Implementation of Multicultural Islamic Religious Education at SMP Negeri I Nubatukan

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ARTICLE INFO	ABSTRACT
Keywords: Implementation of Islamic religious education; multiculturalism; character development *Article history:* Received 2024-06-14 Revised 2024-10-12 Acepted 2024-12-30	This research discusses the evolution and implementation of a multicultural Islamic Religious Education (PAI) framework at SMP Negeri I Nubatukan, with the aim of instilling the principles of diversity and tolerance to students. This research describes the methodologies and strategies used in the implementation of multicultural PAI pedagogy at SMP Negeri I Nubatukan, as well as describing the conceptualization of multicultural PAI, which has been designed to seamlessly incorporate the values of diversity and tolerance. This qualitative research used a qualitative approach. Data collection techniques included participatory observation, open-ended interviews, and document analysis. The data analysis methods used included thematic analysis, triangulation for data validation, and participant feedback. The findings showed that the multicultural PAI approach significantly contributed to students' character development, fostering an environment of inclusiveness, tolerance, and the ability to engage peacefully with peers from different backgrounds. It is recommended that efforts be intensified to strengthen the implementation of multicultural Islamic Religious Education (PAI) at SMP Negeri I Nubatukan, focusing on curriculum improvement, professional development for PAI educators, integration of technology and media, collaboration with community entities and other institutions, extracurricular initiatives, and systematic monitoring and evaluation.
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INTRODUCTION

The implementation of multicultural Islamic Religious Education (PAI) is an effort to enhance the understanding of Islam along with the values of diversity and tolerance in a society consisting of various ethnic groups. Research shows that the development of an Islamic Education curriculum that incorporates multicultural values can significantly increase religious moderation among students, encourage appreciation for diverse beliefs, and foster good interactions with adherents of other religions (Sumadiyah & Wahyuni, 2024). The purpose of this idea is to teach Islamic religious messages that respect differences and encourage cooperation between people from different cultural, religious, and ethnic backgrounds.

By using multicultural Islamic education, students are taught that Islam teaches universal values such as justice, brotherhood and peace that can be applied in everyday life without denigrating other religions or beliefs. In addition, incorporating multicultural elements into Islamic education can actively combat radicalism and encourage coexistence, suggesting that a more inclusive curriculum is essential for maintaining a tolerant society. The study also emphasized that

practices such as tawassuth and tasamuh are crucial to incorporate into the education system from the very beginning, so that students can have the same perspective (Ardhy, 2024; Saputra et al., 2024). With this method, students are expected to become tolerant individuals, appreciate diversity, and be able to establish harmonious relationships with people from different backgrounds.

Strengthening the understanding that differences are the inevitability of society, the application of multicultural Islamic education can also help prevent conflicts between tribes or religions. Therefore, multicultural Islamic religious education teaches universal human values in addition to religious aspects to build an inclusive and peaceful society. This educational approach emphasizes the importance of cultural diversity and respect for differences, which are important in a pluralistic society such as in Lembata District. Supposedly incorporating universal values into the educational framework, such as moral education, can foster strong moral character and a deep respect for humanity among students. This is especially important in today's complex social landscape (Darsana, 2024). Overall, multicultural PAI serves as an important tool in fostering attitudes of tolerance, respect, and cooperation among students, ultimately contributing to a harmonious society that values diversity.

The implementation of multicultural Islamic Religious Education (PAI) in junior high schools (SMP) has an important background in shaping inclusive and tolerant understanding in students in adolescence. Because at this time, students begin to build their own identities and values, it is important to provide multicultural Islamic religious education early on to instill the concept of diversity and tolerance. With the multicultural Islamic religious education approach in junior high school, students can learn to respect differences, understand universal Islamic religious values, and build an attitude of tolerance when interacting with classmates who come from different cultural and religious backgrounds. This approach not only broadens students' horizons about diversity, but also helps them build characters that are inclusive and respectful of differences in an increasingly multicultural society. As a result, religious education that teaches universal values not only enriches individual characters but also builds a more harmonious society (K. Amin et al., 2023).

With the implementation of the concept of multicultural PAI in secondary schools, it is expected that students will grow into people who better understand Islam as something inclusive and tolerant. Students are also expected to become people who contribute positively in building a harmonious and peaceful society in the midst of existing diversity. The application of the multicultural Islamic Religious Education (PAI) approach in junior high school is very important. By incorporating the concepts of diversity, tolerance, and inclusiveness into PAI learning, students can gain a broader understanding of Islam that values differences and builds mutual respect in the midst of a multicultural society (Ardhy, 2024).

In religious education, universal values play an important role in promoting empathy by fostering understanding and compassion among people. New educational methods such as simulation-based learning enhance this empathic approach. These methods engage students in scenarios that enhance their emotional responses and encourage peace education. Moreover, the fact that empathy is included in Islamic teachings shows that it is universal, suggesting that it is an essential part of human development and social interaction (Kimanen, 2022; Musnandar, 2020; Rosepti, 2023). This can help create a generation that has an attitude of tolerance, appreciates diversity, and is able to coexist with others peacefully.

The purpose of the research is to gain a better understanding of the phenomena faced by the research subject, Lexi J. Moleong uses a qualitative approach. Including explaining behavior, perceptions, motivations, and others as a whole using various natural techniques and in certain natural situations (Qotrun, 2023). This method allows the researcher to gain a thorough understanding of the context and complexity of an individual or group, resulting in a deep and comprehensive understanding of the phenomenon under study.

Researchers can produce more credible and valid research if they have a strong theoretical foundation. The purpose of this research is: Based on these two opinions, it can be concluded that the qualitative approach and the theoretical basis are closely related. A qualitative approach

requires a theoretical basis to better understand the phenomenon under study, namely: 1). Describing the concept of multicultural Islamic Religious Education at SMP Negeri I Nubatukan. 2). Describing the implementation of multicultural Islamic Religious Education at SMP Negeri I Nubatukan.

This research is expected to provide a better understanding of the concept and implementation of multicultural Islamic Religious Education at SMP Negeri I Nubatukan, Lembata Regency. This will trigger the importance of more effective development, policies and educational programs in the Education Unit Operational Curriculum through intracurricular, extracurricular, and co-curricular activities at SMP Negeri I Nubatukan Lembata Regency.

RESEARCH METHOD

This research uses a descriptive qualitative approach that emphasizes practical research techniques and focuses on providing a thorough summary of a phenomenon (Sya'ban and Reflinda 2021). Because of the phenomenon of students starting to build their own identities and values at this time, it is important to provide multicultural Islamic religious education from an early age to instill an understanding of tolerance and diversity. At SMP Negeri I Nubatukan Lembata Regency, students can learn to respect differences and understand universal Islamic values through a multicultural Islamic religious education approach.

Qualitative descriptive methods consider processes rather than just outcomes when analyzing data in a natural setting (Werdiningsih and B 2022). Descriptive case studies are chosen based on the problem formulation and research objectives, which help qualitative research by providing a more in-depth and thorough understanding of complex phenomena that occur in the real world (Stake and Visse 2023). This research aims to describe in detail and in depth about the concepts of implementation and multicultural Islamic Religious Education at SMP Negeri I Nubatukan Lembata Regency with data collection techniques using observation, open interviews, and document analysis.

The subjects of this research are the students of SMP Negeri I Nubatukan who were chosen because they are representative and the backgrounds of the students are very complex (multicultural and plurality). These cases are usually unique and have certain characteristics or experiences that the researcher wants to investigate (Andrade 2022). Data analysis was conducted through thematic analysis, triangulation for data validation, and participant feedback. The findings from this study indicate that the multicultural PAI approach significantly contributes to students' character development, fostering an environment of inclusiveness, tolerance, and the ability to engage peacefully with peers from different backgrounds.

RESULT AND DISCUSSION
A. Result

This research was conducted at SMP Negeri 1 Nubatukan, Nubatukan District, Lembata Regency. The number of educators is 49 people, with an undergraduate education level of 47 people, D3 as many as 3 people. While the education staff amounted to 12 people, with an undergraduate education level of 4 people and D3 as many as 1 person, and SMA as many as 7 people. In the 2023/2024 academic year, the number of students reached 710 people, with details of 348 (49.01%) men and 362 (50.99%) women. Based on religion, students consist of 166 Muslims (23.38%), 486 Catholics (68.45%) and 56 Christians (7.89%), and 2 Hindus (0.28%).

Environment and Condition of SMP Negeri 1 Nubatukan

SMP Negeri 1 Nubatukan has a unique local culture and aims to explore the potential of educators and students in the formation of student characters who are able to compete in the global world. The Operational Curriculum of SMP Negeri 1 Nubatukan refers to the applicable education laws and regulations from both the central and regional levels. Improving teacher professionalism is achieved through continuous practical training. Ki Hajar Dewantara's educational value of 4N, namely Niteni (look carefully), Nirokke (try to imitate),

Nambahi (develop from what has been imitated), and Nggawe (create, make, produce, or find new things) become the characteristics of the learning applied.

Implementation of Multicultural Education

The multicultural approach is integrated into the curriculum and activities of Islamic Religious Education (PAI) by introducing and respecting the diversity of cultures, religions, and values that exist in society. In PAI, this can be realized by teaching students universal values such as tolerance, cooperation, and respect for one another. A multicultural approach can be demonstrated in the PAI curriculum by selecting subject matter that illustrates cultural and religious diversity, as well as providing students with a broader understanding of the diversity of society through extracurricular activities or social activities related to PAI. These activities can also be intended to enhance students' understanding of the importance of appreciating differences and building good relationships with people from different cultures and religions.

By incorporating a multicultural approach into the curriculum and PAI activities, students are expected to become more open, tolerant, and able to appreciate differences in their multicultural society. In addition, the use of diverse teaching materials can also include introducing students to different religious traditions in different countries or regions that have diversity in Islamic religious practices. For example, introducing students to different wedding customs or religious celebrations found in various Muslim communities across Indonesia and locally. Students can increase tolerance and appreciation for differences by utilizing teaching materials or learning resources that are diverse and reflect various cultural backgrounds or Islamic religious traditions. They can also gain a deeper understanding of the richness of Islamic culture and traditions.

Interfaith discussion activities at school are a tangible example of learning that promotes values such as tolerance, appreciation of differences, and harmony among religious communities. Students from various religions are invited to speak openly and respectfully, listen to one another, and understand each other's religious beliefs. Students from various religions are invited to speak openly and respectfully, listen to each other, and understand each other's religious beliefs. Interfaith discussion activities at school are a concrete example of learning that promotes values such as tolerance, appreciation of differences, and harmony among religious communities.

Strategies and Methods for Teaching Multicultural Islamic Education

Teaching Islamic Religious Education with a multicultural approach, teachers can use various strategies that involve diversity issues to enhance students' understanding of tolerance and harmony among religious communities. In addition, case studies are also an effective strategy in teaching Islamic Religious Education (PAI) with a multicultural approach. The teacher presents case studies about real situations where the values of tolerance and harmony among religious communities are tested, and asks students to analyze and find solutions that align with Islamic teachings.

The teacher organizes a collaborative project where students from various religious backgrounds work together to identify and solve problems related to diversity issues in society, such as poverty, social inequality, or religion-based discrimination. In the context of inclusive and participatory teaching, the teacher uses various methods to ensure that students from diverse backgrounds can contribute maximally to the learning process. This allows students to contribute in unique and different ways according to their backgrounds and diversity.

Furthermore, the use of group discussions is also an inclusive and participatory method. The teacher ensures that every voice is heard and valued, so students from various backgrounds feel motivated to participate actively. Another method used is the incorporation of technology in learning, such as online learning platforms or collaborative applications. By using technology, students can contribute virtually, share ideas, and collaborate online without being hindered by physical or geographical limitations.

Obstacles in the Implementation of Multicultural PAI

In the implementation of multicultural Islamic Religious Education at SMP Negeri I Nubatukan, there are several obstacles that can be faced. In addition, resistance from various parties such as teachers, students, or parents can also be an obstacle. Some teachers may not be accustomed to the multicultural approach in PAI teaching and find it difficult to change the mindset or teaching methods they have already implemented. Structural issues in schools can also be an obstacle in the implementation of multicultural Islamic Education (PAI). For example, school policies that do not support a multicultural approach, the lack of training for teachers in implementing such an approach, or the lack of support from the school in creating an inclusive and tolerant learning environment.

To address the challenges in the implementation of multicultural PAI, several solutions have been applied or can be proposed. One of them is the enhancement of resources, such as providing books or learning materials that support a multicultural approach. By conducting training on a multicultural approach in PAI teaching, teachers can gain a better understanding and skills in applying inclusive teaching methods. This can also help address any resistance that may arise from the teachers.

By building a shared understanding, stronger support can be created for the implementation of multicultural PAI. Changes in school policies that support a multicultural approach also need to be considered. Schools can gather input from various parties regarding policies that can create an inclusive learning environment, such as anti-discrimination policies, extracurricular programs that support diversity, or enhanced cooperation with local communities to broaden students' understanding of various cultures and religions.

The Role of Teachers in the Implementation of Multicultural Islamic Education

Teachers play a very important role in supporting the successful implementation of multicultural Islamic Religious Education at SMP Negeri I Nubatukan. They must ensure that the material presented not only covers Islamic teachings in general but also takes into account the cultural and religious perspectives present in the school environment. In addition, teachers also serve as role models for students in respecting and appreciating diversity. By understanding their role as agents of change in creating a multicultural learning environment, teachers can make a significant contribution to the successful implementation of multicultural Islamic Education (PAI) at SMP Negeri I Nubatukan.

Teachers face several challenges in balancing the standard curriculum with a multicultural approach in Islamic Religious Education. One of the challenges is the limited time. Additionally, the standard curriculum may tend to focus more on the theoretical and ritualistic aspects of Islam, so teachers need to find ways to integrate a multicultural perspective into the material taught without sacrificing a deep understanding of religious teachings. Therefore, training and support from the school or relevant institutions can help teachers overcome this challenge. In facing this challenge, it is important for teachers to have creativity, flexibility, and a high level of commitment to create an inclusive and multicultural learning environment.

To prepare teachers to teach Islamic Religious Education with a multicultural perspective, there are several training and professional development programs that can be implemented. One example is training on Multiculturalism in PAI Teaching. In addition, workshops on Inclusive Teaching in Religious Education (PAI) can also help teachers understand how to create a learning environment that supports student diversity. This training can help teachers understand the importance of multicultural awareness in the context of religious education and how it can enrich students' learning experiences. By participating in training sessions like these, teachers will be more prepared and skilled in teaching Islamic Education (PAI) from a multicultural perspective.

Evaluation of the Success of Multicultural Islamic Education Implementation

To assess the effectiveness of the implementation of multicultural Islamic Religious Education at SMP Negeri I Nubatukan, several evaluation steps can be taken. In addition, direct observation of multicultural Islamic Education teaching is also important. In addition, the analysis of student test results or assignments can also serve as an indicator of

effectiveness. By observing whether students are able to understand and internalize the multicultural values taught in PAI, as well as how it affects their attitudes towards diversity, it can provide an overview of the extent to which the implementation of multicultural PAI has been successful. To measure students' learning outcomes related to multicultural education goals such as increased cross-cultural understanding, empathy towards differences, and the ability to live in a diverse society, several evaluation strategies can be applied.

Direct observation of student interactions in situations involving diversity can provide insights into the level of empathy students have towards differences. Observing how students communicate, collaborate, and respond to diversity in a learning environment can help measure their ability to appreciate and accept differences. In this way, students can learn to collaborate, communicate, and solve problems with individuals who have different perspectives and life experiences, which in turn can enhance their ability to live in a diverse society.

Specific Findings or Unique Cases

During the implementation of multicultural strategies in Islamic Religious Education teaching, there are several interesting findings and specific cases that can provide additional insights into the success or failure of the approach. For example, a teacher who can present Islamic Religious Education (IRE) material by linking Islamic values of universal brotherhood with respect for cultural and other belief differences can help students understand the importance of living peacefully in a diverse society. If the teacher only focuses on the religious aspects without explaining how these values can be applied in the context of the cultural diversity around the students, then the message of multiculturalism in PAI may not be effectively conveyed.

B. Discussion

1. Explanation of Terms

Research on the implementation of multicultural Islamic education at SMP Negeri I Nubatukan has several important aspects to understand. This includes the use of teaching methods that take into account the diversity of students, the utilization of various learning resources, and the promotion of dialogue and discussion that respects differing opinions and beliefs. Here are some terms that can be explained according to the title of this thesis:

a. Implementation

Usman (2005) in his book "Context of Curriculum-Based Implementation" explains that after the planning is considered perfect, implementation is usually carried out (Mamoto et al., 2018). After the planning is considered perfect, the implementation is carried out in an organized and measured manner to realize the plan. The plan is implemented at the implementation stage. Implementation is carried out through the execution of multicultural PAI activities according to the plan. To create an inclusive learning environment that supports diversity, teachers will use strategies, materials, and approaches that have been previously prepared.

According to the definition above, implementation is an activity that is planned and carried out earnestly with the aim of achieving specific goals. As a result, implementation does not proceed independently, but is influenced by the next object. Evaluation is the next object that influences implementation. Evaluation is the process of assessing how well the implementation has achieved the goals set in the planning, therefore, evaluation becomes an important component in the planning cycle.

b. Islamic Religious Education

According to the National Education System Law Number 20 of 2003, Article 3, Religious Education is defined as education aimed at shaping students to become faithful, devout to God Almighty, and of noble character in accordance with Islamic teachings. This religious education includes understanding, internalizing, and practicing the values of Islamic teachings in daily life.

In addition, this law emphasizes that religious education, including Islamic religious education, must be part of national education. The goal of this education is to make students become faithful, pious, intelligent, and creative individuals, as well as to have a sense of responsibility towards their society and their country.

c. Multicultural

Setelah pertama kali digunakan di Kanada sekitar tahun 1950-an, istilah masyarakat multikultural digunakan sebagai sinonim dari *pluralism* di negara lain. Di Amerika Serikat, masyarakat majemuk disebut *melting post society*, sedangkan di India, *composite society*. Sedangkan di Indonesia lebih populer dengan istilah Bhinneka Tunggal Ika yang menunjukkan keragaman suku, agama, dan ras (Hidayat, 2023).

Menurut Azyumardi Azra, pendidikan multikultural adalah pendidikan tentang keragaman kebudayaan dalam respons terhadap perubahan demografi dan kultur di lingkungan masyarakat tertentu, atau bahkan secara keseluruhan. Pendidikan multikultural, menurut Musa Asy'ari adalah proses menanamkan cara hidup yang menghormati, tulus, dan toleran terhadap keanekaragaman budaya yang ada dalam masyarakat plural (Amin, 2018). Dengan kata lain, pendidikan multikultural bertujuan untuk melihat perbedaan sebagai keniscayaan, atau anugerah Tuhan, di mana kita dapat bertoleransi dengan perbedaan dengan adanya kondisi tersebut.

d. Junior High School

Menurut Permendikbudristek Nomor 1 Tahun 2021 tentang Penerimaan Siswa Baru pada Taman Kanak-Kanak, Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas, dan Sekolah Menengah Kejuruan menjelaskan bahwa Sekolah Menengah Pertama (SMP) merupakan satuan pendidikan formal, salah satu jenis satuan pendidikan lanjutan setelah selesai pada jenjang satuan pendidikan dasar. SMP adalah lanjutan dari Sekolah Dasar (SD), Madrasah Ibtidaiyah (MI), atau bentuk pendidikan setara lainnya. Siswadi SMP bersekolah selama 3 tahun (kelas 7 hingga kelas 9). Pendidikan nasional di Indonesia mengakar pada nilai-nilai kebudayaan dan agama nasional serta didasarkan pada Pancasila dan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.

2. Previous Research

The research results show that multicultural education focuses on teaching students to appreciate and accept differences. The differences found in the research site include differences in learning abilities, skin color, hair color, and others. To achieve this goal, materials from thematic books that depict the diversity present in Indonesia were used. Students are educated about tolerance as the foundation for living in diversity. This research is descriptive qualitative in nature. To collect data, he used observation, interviews, and documentation. Student interactions were observed through observation, and eight informants, including the principal and teachers, were interviewed. Documentation related to school slogans that promote anti-bullying. Analyze the data by reducing, presenting, and drawing conclusions. The research location is at SD Jakarta Multikultural School (Prasetyo et al., 2023).

The results of this research include; First, Indonesia is one of the largest multicultural countries in the world, as evidenced by its vast and diverse geographical and socio-cultural conditions. Second, multicultural education aims to instill empathy, appreciation, and respect for the existing diversity or differences. Multicultural education also aims to provide all students with equal opportunities regardless of their backgrounds, so they can optimize their abilities. To support this research, relevant literature was collected. These sources include articles, textbooks, magazines, scientific journals, and others (Oktia et al., 2023).

Moh. Afiful Hair, S. Wahyuni (2023). The research results show that the multicultural PAI curriculum design is integrated into four pesantren programs. The ma'hadiyah program includes the study of classical texts, tahlil, and dhikr that contain the

teachings of Ahlus Sunnah wal Jama'ah; the madrosiyah program includes diniyah schools, TPQ, and so on; and the ubudiyah program includes congregational prayers and worship taught by scholars of Ahlus Sunnah wal Jama'ah and Qur'an memorization. This research uses a descriptive qualitative approach, and observation, interviews, and documentation are used to collect data at Pesantren Ziyadatut Taqwa. (Moh. Afiful Hair, 2023).

Muhammad Tang (2024). The results show that educators play an important role in integrating multicultural values into Islamic religious education. They are responsible for creating an inclusive learning environment, promoting a better understanding of cultural diversity, and encouraging intercultural conversations in the classroom. Teachers also serve as good examples of tolerance, understanding, and respect for differences. Data were collected through in-depth interviews with teachers involved in the implementation of the curriculum. The thematic analysis method was used to analyze the data. At SMA Islam Terpadu Ar-Rahmah Makassar (Tang et al., 2024).

Muslim and Muhammad Tang (2024). The research findings indicate that the Multicultural Islamic Religious Education curriculum at the school has been implemented through various strategies. These strategies include creating an inclusive syllabus, using teaching materials that represent cultural diversity and religious understanding, and employing a learning approach that focuses on tolerance and intercultural cooperation. However, there are still issues in implementing these concepts. For example, teachers do not receive the necessary training to understand and apply a multicultural approach in teaching. Qualitative field studies were used as the research methodology. Interviews, participatory observation, and document analysis are used to collect data. At SMA Islam Terpadu Ar-Rahmah Makassar (Muslim & Tang, 2024).

Rachmat Rifky Septian (2019). The research results show that SMK Negeri 1 Kota Bengkulu, which implements Multicultural Insight-Based Islamic Religious Education (PAI), is a multicultural school with students and teachers from various religious backgrounds as determined by the Indonesian government, as well as from various streams or sects of Islam. This research aims to determine how values are applied in multicultural education at SMKN 1 Kota Bengkulu and to identify the methods and models used by Islamic religious education teachers to instill multicultural values. At SMA Negeri 1 Kota Bengkulu (Rachmat, 2019).

Halimah (2023). The research results indicate that, normatively, in terms of legislative issues, there is no prohibition for a non-Islamic teacher to teach Islamic religious education material. Therefore, this is legitimate and does not violate the law. Philosophically, sociologically, and critically, there is no problem with a non-Muslim teacher teaching the most important Islamic religious education material. Here, it is explained that the teacher conveys according to what needs to be delivered in Islamic religious education. This research is a qualitative study that uses a literature review approach. The data collection method involves conducting a literature review of books or scholarly works such as journal articles related to the discussed issues. To obtain meaning, the analysis method used in this research involves organizing, categorizing, and searching for relationships between the contents of the various data obtained. At SDN 1 Karya Bersama Village (Halimah, 2023).

Ria Rizki Ananda (2021). The research results show that students at SD Negeri Sinduadi 1 Mlati are more tolerant after implementing multicultural education values in the teaching of Budi Pekerti and PAI. This research is a qualitative study conducted at SD Negeri Sinduadi 1 Mlati. The implementation of Multicultural Education Values, interviews, and observations are the methods used to collect data. This study uses data reduction, presentation, and conclusion drawing methods to analyze the data. The validity test of the research data was conducted using method triangulation (Ananda, 2021).

Muhammad Yunus (2017). The writing results show that the implementation of Religious Tolerance values in PAI learning at SMP Negeri 1 Amparita is carried out in the

following ways: 1) Providing opportunities for all students to participate in religious lessons according to the religion they each understand; 2) Creating a tolerant environment for every lesson (learning in diversity, building trust, maintaining mutual understanding, and upholding mutual love); and 3) Enhancing relationships among students. This qualitative descriptive writing uses a phenomenological approach. In this writing, data were collected through observation, in-depth interviews, triangulation, and documentation. However, the authors used data reduction, presentation, and verification to analyze the data they collected. At SMP Negeri 1 Amparita (Yunus, 2017).

Danny Kurniadi (2023). The results of this study indicate that an effective multicultural Islamic learning method involves the recognition and respect for religious and cultural diversity. Teachers must be able to apply multicultural values in teaching and use interactive and participatory approaches. This research is very helpful in developing an inclusive and relevant Islamic Religious Education learning approach in the multicultural environment of Indonesia. This research uses library research to collect data on the research subject from various library sources (Danny Kurniadi, 2023).

Based on previous research, it can be concluded that the goal of multicultural education in Indonesia is to produce a generation that is tolerant, empathetic, and appreciates diversity in the future. To achieve the learning objectives, teachers can use various methods and approaches tailored to the educational context of each elementary school, secondary school, and pesantren during the learning process. To achieve the goals effectively, existing issues, such as the lack of teacher training, must be addressed. Previous research generally used qualitative methods, but the differences lie in the data collection approaches and the focus of their research findings.

The researchers in this study focus on the Implementation of Multicultural Islamic Religious Education with the aim of describing the concept and implementation of multicultural Islamic religious education at SMP Negeri I Nubatukan. Qualitative method with a case study approach, because the focus of this research is to understand the phenomena experienced by the research subjects, such as behavior, perception, motivation, actions, and other social processes that occur in the educational unit. This research focuses on the application of multicultural values in daily life.

SMP Negeri I Nubatukan was chosen as the research subject because the school has the appropriate instrument targets for the study. Data can be collected using primary and secondary sources. Sugiyono (2009) explains that primary data sources provide data directly to the data collector, whereas secondary data sources provide data indirectly to the data collector (Mustonah, 2016). The primary sources of this research are documents related to school management, including principals, Islamic Religious Education (PAI) teachers, and students. To conduct qualitative research, data collection methods such as observation, interviews, questionnaires, documentation, and a combination of the four will be used.

3. **Theory Review**

    a. The Concept of Multicultural Islamic Religious Education

    Multicultural education is necessary because the goal of education is to eliminate social class differences in society. This orientation towards togetherness, at the very least, will be able to understand the importance of creating and appreciating togetherness. Social jealousy will arise if social classes continue to be glorified. Multiculturalism has two very complex meanings: "multi" means plural and "culturalism" means culture. Multiculturalism not only acknowledges the existence of diverse things but also has political, social, and economic consequences (Ismail et al., 2020).

    Kamanto Sunarto explains that multicultural education is commonly defined as teaching cultural diversity within society, sometimes offering models for cultural diversity within society, and sometimes teaching students to appreciate the cultural

diversity of society. (Ismail et al., 2020). The goal is to motivate people to understand, accept, and appreciate the various cultural backgrounds present in society.

Furthermore, James Bank explains that multicultural education has several interconnected dimensions, namely: (1) Content integration, which involves integrating various cultures and groups to illustrate fundamental concepts, generalizations, and theories in subjects or disciplines; (2) Knowledge construction process, which involves guiding students to understand cultural implications within a subject; (3) Equity pedagogy, which involves adjusting lessons to meet the cultural needs of students; and (4) Equity pedagogy, which involves helping students understand, and subsequently training groups to participate in sports activities and interact with students and staff from various races and ethnicities to build a tolerant and inclusive academic culture.

According to Parekh (1997), multiculturalism consists of three things: it is related to culture; it pertains to the existing diversity; and it involves a certain way of acting towards that diversity. Ultimately, "ism" refers to the normative doctrine expected to be applied to every individual in a culturally diverse society. How multiculturalism becomes a normative doctrine and is incorporated into government policies, particularly educational policies (Arciszewska, 2023).

b. Types of Multicultural Education

Multicultural education consists of various methods used to enhance understanding and respect among diverse cultural groups. These methods are rooted in the principles of equality, social justice, and cultural pluralism, and can be divided into various categories.

1) Cultural Pluralism: This strategy emphasizes the importance of recognizing and valuing diverse cultural identities within the education system, which helps students understand (Yuniarti et al., 2024).

2) Inclusive Education: This type focuses on ensuring that education is fair and accessible to everyone, including students with special needs (Yuniarti et al., 2024).

3) Social Justice Education: This method addresses issues of inequality and aims to encourage students to challenge social injustices and instill a sense of responsibility towards diverse communities (Putra, 2023; Schwartz, 2022).

4) Multicultural education emphasizes equality, respect for diversity, and tolerance. Cultural, political, and religious tolerance are also important for fostering unity in a diverse society like Indonesia (Ridwan Effendi et al., 2021).

Although this method is intended to enhance understanding and cooperation among diverse groups, some critics argue that multicultural education can sometimes result in a more superficial engagement with cultural differences rather than fostering deeper and more significant interactions.

c. Implementation of Multicultural Education in Islamic View

According to Afiful Ikhwan (2016, 130), four things that must be considered when using implementation techniques for an activity are: 1) the number of activities that have been predetermined; 2) the existence of a process; 3) the desired outcome; and 4) its relationship to the future (Sulistyorini, 2022).

Multicultural education is an important platform for fostering respect and understanding among diverse cultural groups. The goal is to create an environment that accepts all students, where they can thrive regardless of their backgrounds. Some key elements in multicultural education are as follows:

1) Respect and Understanding of Culture: Multicultural education encourages students to appreciate different cultural perspectives and practices, emphasizing the importance of recognizing and valuing cultural diversity (Firtikasari & Andiana, 2023; Lestari et al., 2023).

2) Equality and Justice: The goal is to eliminate cultural differences and ensure that all students have equal access to education (Daluti Delimanugari, 2022).

3) Coexistence and Cooperation: The education system must teach students to collaborate and communicate well (L & I, 2023; Lestari et al., 2023).
4) Integration of Cultural Content: The curriculum should reflect the diverse stories and histories of cultures, incorporating these perspectives into learning to enhance students' learning experiences (Daluti Delimanugari, 2022).

On the contrary, there are some opinions that multicultural education can lead to cultural relativism, which means that every cultural practice can be accepted simultaneously. They argue that this can threaten universal human rights. This perspective emphasizes the importance of taking a balanced approach that upholds fundamental ethical principles while considering diversity.

CONCLUSION

This research shows that by strengthening teacher training programs, improving the quality of student-based teaching, and revising the inclusive Islamic Education curriculum, the implementation of multicultural strategies in Islamic Education teaching at SMP Negeri I Nubatukan can be expected to create a learning environment that supports diversity and this effort is expected to build awareness of diversity and the importance of integrating multicultural values in Islamic education by expanding the scope of research and cooperating with various related parties, such as educational institutions, religious communities, and social organizations.

The implementation of multicultural strategies in Islamic religious education teaching has significant implications for the theory of multiculturalism education which suggests that students will be better able to understand and appreciate the different cultures, religions, and values that exist in society. This supports the development of students' social and emotional skills, broadens their perspectives on diversity, and strengthens the values of inclusion and tolerance in education.

Practically, the implementation of multicultural strategies in teaching Islamic Religious Education will have a real impact in daily learning activities. By paying attention to diversity, Islamic Education teachers can create an atmosphere that allows each student to feel valued and accepted, and prepare students to live in a multicultural society.

It is recommended to conduct a case study to explore the impact of implementing a multicultural approach in Islamic teaching. Develop appropriate evaluation techniques to evaluate the impact of implementing a multicultural approach. Collaborate with educational institutions, religious organizations, or other relevant institutions to disseminate the research results and support the implementation of multicultural strategies in PAI teaching more widely.

Recommendation, strengthening the training and professional development programs of PAI teachers to incorporate multicultural values in learning. Adopt student-centered learning approaches to improve the quality of teaching. To make the curriculum more sensitive to diversity, it is recommended that the PAI curriculum be changed to include content that better reflects the social, cultural and religious diversity that exists in society. An inclusive and diverse curriculum will help students understand and appreciate differences and strengthen their sense of community in diversity.

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