas and experiences,

³⁸ Irma Novayani, "MULTICULTURAL-BASED ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING," *Tadrib: Journal of Islamic Religious Education* 3, no. 2 (February 15, 2018): 235, <https://doi.org/10.19109/Tadrib.v3i2.1795>.

³⁹ Hani Maghfiroh, Abdul Halim, and Muhammad Juni Beddu, "The Role of Islamic Religious Education Teachers through the Strengthening of Multicultural Values in SMP Negeri 20 Batam," *Indonesian Journal of Education and Learning (JPPI)* 4, no. 3 (September 13, 2024): 1162–75, <https://doi.org/10.53299/jppi.v4i3.713>.

⁴⁰ Riniwanti Riniwanti, Syamsuriyanti Syamsuriyanti, and Nursalam Nursalam, "Strengthening Cultural and Religious Harmony in PGSD Students of the University of Muhammadiyah Makassar," *Journal of Community Service of the Nusantara* 5, no. 1 (February 15, 2024): 701–7, <https://doi.org/10.55338/jpkmn.v5i1.2781>.

⁴¹ Andik Wahyun Muqoyyidin and Puspa Mia Widiyaningsih, "Reconstruction of Islamic Education with an Inclusive-Multicultural Vision as a Paradigm of Epistemological Transformation of National Education," *Journal of Islamic Education* 5, no. 1 (June 2021): 18–32, Journal.Unipdu.ac.id/index.php/JPI/index.

enhances collective understanding, and develops tolerance in diverse contexts. A relevant example is the Forum for Religious Harmony (FKUB) in Medan, which has a significant role in facilitating dialogue between religious communities. This, in turn, contributes to the strengthening of religious moderation and social harmony⁴² Islamic religious education that is inclusive and responsive to social diversity can provide students with important social skills, such as the ability to conduct intercultural dialogue and collaborate in diverse environments. As a result, Islamic religious education not only serves as a basis for building a peaceful and harmonious society, but also serves as a guide for individuals.

CONCLUSION

This research confirms that a multicultural approach in Islamic Religious Education (PAI) is very important to build a generation that is tolerant, inclusive, and respectful of cultural and religious diversity. The integration of multicultural values in curriculum, teaching methods, and learning evaluations contributes to the formation of a harmonious learning environment. PAI not only teaches the spiritual aspect, but also emphasizes respect for differences, which supports social cohesion in society. This approach is an important foundation in forming the tolerant and democratic attitude that is needed in the context of the life of a pluralistic society like Indonesia. This approach needs to be continuously developed and evaluated to be more responsive to the challenges of the times, especially in creating a peaceful, inclusive, and harmonious society.

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⁴² Teguh Agum Pratama and Nursapia Harahap, "The Role of Intercultural Communication in Strengthening Religious Moderation in the Community of Medan City (Analysis of FKUB in Medan)," *Indonesian Journal: Informatics and Communication Management* 5, no. 2 (May 20, 2024): 2081–95, <https://doi.org/10.35870/jimik.v5i2.819>.

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