Teachers' Strategies in Improving Multicultural Aspects in Islamic Religious Education Learning

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Abstrak: Bangsa Indonesia merupakan salah satu negara multikultural terbesar di dunia karena memiliki berbagai macam suku bangsa dan budaya, berbagai macam bahasa dan keyakinan agama. Sehingga diperlukan pendidikan multikultural, yaitu pendidikan yang menghargai perbedaan agar tidak terjadi konflik dan perpecahan. Sikap saling menghargai ini akan menciptakan keberagaman dan kekayaan budaya yang dinamis yang merupakan identitas bangsa dan harus dipertahankan. Salah satu tujuan utama pendidikan multikultural adalah memerangi diskriminasi dan rasisme di masyarakat. Dengan memperkenalkan siswa pada keragaman dan membuka pikiran mereka terhadap cara hidup, kepercayaan yang berbeda, pendidikan multikultural juga dapat membantu menciptakan masyarakat yang lebih toleran dan inklusif. Metode yang digunakan dalam penelitian ini adalah dengan menggunakan metode studi literatur, yaitu suatu metode penelitian dengan mencari atau memperoleh data yang sesuai dengan topik dari literatur-literatur yang relevan baik dari buku, artikel ilmiah maupun jurnal. Dengan hasil dan pembahasan dari penelitian ini yaitu Pertama, pemahaman Multikulturalisme dalam konteks Pendidikan Agama Islam. Kedua, penggunaan metode pembelajaran inklusif, guru perlu menggunakan metode pembelajaran inklusif untuk memastikan partisipasi aktif dan pengalaman belajar yang positif bagi semua siswa, tanpa membedakan berdasarkan latar belakang budaya. Ketiga, membangun pemahaman dan toleransi antar agama, guru harus mendorong pemahaman dan toleransi antar agama di dalam kelas. Keempat, membangun kemampuan pemecahan masalah dan berpikir kritis, guru dapat mendorong siswa untuk mengembangkan kemampuan pemecahan masalah dan berpikir kritis melalui studi kasus dan diskusi yang melibatkan isu-isu multikultural dalam konteks pendidikan agama Islam.

Kata Kunci: Strategi Guru, Multikutural, Pendidikan Agama Islam

Abstract: The Indonesian nation is one of the largest multicultural countries in the world because it has various ethnic groups and cultures, various languages and religious beliefs. So multicultural education is needed, namely education that respects differences so that conflict and division do not occur. This attitude of mutual respect will create dynamic cultural diversity and richness which is the nation's identity and must be maintained. One of the main goals of multicultural education is to combat discrimination and racism in society. By introducing students to diversity and opening their minds to different ways of life, beliefs, multicultural education can also help create a more tolerant and inclusive society. The method used in this research is to use the literature study method, namely a research method by searching for or obtaining data appropriate to the topic from relevant literature, whether from books, scientific articles or journals. With the results and discussion of this research, namely First, understanding Multiculturalism in the context of Islamic Religious Education. Second, the use of inclusive learning methods, teachers need to use inclusive learning methods to ensure active participation and positive learning experiences for all students, without distinguishing based on cultural background. Third, building understanding and tolerance between religions, teachers must encourage understanding and tolerance between religions in the classroom. Fourth, building problem solving and critical thinking skills, teachers can encourage students to develop problem solving and critical thinking skills through case studies and discussions involving multicultural issues in the context of Islamic religious education.

Keyword: Teacher strategy, Multicultural, Islamic Religious Education

Introduction

Indonesia is a country that has a very large population and a variety of ethnicities and cultures, as well as different levels of diversity. Therefore, Indonesia is one of the largest multicultural countries in the world because it has diverse ethnicities and cultures, diverse

languages, and diverse religious beliefs (Latifah et al., 2021). The diversity that the Indonesian people have inherited is a gift of cultural wealth that is not their own. But on the other hand, this can cause conflicts caused by existing cultural differences. In recent years, conflicts that have occurred between ethnic and religious groups have shown that, as a nation with many cultures, we have not been able to understand and interpret the diversity around us. Every time diversity is criticized and used as a reason for conflict(Ilyasin & Tohet, 2020).

There are cultural differences that cause many of these conflicts. So, to solve this problem in various fields of social, political, cultural, economic, and education, we need to find a special approach. Thus, multicultural education is an alternative path that uses educational strategies and concepts based on utilising the diversity that exists in the surrounding community, especially ethnic, cultural, linguistic, religious, social status, ability, age, and racial diversity. The main purpose of this approach is to ensure that learners can not only understand the subject but also have greater opportunities to raise awareness and always behave humanist, pluralist, and democratic (Biesta, 2015).

Multicultural education is very fundamental in the realm of schools, especially elementary schools, because elementary schools are the first level in the world of education (Banks, 2013). How teachers provide material about various cultures, ethnicities, races, and religions to their students Thus, it is necessary to instill an attitude of tolerance towards students in the scope of learning with the aim of fostering a sense of respect for one another. both in terms of differences in religious beliefs, ethnicity, and culture, as well as language, and being able to become a multicultural society. In this case, the role of the teacher is very important, namely by teaching multicultural education(Bahri, 2019).

The education process depends on the teacher. A teacher must be able to educate students to live well and benefit themselves, their families, and the community around them. A teacher not only has the responsibility of providing knowledge (transfer of knowledge) to students or conveying knowledge through subjects, but also must be able to create a learning process centred on moral values. This means the process of formation and education through the transfer of values, which is an aesthetic and ethical process. A teacher is not allowed to force or interfere with students. Instead, a teacher must give learners the freedom to learn according to their interests and abilities, learn from each other, and also work together with other learners to discuss and explain subjects (Iqbal, 2013).

Therefore, multicultural education is related to the principles contained in Law No. 20 of 2003 concerning the national education system, especially Chapter III, Market 4, paragraph 1

which reads, "Education is organised in a democratic, equitable, and non-discriminatory manner by upholding human rights, religious values, cultural values, and national progress." Reconstructionism believes that education should be democratic, involving all learners without any distinction(Malović & Vujica, 2021).

There are three reasons that support this idea of multiculturalism in Islamic religious education, including: First, Islam teaches to respect, recognise, and appreciate the existence of others. Second, Islamic brotherhood is not limited to one group. Third, Islam believes that the closeness, purity, and devotion of a servant are the highest values. Therefore, an Islamic religious teacher is expected to be able to understand and apply the values of multicultural education in their work so that they can build a civilization that is democratic, tolerant, fair, and harmonious, along with other human values(Sumarna et al., 2021).

Methodology

The author uses a method in this research, namely the study literature method, which is a research method by searching for or obtaining data in accordance with the topic from relevant literature, both books, scientific articles, and journals.

Theoretical Framework

1. Understanding Multicultural Education

Etymologically, multicultural education consists of the terms education and multicultural. Education means a planned and deliberate learning process to achieve certain goals in terms of the knowledge, skills, and attitudes of individuals. Multiculturalism can also be interpreted as a concept or mindset where there is a diversity of cultures and customs that are united in one community or region. Multicultural education is an educational approach that respects the diversity of cultures, religions, languages, and social backgrounds in learning. So multicultural education emphasises equality and mutual respect between individuals from different backgrounds and encourages awareness of diversity as a wealth that must be preserved and appreciated(Nugroho, 2019).

James Banks is an education expert known for his work in multicultural curriculum development. According to him, multicultural education is an educational system that integrates teaching from various cultures and social, ethnic, and religious diversity. The main goal of multicultural education, according to Banks, is to offer equality, justice, and understanding between different groups. James Banks also argues that multicultural education should provide opportunities for all learners to learn about the culture and history of minority groups and give respect to cultural diversity (Utami, 2017)

Multicultural education aims to create an inclusive learning environment that respects differences and promotes a better understanding of the cultural and social diversity that surrounds us. In multicultural education, learners are taught to be able to understand and appreciate various differences and develop the ability to work together with people from different backgrounds. Therefore, one of the main goals of multicultural education is to combat discrimination and racism in society. By introducing students to diversity and opening their minds to different ways of life and beliefs, multicultural education can also help to create a more tolerant and inclusive society(Sulaiman et al., 2022).

2. Principle of Multicultural Education

The multicultural principle in islam are as follows (Winata et al., 2020) : First equality, Which means the basic rights of a person relating to a person to take action based on his life choices. Islam guarantees equal rights and the continuity of human civilization as part of maintaining its existence. Basically, the essence of the issue of human rights revolves around the relationship between humans as individuals and society. Relationships that protect equality and human rights are part of the teachings of Islam. Islam does not recognise social classes and castes in society because all humans are equal. In fact, Islamic values include equality of status and respect for fellow human beings in all situations(Saihu et al., 2022).

Second Tolerance, Multicultural principle that is the basis of Islam. Islamic teachings teach unity and mutual respect, even though they have different religions and beliefs. Equanimity is an attitude of tolerance towards people who have different beliefs and beliefs with fellow Muslims or non-Muslims. Each of them is a religious believer who can perform their religious ceremonies calmly and without fear. The behaviour of social interactions that are open and familiar with one another explains the attitude of tolerance in Islam as found in the Qur'an. The existence of differences in ethnicity, race, culture, religion, and one's background is not for them to insult each other but to get to know each other.

As in the words of Allah SWT, in Surat Al-Hujurat verse 13, it shows that Allah SWT has created humans to get to know each other, not to hate each other and mock or insult each other. Because in the eyes of God, all are the same. A servant also does not deserve to feel himself higher than others, not only between nations, tribes, or skin colours but also between sex or gender. Thus, being tolerant will bring peace and tranquilly to our lives. In the Quran, it has been explained that God teaches his servants to always do good to each other by tolerating and fostering unity in differences, because the differences of each individual who is not packed with a sense of unity will cause various conflicts(Rosniati & Mahyudin, 2020).

Third humanity, Where Islam has explained the existence of human values that must be protected and fought for goodness and justice. The Qur'an explicitly states that its appearance is a guide for humans. Thus, all the laws contained in it must refer to human values. If there are no human values, there will be no peace, and the value of truth will be complete. The Qur'an has clearly stated in Surah Al-Hasyr verse 23, which explains the peaceful way of life that humans must take in order to avoid destruction, including the mention of one of Allah's names, As-Salam, which means the Most Peaceful(Rohmah et al., 2023).

Fourth Prioritise Dialogue, Which considers dialogue as a multicultural principle that must be applied to everyone to achieve peace. Islam teaches the importance of talking to each other to solve various problems that arise in life. Interfaith dialogue is a way of communicating that prioritises tolerance, cultivates openness, and fosters respect for one another (Ibrahim, 2015). Five justice, justice is a fundamental multicultural principle because it relates to the basic aspects of human life and includes respect and self-recognition as worthy subjects for a diverse society. Justice is an inherent value and a consequence of the structure of human thought. Every person is born not only able to distinguish between good and bad but also able to distinguish between what is just and what is unjust. Islam has taught that justice can be done anytime and anywhere(Warsah et al., 2019).

For example, the Qur'an uses different meanings for words or terms related to justice. Even a word used to indicate the right side or point of view does not always come from the root word 'adl. The concept of justice has been explained in the Qur'an Surah An-Nahl verse 90. It is explained in the verse that Allah Swt has emphasised in his three commands to do justice, apply ihsan, and give to relatives, which aim to maintain friendship and strong kinship. These three things are very important for a peaceful life between fellow humans. The verse also explains that Allah SWT strictly forbids his servants to do abominable things and munkar (al-baghy) (Putri & Mulyani, 2022).

3. Multicultural Education Approach

The concept of multicultural education in the national curriculum refers to a foundation that utilises the cultural diversity of learners as material in developing the philosophy, objectives, elements, curriculum, and learning environment. It aims to enable learners to utilise their own culture in understanding and developing ideas, attitudes, abilities, and skills, as well as moral values that support the formation of national character(Siahaan et al., 2023).

(Mahfud, 2004) states that in order to design multicultural education for a complex and heterogeneous society with the diversity of groups, cultures, tribes, and so on, There are several

approaches that can be used in the process of multicultural education, including(Firmansyah, 2022)
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First, Important to distinguish between education and schooling and between multicultural education and formal school programs. By viewing education as a holistic transmission of culture, educators can escape the false assumption that they are the only ones responsible for and able to develop the culture of their students. Instead, school programmes should be relevant to the learning in the school, so that it becomes the responsibility of all parties(Anggraeni et al., 2023).

Secondly, In an effort to avoid the view that equates culture with ethnic groups, teachers should stop associating culture only with relatively independent groups. Instead, a more appropriate approach in multicultural education is to recognise that people from different ethnic groups engage in the same activities continuously; thus, this approach is expected to inspire multicultural education to avoid stereotypes in viewing learners based on their ethnic identity, and instead, this approach can gain a more comprehensive understanding of the similarities and differences between learners from different ethnic groups.

To develop competence in a new culture generally requires interaction with individuals who already possess such competence. Therefore, if we were to support ethnically segregated schools, this would contradict the goal of multicultural education, which is to promote intergroup solidarity and discourage socialisation in the new culture. Keep in mind that education that emphasises cultural pluralism cannot be logically equated with multicultural education. Third, multicultural education can improve skills in various cultures, but the decision to adopt a culture depends on proportionally appropriate situations and conditions(Ok et al., 2022).

Fourth, education, whether formal or informal, can increase awareness of one's own skills or expertise in culture. Such recognition can help us avoid tricultural thinking or divisions between indigenous and non-indigenous people. Integrating personality into cultural learning allows learners to understand, internalise, and renew these concepts throughout the learning process (Agustian, 2019). Therefore, the values can be absorbed naturally through daily activities. If these values are also instilled through school culture, then it is possible that learners' character development can be formed more effectively(Patimah et al., 2022).

The purpose of multicultural education is to study the diversity of Indonesian culture so that students can understand and appreciate the differences in ethnicity and culture in Indonesia. Meanwhile, multicultural education generally applies a variety of different approaches. Here are some examples of approaches that can be applied in multicultural education, namely (Hajiannor et al., 2023):

a. Historical approach, an approach that assumes that the material taught to learners is based on events that have occurred in the past. The aim is for learners to have a comprehensive frame of mind going back in time so that they can reflect on the material to deal with the present or future. In this way, the material taught can be critically assessed and can change dynamically

b. Sosiological approach, this approach can be explained as an approach that assumes a contextualization process of past or current events. In this approach, the material taught must always be relevant to the times, so that it is not manipulative and indoctrination can be avoided because the framework used is always in accordance with current conditions. Therefore, this approach ensures that the material taught remains current and in line with the times.

c. Cultural approach ,this approach emphasises respect for the authenticity and traditions that develop. With this approach, learners can distinguish between traditions that are authentic and those that are not. As a result, learners can understand the difference between Arabic traditions and those of Islamic origin(Abidin & Murtadlo, 2020).

d. Psychological approach, this approach is to pay attention to the psychological situation of individuals individually and separately. In this sense, each learner is considered a unique individual with different characters and abilities and needs to be considered carefully.

e. Aesthetic approach, an approach that involves teaching learners about the importance of polite, peaceful, and friendly behaviour, as well as appreciating beauty. If the material is taught doctrinally and the authority of truth is imposed, learners will tend to be rude. Therefore, this approach is needed so that learners can appreciate all phenomena that occur in society as part of the dynamics of life that have artistic and aesthetic values.

f. Gender-Prespective approach, this approach aims to educate students not to distinguish someone based on gender because gender is not a factor that affects a person's ability to achieve success. This approach seeks to eliminate all forms of social stereotypes in the school environment that position women below men(Hifza et al., 2020).

Implementing these six approaches in education and culture can facilitate the emergence of multicultural awareness(Sechandini et al., 2023). However, there are many other approaches that can also be implemented for the same purpose(Wajdi & Tobroni, 2020). The multicultural approach can foster relationships between teachers and learners, especially in terms of attitudes, knowledge, skills, and respect for one another, and improve relations between races or tribes. As stated by Tilaar, multicultural education activities are not focused on race, culture or religion but on small groups in order to be able to interact with large or large groups (Banks, 1993).

4. Teachers' Effort in Providing Multicultural Education in Islamic Religious Education Learning

    The efforts that can be made by teachers in developing the process of multicultural education in Islamic religion education are (Abidin & Murtadlo, 2020):

    a. Teachers create an active learning environment with the aim of stimulating the mindset of their students.

    b. Teachers give observation tasks to their students by observing the multicultural atmosphere or situation outside the classroom.

    c. Teachers should provide interpretation or understanding to their students with the aim of being able to learn the meaning of a difference.

    d. Teachers should develop conflict resolution activities.

    e. The teacher provides an understanding of mutual respect, mutual trust, and openness in interaction or in thinking.

    f. Teachers integrate the values of multicultural education into their students (Cherng & Davis, 2019)

    The values contained in multicultural education for students include the following: First, the value of being open (inclusive), namely that the truth followed by a group is also followed by other groups, Second, the value of prioritising dialogue, namely providing mutual respect without harming each party, Third, the value of humanity (Humanist), which upholds plurality, heterogeneity, and diverse humans. Fourth, the value of tolerance, namely mutual respect for one another, has been stated in human rights. Fifth, the value of helping, namely being a social human being. Sixth, the value of justice. seventh, the value of equality and brotherhood, namely establishing ukhuwah within the nation and between nations (Sipayung & Dwiningrum, 2020). Therefore, it is necessary to instill multicultural values in students in order to create students who have multicultural education in the community, and teachers must try to understand the character and culture of each student.

5. Challenges of Multicultural Islamic Education

    As for running multicultural Islamic education, there are challenges in developing it, including:

    a. The concept of understanding Islamic education that has not been implemented in a kaffah manner, whether it concerns creed, worship, muamalah, or history. With this, the understanding has not been universal, which will result in the emergence of exclusivism, fanaticism, and apologetic attitudes.

b. The implementation of Islamic religion education is only focused on the theoretical, which is just mastering the material and memorization, emphasising indoctrination, and more inclined to the cognitive domain.

c. The Islamic religion education curriculum used is a model of separated subject curriculum that is conservative and has not included sacred and ethnic values. Namely, it tends to emphasise formal worship, in the sense that there is no emphasis on material that refers to the importance of respecting cultural diversity (Susanto, 2017).

d. the globalization factor. Fifth, the Islamic radicalism movement that does not want freedom and pluralism (insisting on maintaining religious orthodoxy) (Legenhausen, 1999).

In addition to the challenges of running multicultural Islamic education, there are supporting and inhibiting factors in developing Islamic religious education with multicultural insight. The supporting factors in developing Islamic religious education are as follows (Patimah et al., 2022):

a. There is a structural and theological basis in the Qur'an and Hadith for multicultural values, which include the values of honesty and responsibility, justice, equality, democracy, solidarity, compassion, peace, tolerance, and amar ma'ruf nahi munkar.

b. The implementation of multicultural values in Islamic educational institutions

c. The establishment of a Religious Harmony Forum (FKUB) that serves as a place to solve problems of inter-religious communication and cooperation(Malla et al., 2021).

Factor as an obstacle in developing Islamic religious education with multicultural insight as follows : First, there is a mistake in understanding the concept of multiculturalism in Islamic Religion Education learning. Second, there is still fanaticism towards old ideas. Thirdh, in teaching, the curriculum and methods are not well conceptualised and clear(Abidin & Murtadlo, 2020).

Result and Discussion

As for the results of the analysis based on the data that has been obtained, there are several things that need to be considered. Among them are the following: To begin, teachers must have a thorough understanding of multiculturalism in the context of Islamic Religious Education. So students must understand and respect the diversity of religions, cultures, and traditions that exist in their class. Second, teachers need to use inclusive learning methods to ensure active participation and positive learning experiences for all students without differentiating based on cultural backgrounds. Teachers and learners can use approaches such as group discussions, collaborative projects, or case

studies that involve multicultural aspects in Islamic Religious Education learning.

Third, to build interreligious understanding and tolerance, teachers must encourage interreligious understanding and tolerance in the classroom. Teachers can facilitate discussions and open dialogue about the differences and similarities between religions and teach about the importance of mutual respect and harmonious coexistence. Fourth, by building problem-solving and critical thinking skills, teachers can encourage students to develop problem-solving and critical thinking skills through case studies and discussions involving multicultural issues in the context of Islamic religion education. This can help students understand the complexity of a multicultural world and train them to face challenges they may encounter in the future.

Conclusion

Multicultural education is an educational approach that respects the diversity of cultures, religions, languages, and social backgrounds in learning. So multicultural education emphasises equality and mutual respect between individuals from different backgrounds and encourages awareness of diversity as a wealth that must be preserved and appreciated. One of the main goals of multicultural education is to combat discrimination and racism in society. By introducing students to diversity and opening their minds to different ways of life and beliefs, multicultural education can also help to create a more tolerant and inclusive society.

The importance of instilling multicultural education values in students in learning is that students are able to form attitudes, behaviours, and characters that they will be able to appreciate, respect, tolerate, and do business well with friends or communities that are different in religious beliefs, ethnicity, culture, or language. Before providing multicultural education, what teachers do is take an approach that includes a historical approach, a sociological approach, a cultural approach, a psychological approach, an aesthetic approach, and a gender perspective approach.

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