

## THE TEACHING OF ISLAMIC EDUCATION IN THE MULTICULTURAL SCHOOL ENVIRONMENT: APPROACHES AND CHALLENGES

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### *Abstrak*

*This study aims to analyze the implementation of multicultural Islamic education, identify the challenges faced in teaching multicultural Islamic education, and understand teachers' strategies to overcome these challenges. This study reveals that implementing multicultural Islamic education involves the integration of religious values with a deep understanding of culture and diversity. The main challenges include traditional performance, a lack of human resources who understand this concept, socio-cultural opposition, political aspects, globalization, radicalism, and differences in views about religion and the state. Teachers have a significant role in overcoming this challenge by providing learning materials that positively reflect group differences, using multicultural textbooks, and implementing cooperative learning strategies. In addition, teachers need flexibility in adapting learning methods according to students' abilities and instilling multicultural values. The application of multicultural Islamic education has great potential for creating an inclusive, harmonious learning environment and reducing prejudice and discrimination to achieve a more inclusive society and respect for diversity.*

**Keywords:** Multicultural, Islamic Education, Teaching Strategies

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## INTRODUCTION

The diversity of students in the school environment includes various factors, such as cultural background, ethnicity, religion, language, and life experiences. In the era of globalization, schools are often places where students from various backgrounds meet and interact. This diversity provides multiple opportunities and challenges.<sup>1</sup> These students bring unique experiences that can enrich learning and promote cross-cultural understanding. However, at the same time, this diversity can also give rise to conflict or prejudice if managed poorly. Therefore, it is crucial to identify and address issues related to student diversity in schools.<sup>2</sup>

Educational institutions are a medium that is quite effective as an instrument for giving birth to a generation of people who have awareness so they can understand that cultural, ethnic, and religious diversity is a necessity that must be protected and maintained.<sup>3</sup>

Islamic education can play an essential role in forming understanding and tolerance towards diversity. Through religious teachings, students can understand the values of equality, justice, and empathy towards others.<sup>4</sup> Islam teaches moral principles that can be applied in relationships between diverse individuals and groups. Therefore, Islamic education is about understanding religious teachings and using them in a real-world, multicultural context. In this way, Islamic education has great potential to promote tolerance, understanding, and peace among students with diverse religious backgrounds.<sup>5</sup>

According to Ahmad Tafsir in his book, Abdul Majid said that Islamic education is guidance given to someone so that he develops optimally following Islamic teachings.<sup>6</sup> According to Zuhairini, religious education means systematic and pragmatic efforts to help students live according to Islamic teachings. According to Azyumardi Azra, multicultural Islamic education is a philosophical conception based on independence, justice, equality, property rights, and human dignity. Second, it is a process that covers all aspects of school practices, policies, and organizations as a tool to ensure the level of academic achievement of

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<sup>1</sup>Null Ahdar dan Null Musyarif, "Tantangan Pendidikan Islam di Indonesia pada Era Globalisasi," *AL-ISHLAH: Jurnal Pendidikan Islam* vol 17, no. 1 (2019): 13–30.

<sup>2</sup>Mashudi. Mashudi, "Pembelajaran Modern: Membekali Siswa dengan Keterampilan Abad 21.," *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)* Vol 4, no. 1 (2021): 93–114.

<sup>3</sup>Baidhawiy. akiyuddin, *Pendidikan Agama Berwawasan Multikultural*. (Erlangga., 2005).

<sup>4</sup>Ririn Eka Monicha et al., "Penanaman Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Menghadapi Era Milenialdi Sma Negeri 2 Rejang Lebong," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* Vol 6, no. 2 (n.d.): 200.

<sup>5</sup>dan Agus Rahmat. Astiti, Putri, Jenny Ratna Suminar, "Konstruksi Identitas Guru Bimbingan Konseling Sebagai Komunikator Pendidikan," *Jurnal Ilmu Komunikasi* Vol 6, no. 1 (2018): 1.

<sup>6</sup>bdul Majid., *Pendidikan Agama Islam (KBK 2004)*, (bandung: Remaja Rosda Karya, 2004).

students. Third, to strengthen the belief that all students, their life histories, and experiences must be placed at the center of the teaching and learning process.

Multiculturalism in the school environment can give rise to various challenges.<sup>7</sup> This includes cultural conflicts, differences in religious understanding, language, social norms, and customs. Incomprehension or prejudice can arise if efforts are not made to address these challenges. In particular, stereotypes, discrimination, and conflict between diverse groups can disrupt the educational process and create tensions among students and school staff. To achieve an inclusive and harmonious school environment, it is essential to identify and address these challenges of multiculturalism.<sup>8</sup>

In Ameny-Dixon's opinion, it instills the value of multicultural Islamic education as an approach to teaching and learning based on democratic values that affirms various plural cultures in culturally different societies in an interdependent world.<sup>9</sup> Meanwhile, according to Geneva Gay's opinion, multicultural education places more emphasis on democratic life for students.<sup>10</sup>

In overcoming the challenges of multiculturalism in the school environment, it is essential to understand the role Islamic education plays. Multicultural Islamic education integrates religious values with a deep understanding of culture and diversity. This can help students understand and appreciate cultural and religious differences and imbibe the principles of tolerance.<sup>11</sup> Through multicultural Islamic education, students can be empowered to become better citizens in an increasingly diverse society. Therefore, it is essential to identify effective methods and approaches for implementing multicultural Islamic education in the school environment.

This research aims to examine and understand the implementation of multicultural Islamic education in the school environment. Thus, this research will provide deeper insight into how schools integrate multicultural Islamic education into their curriculum and teaching. This objective will be the basis for formulating recommendations and strategies to improve the implementation of multicultural Islamic education in schools, aiming to promote understanding and tolerance of diversity among students. This research includes three main problem formulations, namely:

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<sup>7</sup>and Syarnubi Syarnubi. Martina, Martina, Nyayu Khodijah, “Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran pendidikan Agama Islam di SMP Negeri 9 Tulung Selapan Kabupaten OKI,” *Jurnal PAI Raden Fatah* Vol 1, no. 2 (2019): 164–80.

<sup>8</sup>Azyumardi Azra, *Pendidikan Kewarganegaraan dan Demokrasi di Indonesia, dalam Ikhwanuddin Syarif & Domodo Murtadlo (eds), Pendidikan untuk masyarakat Indonesia baru: 70 Tahun* (Jakarta: Grasindo, 2002).

<sup>9</sup>G. M. Ameny-Dixon, “Mengapa Pendidikan Multikultural Lebih Penting di Perguruan Tinggi Daripada Sebelumnya: A Global Perspective,” 2016.

<sup>10</sup>Geneva Gay, “Pentingnya Pendidikan Multikultural” *Kepemimpinan Pendidikan*, Desember 2003/Januari 2004, n.d.

<sup>11</sup>Shofiah Fitriani, “Keberagaman dan Toleransi Antar Umat Beragama,” *Analisis: Jurnal Studi Keislaman* 20, no. 2 (2020).

- 1) How is multicultural Islamic education implemented in the school environment?
- 2) What challenges are faced in teaching multicultural Islamic education in the school environment?
- 3) What are the teachers' strategies for implementing multicultural Islamic education in the school environment?

Each of these problem formulations will support efforts to answer essential questions to understand the implementation of multicultural Islamic education and overcome the challenges involved.

The main contribution of this research is to provide a deeper understanding of how multicultural Islamic education can be applied in the school environment to overcome multiculturalism. This research will provide an in-depth view of best practices, practical strategies, and efforts that can be improved to improve the understanding and implementation of multicultural Islamic education in the school environment. Thus, this research has the potential to promote a more inclusive, tolerant, and multicultural school environment, as well as prepare the younger generation to face an increasingly complex world with a better understanding of cultural and religious differences, as well as how to live together peacefully in a diverse society.

## RESEARCH METODOLOGY

This research is a literature study in nature. In literature review research or literature study, the main focus is on analyzing and synthesizing theories relevant to the problems being researched. This activity is a mandatory research stage, especially in academic research, which aims to develop theoretical aspects and practical benefits.<sup>12</sup> This research falls under the category of bibliographic research, which focuses on listing data from books written by authors or subject-matter experts in various fields of knowledge or specific publishers.<sup>13</sup>

This research method relies entirely on a literature review or literature study. Data collected and analyzed in research comes from literature and other documentation materials, such as journals, as well as other media sources that were relevant and are still relevant. In this research, two types of data are collected, namely primary and secondary data.<sup>14</sup> Preliminary data is information found in direct sources, while secondary data is information analyzed or presented by previous researchers.

The data collection technique used in this research is a literature study, which involves searching for data relevant to the discussion that is the focus of the investigation. This relevant data was found through various methods, including

<sup>12</sup>Muhammad. Ramdhan, *Metode penelitian*. (Surabaya: Cipta Media Nusantara, 2021).

<sup>13</sup>Zed, Mustika. (2004). *Library Research Methods*. Indonesian Obor Library Foundation

<sup>14</sup>Nanang Martono, *METODE PENELITIAN KUANTITATIF: Analisis Isi dan Analisis Data Sekunder* (Jakarta: RajaGrafindo Persada, 2010).

literature studies and data searches on the internet. The data analysis process in this research uses qualitative analysis techniques, which are carried out deductively and inductively. The deductive approach is used to generalize findings from general theories into specific conclusions. In contrast, the inductive approach is used to detail findings from specific and concrete event facts and then use them as a basis for general decisions.

The goal of this literature review research is to give a thorough look at the theories that are connected to the problem being studied. It will do this by using both first-hand and second-hand data, as well as different types of qualitative analysis methods, such as both inductive and deductive reasoning.

## RESULTS AND DISCUSSION

### A. Implementation of Multicultural Islamic Education in the School Environment.

Islamic education trains students' feelings in such a way that their attitude to life, actions, decisions, and approach to all types of knowledge are influenced by spiritual values and are aware of Islamic ethical values.<sup>15</sup>

Islamic education is not just a transfer of knowledge but rather a system organized on the foundation of faith and piety, a system that is directly related to God. Thus, Islamic education is an activity that deliberately directs a person's development following or in line with Islamic values. Islamic education can be described as a system that brings humans happiness in this world and the hereafter through knowledge and worship.<sup>16</sup>

Implementing multicultural Islamic education in the school environment is urgent, significant, and requires serious attention. This effort aims to create an inclusive society, respect diversity, and reduce levels of prejudice and discrimination. A concrete proof supporting the relevance of this concept can be found at the Makrifatul Ilmi Islamic Boarding School. The Islamic boarding school has succeeded in integrating multicultural Islamic education into its syllabus and implementing it by studying books that emphasize moderate values. In addition, their commitment not to discriminate against students based on their background is an important precedent.<sup>17</sup>

Multicultural Islamic education, as a resolution of inter-religious conflict in Indonesia, can use several approaches in providing education by emphasizing key elements such as inclusivity, equality, democracy, and spiritual values that still uphold religious values. This concept emphasizes the importance of recognizing and respecting differences in the context of Islamic

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<sup>15</sup>Azyumardi Azra, *Muslim Intellectual Essays and Islamic Education*, (Jakarta: Logos Wacana Ilmu, 1998).

<sup>16</sup>Hasan Langgulung., *Principles of Islamic Education*. (Jakarta: Pustaka al-Husna, 1995).

<sup>17</sup>Hasan Langgulung., *Principles of Islamic Education*. (Jakarta: Pustaka al-Husna, 1995).

education, enabling the holistic development of students. The primary mission of multicultural Islamic education is to form a society that can live a harmonious life, respect cultural diversity, and implement equal rights for all its citizens.<sup>18</sup>

As part of multicultural Islamic education, relevant curriculum materials, approaches, methods, and learning models must be used to help students understand the values of openness, togetherness, tolerance, and respect for differences and diversity as natural things that must be accepted and lived with. Students can reduce prejudice and discrimination through various multicultural learning approaches such as contribution methods, additive systems, transformation, decision-making, and social action. Students are empowered as active learning subjects, develop critical thinking skills, and understand and respect cultural diversity. The vital role of teachers in understanding cultural, ethnic, and religious differences is to determine an inclusive learning environment.<sup>19</sup>

Furthermore, formulating educational goals that incorporate multicultural Islamic values into the educational goal hierarchy is crucial. This supports the achievement of student competency effectively.<sup>20</sup> Meanwhile, the application of matters such as getting to know each other, accepting, respecting, and celebrating cultural diversity, as well as education that leads to democratic life and justice, are central elements in the context of multicultural Islamic education.<sup>21</sup>

Implementing multicultural Islamic education in the school environment is an essential step in creating an inclusive learning environment that is responsive to the diversity of cultures, ethnicities, religions, and student backgrounds.<sup>22</sup> The significance of this approach is enormous for establishing a more harmonious society and reducing levels of prejudice and discrimination. Multicultural Islamic education pursues several vital goals, including inclusivity, ensuring that every student feels welcome, appreciating diversity as a valuable asset, and reducing prejudice and discrimination through a better understanding of differences. This approach is integrated into the school

<sup>18</sup>Qurratul A'yuni, Rohimin, dan Nurlalili, "Implementasi Pendidikan Islam Multikultural di Pondok Pesantren Makrifatul Ilmi Bengkulu Selatan.," *INOVATIF: Jurnal Penelitian Ilmu Sosial* Vol 3, no. 3 (2023): 80–90.

<sup>19</sup>Choirul Machfud., "Pendidikan Multikultural. Pustaka Pelajar Jakaria Umro dan Nurhasan, 'Urgensi dan Implementasi Pendidikan Islam Multikultural di Sekolah.," *Jurnal Al-Makrifat* Vol 8, no. 1 (2023): 31–42.

<sup>20</sup>Misbah Misbah, Mispani Mispani, dan Siti Roudhotul Jannah, "Implementasi Pendidikan Agama Islam Berwawasan Multikultural di SMKN 1 Tegineneng Pesawaran.," *Jurnal Berkala Ilmiah Pendidikan* Vol 1, no. 1 (2021): 1–8.

<sup>21</sup>Jakaria Umro dan Nurhasan, "Urgensi dan Implementasi Pendidikan Islam Multikultural di Sekolah.," *Jurnal Al-Makrifat* Vol 8, no. 1 (2023): 31–42.

<sup>22</sup>Tri Wahyudi, "Kurikulum Pendidikan Islam Multikultural (Analisis Taksonomi Tujuan dan Kompetensi Peserta Didik).," *Jurnal PIWULANG* Vol 1, no. 2 (2019): 121.

curriculum, including teaching materials, learning methods, and extracurricular activities that promote multicultural values and maintain religious values.<sup>23</sup>

## B. Challenges Faced in Teaching Multicultural Islamic Education

Various challenges influence the implementation of multicultural Islamic education in the school environment. One of the main challenges is traditional understanding, which is still deeply rooted among students and families. Some families may still practice distancing themselves from society, which goes against the concept of inclusivity and respect for diversity. Apart from that, there needs to be more quality and quantity of human resources, especially educators who understand the idea of multicultural-based Islamic education, which is also an obstacle. Efforts are required to increase the understanding and competence of educators in this matter.<sup>24</sup>

Challenges also include socio-cultural aspects, where there is opposition to multicultural values, especially from community groups with textualist or orthodox views on religion. Political elements also influence the implementation of multicultural Islamic education because the same policy vision between the executive and legislature has not been fully achieved. Globalization introduces tensions between local and global values in the context of multicultural education. Apart from that, Islamic radicalism, which rejects diversity, is a serious obstacle. Differences in views about the relationship between religion and the state also create challenges, especially in developing multicultural education.<sup>25</sup>

Opposition may also arise from groups more textual in understanding Muslims and non-Muslims. Difficulty in achieving a standard view regarding the urgency and implementation of multicultural Islamic education is also an obstacle. The diverse concepts of multicultural education are difficult to reconcile, which can slow down educational practitioners in the field.<sup>26</sup>

To overcome these challenges, collaboration and severe commitment are needed from various parties, including families, educators, educational institutions, and policymakers. This joint effort is necessary to ensure the success and effectiveness of implementing multicultural Islamic education in the school environment, which will positively contribute to creating a society that is more inclusive and respectful of diversity.

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<sup>23</sup>Shofwan Arifin, “Penanaman Nilai-Nilai Pendidikan Islam Multikultural Melalui Mata Pelajaran Aswaja dan Ke-NU-an,” *Jurnal Madaniyah* Vol 11, no. 2 (2021): 199-218.

<sup>24</sup>A’yuni, Rohimin, and Nurlalili, “Implementasi Pendidikan Islam Multikultural di Pondok Pesantren Makrifatul Ilmi Bengkulu Selatan,” *Jurnal Penelitian Ilmu Sosial* Vol 3, no. 3 (2023): 80–90.

<sup>25</sup>Yuli Supriani dkk., “Strategi Pengembangan Pendidikan Multikultural di Lembaga Pendidikan Islam,” *Jurnal Lembaga Pendidikan Islam* Vol 3, no. 20 (2022): 589.

<sup>26</sup>Ainur Rofiq dan Hasanul Muqfy, “Analisis Pendidikan Islam Multikultural sebagai Pemersatu Bangsa,” *MANAGERE: Jurnal Manajemen Pendidikan Indonesia* Vol 1, no. 1 (2019): 47–134.

### C. Teacher Strategies in Teaching Multicultural Islamic Education

Teachers are central to addressing and mitigating negative attitudes and stereotypes that students may have towards different ethnic and racial groups. An approach that has proven effective is the provision of learning materials that can portray group differences in a positive and cohesive manner and the regular use of these materials in the learning process. The approach of using multicultural textbooks together with cooperative learning strategies can facilitate the development of students' positive behavior and perceptions towards diverse racial, ethnic, and cultural groups.<sup>27</sup>

In addition, the views expressed by Permana emphasize the importance of teacher flexibility in adapting learning methods according to the abilities of each student. This concept applies equally, both in the early education stage and at the tertiary level. In this context, an in-positive approach to students following learning material they cannot yet understand has detrimental consequences for their future development. Therefore, teachers are required to always understand and consider the learning stages most appropriate to each student's development and abilities.

From the perspective of Islamic religious education, teachers have a significant role in promoting multicultural education in Indonesia. Teachers have a crucial responsibility to instill the values of democracy, humanism, and pluralism in their students. They must actively build multicultural awareness, empathy, equality, and tolerance among their students. In addition, teachers are required to affirm equal rights and opportunities, regardless of students' cultural or ethnic background, while teaching ethics to build consensus in society. Gender equality is also sought to be emphasized based on religious principles that support equality and women's rights.

When all these dimensions are combined, the teacher's role in developing students' positive behavior towards group differences, including in Islamic religious education, occupies the main stage. They must function as multicultural agents who support the values of pluralism, equality, tolerance, and democracy to create a more inclusive and harmonious society. This is essential to achieving a more inclusive and balanced community in the educational environment.

### CONCLUSION

Implementing multicultural Islamic education in the school environment has great urgency and significance. It aims to create an inclusive society that values diversity and reduces prejudice and discrimination. In this context, the

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<sup>27</sup>Rieke Alyusfitri et al., "Pengembangan Media Pembelajaran Berbasis Macromedia Flash 8 Dengan Pendekatan Contextual Teaching And Learning Pada Materi Bangun Ruang Kelas V SD," *Jurnal Cendekia : Jurnal Pendidikan Matematika* 4, no. 2 (2020): 1281–96



Makrifatul Ilmi Islamic Boarding School has proven that this concept can be integrated into their syllabus and implemented through teaching books that prioritize moderate values while committing to not discriminating against students based on their background.

Multicultural Islamic education emphasizes essential elements such as inclusivity, equality, democracy, and spiritual values harmonizing with religious matters. This approach promotes recognition and respect for differences in the context of Islamic education, enables the holistic development of students, and aims to form a society that lives in harmony, respects cultural diversity, and implements equal rights.

However, the implementation of multicultural Islamic education is faced with various challenges. These challenges include traditional understanding still strong among students and families, a lack of quality and quantity of human resources who understand this concept, socio-cultural opposition, political aspects, globalization, radicalism, and differences in views about religion and the state. Solving this challenge requires serious collaboration and commitment from various parties, including families, educators, educational institutions, and policymakers.

Teachers play a significant role in overcoming these challenges and teaching multicultural Islamic education. They are responsible for providing learning materials that positively reflect group differences, using multicultural textbooks, and implementing cooperative learning strategies to reduce prejudice and discrimination. In addition, teachers must be able to adapt learning methods according to students' abilities without forcing them to follow material they still need to understand. In Islamic religious education, teachers are also responsible for promoting multicultural values and equality.

By working around these problems and getting teachers involved, multicultural Islamic education can be a key part of making the classroom a place where all students feel welcome and where different cultural, racial, religious, and background backgrounds are respected. This could create a more harmonious society and reduce prejudice and discrimination. Multicultural Islamic education offers essential insights into achieving inclusive and equitable educational goals.

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