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STRATEGIES OF ISLAMIC EDUCATION TEACHERS IN INSTILLING MULTICULTURAL VALUES IN STUDENTS

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ABSTRACTS

This study explores the role of Islamic Education (PAI) teachers in instilling multicultural values among students in Indonesia, a country known for its cultural, religious, and ethnic diversity. Through various teaching strategies such as group discussions, media and technology use, cross-cultural activities, and the integration of Islamic values, PAI teachers foster tolerance, respect, and inclusivity. These methods help students understand that diversity is not a threat but an asset that enhances social and cultural life. However, challenges such as limited curriculum time, resistance from certain communities, and a lack of teacher training hinder the effective implementation of multicultural education. To address these challenges, the study emphasizes the importance of teacher training programs focused on multiculturalism, the continuous development of an inclusive curriculum, and greater support for cross-cultural activities. The study concludes that with proper training and institutional support, PAI education can serve as a powerful tool in shaping a more tolerant and inclusive generation. This paper provides recommendations for improving multicultural education in PAI, advocating for the integration of multicultural values into both the curriculum and classroom practices, ultimately contributing to a more harmonious society amidst Indonesia's diversity.

A. INTRODUCTION

Indonesia is a nation renowned for its extraordinary cultural, religious, and ethnic diversity. This pluralism, however, presents challenges in fostering a harmonious society, especially amidst the rising cases of intolerance and conflict (Nur, 2019). Social harmony remains an essential goal in the face of ongoing friction between groups with differing beliefs and practices. As the world's most populous Muslim-majority country, Indonesia holds unique potential to exemplify how Islamic teachings can encourage peaceful coexistence. However, this potential is often undermined by societal tensions rooted in misunderstandings and prejudice (Rosyad, 2019).

The increasing frequency of conflicts be it cultural, religious, or ethnic highlights the urgency for educational interventions that promote understanding and tolerance. These tensions manifest in disputes ranging from local disagreements to national incidents of communal violence (UBAIDILLAH, 2020). Education, as a transformative social tool, has long been recognized as a critical avenue for addressing issues of multiculturalism. Through education, values such as respect, tolerance, and empathy can be instilled, ensuring the younger generation grows up with an inclusive mindset (Ardiansah, 2021). Within Indonesia, the role of Islamic Education (PAI) is particularly pivotal. Islamic teachings emphasize universal values such as justice, compassion, and equality, making PAI a powerful vehicle for promoting multicultural awareness (Fita Mustafida, 2020).

PAI teachers are uniquely positioned to influence their students' perspectives on diversity. Beyond teaching doctrinal knowledge, they can guide students to embrace differences as a natural and enriching aspect of life (Mahfuds & Husna, 2022). However, embedding multicultural values in Islamic education is not without its challenges. Many schools face structural constraints, including rigid curricula and limited teacher training in multicultural pedagogy. (Gunawan, 2022) These challenges hinder the ability of educators to adequately address issues of diversity. Conservative paradigms within certain educational institutions further exacerbate these challenges. In such settings, the emphasis on rigid religious interpretations often overshadows the broader, universal messages of Islam that advocate for peace and coexistence.

On a more positive note, several schools have demonstrated how creative strategies can effectively integrate multicultural values into the curriculum. For instance, case studies and cross-cultural exchanges have proven to be impactful in fostering empathy among students. Group discussions, another popular method, encourage students to articulate their perspectives while learning to value opposing viewpoints. This interactive learning process promotes critical thinking and helps students internalize the importance of diversity (Samsudin, 2021). Cross-cultural activities, such as visits to different places of worship, offer experiential learning opportunities. These experiences enable students to directly engage with and appreciate traditions outside their own cultural contexts (Ardiansah, 2021).

Despite these promising initiatives, the integration of multicultural education in Indonesia remains uneven. While some schools excel in fostering inclusivity, others lag behind due to systemic and ideological barriers. (Fita Mustafida, 2020) The lack of professional development opportunities for PAI teachers is a persistent issue. Without proper training, educators often struggle to design lessons that effectively convey multicultural values (Rosyad, 2019). Additionally, the absence of a standardized multicultural curriculum in Islamic education exacerbates the problem. In many cases,

the implementation of multicultural values depends heavily on individual teacher initiatives (UBAIDILLAH, 2020).

The rapid changes in societal dynamics also pose challenges. Increasing globalization has brought new cultural influences, making it even more crucial for educators to equip students with skills to navigate and appreciate diversity. (Nur, 2019) The sociopolitical context further complicates these efforts. Political movements that exploit religious and ethnic differences often undermine educational campaigns aimed at promoting inclusivity. (Gunawan, 2022) Nonetheless, the potential impact of multicultural education on fostering national unity cannot be overstated. By nurturing a generation that values diversity, education can contribute significantly to reducing social tensions (Mahfuds & Husna, 2022).

Multicultural education also aligns with the principles of the Indonesian Constitution and Pancasila, which emphasize unity amidst diversity. Islamic education serves as a complementary force in realizing these national ideals. The integration of Islamic values with multicultural principles is not only feasible but also necessary. Quranic teachings, such as the emphasis on mutual respect in Surah Al-Hujurat (49:13), provide a robust foundation for such efforts. (Fita Mustafida, 2020) Moreover, the Prophet Muhammad's inclusive approach to governance, as exemplified in the Charter of Medina, offers historical evidence of Islam's capacity to support multiculturalism.

The incorporation of such examples in PAI curricula can make lessons more relatable and impactful. When students see the relevance of these teachings to contemporary issues, they are more likely to embrace them (Ardiansah, 2021). The role of parents and communities in supporting multicultural education is also crucial. Collaborative efforts between schools and local communities can reinforce the values taught in classrooms. (Gunawan, 2022) Policymakers must recognize the importance of investing in teacher training programs and curriculum development to ensure a standardized approach to multicultural education (Rosyad, 2019).

In the long term, such efforts can transform educational institutions into spaces that actively promote social harmony. Schools can become microcosms of the inclusive society Indonesia aspires to be. (Mahfuds & Husna, 2022) Ultimately, the success of multicultural education in Islamic schools depends on a collective commitment from educators, policymakers, and society at large. By prioritizing this agenda, Indonesia can pave the way for a future where diversity is celebrated as a strength rather than perceived as a challenge.

On the other hand, some schools have successfully implemented creative strategies to integrate multicultural values into learning. PAI teachers in these schools have developed various innovative approaches, such as group discussions, case studies, and cross-cultural collaborations. These strategies help students perceive diversity as an asset rather than a threat. Focusing on PAI teachers at the junior high school level, this study explores how they implement multicultural-based teaching methods. Furthermore, this article also discusses the challenges faced and proposes solutions for improving the effectiveness of teaching.

This research is essential for providing insights to policymakers and education practitioners in developing more inclusive approaches. In the long term, strengthening multicultural education is expected to foster a generation that is more tolerant, inclusive, and capable of living harmoniously amid diversity. Hence, this research is not only relevant for PAI teachers but also for all stakeholders in the field of education. The

findings of this study are hoped to serve as inspiration for reinforcing the role of education as a tool for social reconciliation within Indonesia's diverse society.

B. METHOD

This study employed a qualitative approach with a case study design (Lexy J. Moleong, 2019). This approach was chosen because it enables an in-depth exploration of how Islamic Education (PAI) teachers integrate multicultural values into the learning process. The research focused on a junior high school (SMP) setting characterized by a heterogeneous student body in terms of religion, ethnicity, and culture.

In addition to conducting interviews, direct classroom observations were carried out to examine how teaching strategies were applied. These observations included analyzing the interactions between teachers and students, the use of instructional materials, and students' responses to learning activities. Field notes from these observations were then analyzed to identify patterns in teaching practices.

Curriculum documents and lesson plans (RPP) were also analyzed to understand the extent to which multicultural values were integrated into the PAI subject matter. These data provided essential context for understanding the background behind the strategies employed by the teachers.

Data analysis was conducted thematically using the stages of data reduction, categorization, and interpretation. Data validity was maintained through methodological triangulation, by comparing findings from interviews, observations, and document analyses. Additionally, data confirmation was sought by requesting feedback from the informants. The findings from the analysis were then organized into key themes, such as teaching methods, implementation challenges, and the impact of these strategies on students. These themes served as the foundation for discussion and recommendations presented in this article.

It is hoped that this research approach will provide a comprehensive overview of how PAI teachers can act as agents of change in instilling multicultural values in their students. By employing a systematic methodology, this study contributes to the development of theory and practice in multicultural education.

C. RESULT AND DISCUSSION

The Role of Islamic Education Teachers in Multicultural Education

Islamic Education (PAI) teachers hold significant responsibility for instilling multicultural values in students. As educational agents, PAI teachers not only convey religious material but also embed Islamic values that support diversity, such as tolerance, justice, and brotherhood. In this context, religious education serves as a bridge to introduce universal values relevant to students' daily lives in a pluralistic society. PAI teachers, therefore, play a crucial role in shaping students' perspectives on diversity and promoting an inclusive mindset. By embedding core Islamic teachings, such as the equality of all human beings in the eyes of God, PAI educators have the opportunity to foster a deep understanding of the importance of mutual respect and peaceful coexistence (Samsudin, 2021).

Moreover, PAI teachers are tasked with creating a learning environment that encourages students to engage with diverse perspectives and value differences. The application of Islamic teachings such as the concepts of rahmah (compassion), adl (justice), and ukhuwah (brotherhood) helps students develop empathy and appreciation for people from various ethnic, cultural, and religious backgrounds. PAI, in this sense, becomes not only a subject about individual faith but a means to cultivate social harmony, reinforcing the idea that Islam provides a comprehensive framework for peaceful interaction in a multicultural society (Rosyad, 2019). Teachers are, thus, essential in facilitating discussions and activities that allow students to explore these values in practice, encouraging them to act as responsible and respectful members of a diverse community.

One approach used is the integration of multicultural values into religious lessons. For example, the teacher explains how the Prophet Muhammad (peace be upon him) treated people from various backgrounds with fairness and respect. Stories such as the Charter of Medina are utilized to illustrate the importance of coexistence in diversity. These narratives not only highlight the historical foundations of Islamic values but also provide concrete examples that resonate with students. By linking religious teachings to real-world situations, PAI educators can help students understand that embracing diversity is not only a cultural necessity but a religious obligation (Fita Mustafida, 2020).

Group Discussion Methods

Group discussion methods have proven to be one of the most effective ways to instill multicultural values. PAI teachers divide students into heterogeneous small groups, allowing them to engage in dialogue about issues such as religious, cultural, or ethnic diversity. By creating a space for students to express their thoughts in a collaborative setting, these discussions encourage active participation and the exchange of diverse ideas. This method helps break down stereotypes and prejudices, as students are exposed to perspectives and experiences that may differ from their own, leading to greater empathy and understanding. (Mahfuds & Husna, 2022) Through this process, students are not only able to discuss theoretical concepts of tolerance and respect but are also able to engage in meaningful interactions that challenge and expand their worldview.

Through these discussions, students learn to understand others' viewpoints and accept differences as a natural part of life. By analyzing various perspectives, students

are encouraged to recognize the value of diversity in a multicultural society. This is particularly important in Indonesia, where religious, ethnic, and cultural diversity is a defining feature of society. As students navigate these conversations, they come to realize that difference is not something to be feared but something to be embraced and celebrated. By teaching students to respect and learn from each other's differences, group discussions foster an inclusive learning environment where all students feel heard and valued. (Rosyad, 2019) This collaborative approach to learning helps students not only appreciate diversity but also develop the skills to navigate and thrive in a multicultural world.

The Use of Media and Technology

PAI teachers also utilize media and technology to support multicultural learning. Documentary videos, infographics, and interactive presentations provide tangible illustrations of Indonesia's cultural and religious diversity. Through these media, students can directly observe how diversity can be a strength in building a harmonious society. The use of media also allows students to be more actively involved in the learning process. For example, teachers may ask students to create short videos about their own culture or their classmates' cultures. Such activities help students appreciate the importance of respecting others' cultural identities.

Through these media, students can directly observe how diversity can be a strength in building a harmonious society. Interactive presentations that showcase the contributions of different cultural and religious communities in Indonesia can inspire students to think about the positive aspects of multiculturalism. For example, multimedia content highlighting how different groups celebrate common national holidays or engage in collaborative community projects fosters a sense of shared identity and mutual respect. Such media-driven approaches enable students to move beyond theoretical knowledge and observe firsthand the practical benefits of living in a multicultural society. (Rosyad, 2019) These resources also help students see the interconnections between cultural practices and national unity, further enhancing their appreciation for diversity.

The use of media also allows students to be more actively involved in the learning process. For example, teachers may ask students to create short videos about their own culture or their classmates' cultures. This participatory approach encourages students to engage with their own heritage while learning about the cultural backgrounds of their peers. By producing and sharing these videos, students not only learn to respect the identities of others but also develop skills in media literacy, collaboration, and creativity. Additionally, such activities allow for self-reflection, as students examine their own cultural values and how they relate to those of others. These assignments create a dynamic classroom environment where students actively contribute to building a more inclusive and empathetic community. (Mahfuds & Husna, 2022)

Cross-Cultural Activities

In addition to classroom learning, PAI teachers often organize cross-cultural activities outside the classroom. Visits to different places of worship, cultural festivals, or interfaith dialogues offer students firsthand experiences of living side by side in diversity. These cross-cultural activities not only enrich students' understanding of diversity but also foster empathy and respect for differences. For example, students visiting a church or a temple have the opportunity to learn about religious practices different from their own, broadening their horizons.

These cross-cultural activities not only enrich students' understanding of diversity but also foster empathy and respect for differences. When students visit a church, temple, or Buddhist monastery, they are not only learning about religious practices but also experiencing the emotions, values, and traditions that are important to members of those communities. These activities provide a personal and emotional connection to diversity that is difficult to replicate in the classroom. Such experiences allow students to challenge preconceived notions or stereotypes they may have had, and to develop a more nuanced and empathetic view of others. (Gunawan, 2022) By observing the rituals and lifestyles of different faiths, students learn to see diversity as an opportunity to learn, rather than something that divides people.

For example, students visiting a church or a temple have the opportunity to learn about religious practices different from their own, broadening their horizons. These visits offer a space for students to ask questions and engage in dialogue with religious leaders or community members, creating an open environment where differences are discussed respectfully. Such cross-cultural experiences also promote collaboration and understanding, as students from different backgrounds work together to navigate and discuss these experiences. Teachers often facilitate these activities with structured reflection sessions afterward, helping students process what they have learned and discuss how these insights can contribute to building a more tolerant and inclusive society. (Samsudin, 2021) These activities underscore the importance of religious pluralism and demonstrate how shared values can lead to peaceful coexistence.

Utilizing Islamic Values

When teaching multiculturalism, PAI teachers frequently refer to relevant Qur'anic verses and hadith. For instance, the verse about the creation of humankind from various nations and tribes (Qur'an 49:13) is used to emphasize that diversity is part of God's plan. This verse is often cited to help students understand that diversity is not something to be feared or resisted, but rather something that reflects the divine wisdom and design. By focusing on the idea that people were created with different backgrounds to learn from one another and coexist peacefully, PAI teachers can help students appreciate diversity as a natural and enriching part of the human experience. (Rosyad, 2019) This Qur'anic perspective encourages students to see differences not as barriers but as opportunities for growth and mutual understanding.

Hadiths about the importance of mutual respect are also commonly referenced to teach tolerance to students. For example, the famous hadith, "None of you truly believes until he wishes for his brother what he wishes for himself" (Sahih al-Bukhari), underscores the value of empathy, mutual respect, and solidarity. PAI teachers often use this hadith to emphasize the importance of respecting others' differences and treating them with fairness and kindness. These teachings align closely with the values

of multiculturalism, promoting inclusivity, social justice, and peaceful coexistence. When students learn that these values are embedded in the teachings of Islam, they are more likely to internalize them and apply them in their interactions with others.(Samsudin, 2021)

By drawing on Islamic values, students understand that their religious teachings are in harmony with multicultural principles. This helps dispel the notion that diversity conflicts with their religious beliefs. In fact, Islamic values like justice (adl), equality (musahabah), and compassion (rahmah) provide a robust ethical framework for promoting social harmony in diverse societies. PAI teachers often point out that the Qur'an encourages respect for all of humanity, regardless of their faith, race, or background, thereby reinforcing the idea that Islam supports the values of tolerance and coexistence central to multiculturalism.(Fita Mustafida, 2020) This connection between religious teachings and multicultural principles fosters a sense of inclusivity among students and encourages them to embrace diversity as a religious obligation, not just a social necessity.

Challenges Faced by PAI Teachers

Despite the effectiveness of these strategies, PAI teachers face various challenges in implementing them. One primary challenge is the lack of time in the teaching schedule. A packed curriculum often makes it difficult for teachers to incorporate multiculturalism lessons, as the focus is primarily on religious content and meeting national educational standards. As a result, teachers struggle to find adequate time to engage students in discussions and activities related to diversity and inclusivity.(Gunawan, 2022) In many cases, the integration of multicultural education becomes an afterthought, squeezed between the already demanding requirements of the curriculum. This time constraint can significantly hinder the depth and effectiveness of multicultural teaching efforts in the classroom.

Additionally, some teachers encounter resistance from the school environment or community members who do not fully support multicultural education. In particular, certain cultural or religious groups may hold conservative views that prioritize religious homogeneity over multiculturalism. For example, some parents or community leaders believe that teaching about other religions or cultural practices could undermine their children's faith or cultural identity.(Samsudin, 2021) This resistance can manifest in subtle ways, such as parental objections to certain materials or activities, or more overt actions like complaints to school administrators. Such challenges require PAI teachers to navigate the delicate balance between promoting inclusivity and respecting local cultural and religious sensibilities.

Overcoming such challenges requires careful approaches and constructive dialogue. Teachers need to work closely with parents, community leaders, and school administrators to build a shared understanding of the importance of multicultural education. This dialogue is crucial in clarifying that teaching about other religions and cultures does not diminish the value of one's own faith but instead enriches students' perspectives, helping them become more empathetic and open-minded. In some cases, teachers have found that providing examples from Islamic history, such as the Prophet Muhammad's interactions with people of different faiths, can help alleviate concerns. By framing multicultural education within the context of Islamic teachings, teachers

can encourage acceptance and collaboration, making it easier for the wider community to embrace the goals of multicultural education. (Rosyad, 2019)

The Importance of Teacher Training

To address these challenges, teacher training is essential. Training programs can help teachers gain a deeper understanding of multicultural concepts and develop effective teaching strategies. Without proper training, teachers may struggle to address the nuances of multiculturalism and diversity in their classrooms, especially in contexts where there may be resistance or limited resources. Professional development programs focused on multicultural education provide teachers with the tools they need to create inclusive learning environments, understand diverse student needs, and incorporate multicultural values into their teaching. These programs can also equip teachers with the skills to deal with sensitive issues such as interreligious conflicts or cultural misunderstandings. (Fita Mustafida, 2020)

Training also provides opportunities for teachers to share experiences and learn from best practices implemented by their colleagues. This collaborative approach to professional development not only enhances individual teachers' effectiveness but also helps build a school-wide culture of inclusivity. By learning from one another, teachers can share innovative methods for integrating multicultural education into their existing curriculum, and discuss the challenges they face in their specific teaching environments. Peer collaboration allows for the exchange of practical solutions and the adaptation of teaching strategies that have been successful in other contexts. (Gunawan, 2022) These shared experiences create a community of practice that can support teachers throughout their careers as they continue to refine their multicultural teaching methods.

Moreover, teacher training programs that incorporate ongoing support and mentorship can make a significant difference in how effectively teachers integrate multicultural values into their classrooms. Continuous professional development ensures that teachers are not only equipped with initial knowledge but also have access to updated resources and strategies that reflect the changing needs of students and society. For example, workshops on the integration of technology and media in multicultural teaching, or sessions on managing diverse classrooms, can help teachers stay relevant and adaptable. These training opportunities enable teachers to create dynamic, student-centered learning experiences that foster empathy, critical thinking, and a deep appreciation for diversity. (Samsudin, 2021)

Impact on Students

The implemented strategies have shown positive effects on students. Many students who initially lacked an understanding of diversity begin to exhibit more tolerant and inclusive attitudes. Through structured activities such as group discussions, cross-cultural visits, and the integration of Islamic values, students develop a deeper sense of empathy and respect for others. For instance, students who once viewed cultural and religious differences as barriers to friendship and cooperation begin to see these differences as opportunities for learning and growth. This shift in perspective helps students move beyond stereotypical views and fosters a more inclusive and harmonious school environment. (Mahfuds & Husna, 2022)

They become better at interacting with peers from different backgrounds and appreciating diversity as an asset rather than a threat. When students are exposed to diverse perspectives through classroom discussions or extracurricular activities, they begin to understand that cultural and religious diversity enriches their lives rather than diminishes their sense of belonging. As students become more comfortable engaging with peers from different backgrounds, they develop stronger interpersonal skills and learn how to collaborate effectively across differences. This improvement in social skills is not only beneficial in the school context but also equips students to navigate and thrive in a diverse society.(Samsudin, 2021)

Furthermore, the impact of these strategies extends beyond the classroom, shaping students' attitudes and behaviors in the broader community. Students who have engaged in multicultural education programs are more likely to exhibit inclusive behaviors in their everyday lives, such as advocating for social justice, promoting equality, and standing against discrimination. The skills and values they acquire through these strategies contribute to the development of active, responsible citizens who can contribute to building a more just and tolerant society.(Gunawan, 2022) This long-term impact underscores the importance of incorporating multicultural education into the core curriculum, as it not only influences students' academic growth but also shapes their ethical and social development.

Developing a Multicultural-Based Curriculum

Developing a curriculum that supports multicultural education is also crucial. An inclusively designed curriculum provides guidance for teachers to integrate multicultural values into Islamic Education. This approach ensures that multicultural education becomes a systematic and consistent component of the learning experience, rather than being left to the discretion of individual teachers. By embedding multicultural principles into the curriculum, schools can ensure that all students, regardless of their teachers or subjects, are exposed to the values of tolerance, respect, and understanding. This not only strengthens the overall educational experience but also guarantees that multicultural education is prioritized across all levels of learning.(Rosyad, 2019)

Moreover, a well-structured multicultural curriculum helps teachers understand how to incorporate these values into their daily teaching practices without feeling overwhelmed or unprepared. The curriculum can include specific learning objectives that focus on the importance of cultural diversity, interfaith dialogue, and social justice, allowing teachers to seamlessly integrate these topics into their lessons. For instance, the curriculum might provide frameworks for discussing global conflicts, religious tolerance, or cultural exchange, giving teachers concrete tools for addressing complex issues in the classroom.(Mahfuds & Husna, 2022) This support reduces the burden on teachers and enables them to approach multicultural education with confidence and clarity.

In addition, a multicultural-based curriculum also encourages the development of culturally relevant teaching materials that reflect the diverse backgrounds of students. By incorporating texts, resources, and examples from various cultures and religions, the curriculum can offer students a more comprehensive and representative view of the world. This is particularly important in a diverse country like Indonesia, where students may not always see their own culture or beliefs reflected in the

traditional curriculum. A multicultural curriculum can address this gap by including diverse voices and perspectives, making learning more meaningful and relevant to students' lives. (Gunawan, 2022) This not only enhances students' understanding of their own cultural heritage but also fosters respect and appreciation for the histories and traditions of others.

Collaboration with the Community

PAI teachers can also collaborate with the local community to support multicultural education. For example, inviting religious or cultural figures to speak in class can provide richer perspectives for students. These guest speakers bring first-hand experiences and insights about their own religious practices, cultural traditions, and the challenges they face in a multicultural society. By interacting with these figures, students can hear diverse stories and learn how different cultural and religious communities contribute to the fabric of Indonesian society. This interaction broadens students' understanding of diversity and encourages them to respect and appreciate traditions that may be different from their own. (Samsudin, 2021) Moreover, it allows students to engage in meaningful dialogues that challenge stereotypes and misconceptions, fostering greater empathy.

Such collaborations also help foster better relationships between schools and the broader community. When schools engage local leaders, parents, and community members in educational activities, it creates a sense of shared responsibility for promoting multicultural values. Community collaboration helps strengthen the connection between students and their wider social environment, ensuring that the principles of inclusivity and diversity are not limited to the classroom but are actively practiced in the community. This partnership can also facilitate joint projects, such as cultural festivals or interfaith dialogues, that further promote mutual respect and understanding among different groups. (Gunawan, 2022) By integrating community resources into the learning process, schools can provide students with a more holistic and grounded education that is reflective of the diverse world around them.

Furthermore, community collaboration enhances the relevance of multicultural education by aligning school activities with local realities. In many communities, particularly in areas with significant ethnic or religious diversity, students may encounter prejudices and conflicts outside the school environment. Collaboration with community leaders can help address these issues by providing students with role models who exemplify how to navigate and resolve conflicts in a peaceful, inclusive manner. For example, local religious leaders can share their experiences of promoting interfaith dialogue, and community elders can offer wisdom on building unity in diverse societies. Such initiatives not only reinforce the values taught in the classroom but also empower students to apply these principles in real-life situations, thereby fostering a culture of peace and cooperation. (Rosyad, 2019)

Evaluation and Feedback

Evaluating the strategies used is also important to ensure their effectiveness. Teachers can use various evaluation methods, such as surveys, interviews, or group discussions, to gather feedback from students. These methods provide teachers with valuable insights into how students perceive the lessons and whether the multicultural values being taught resonate with them. For example, surveys can be designed to assess

students' understanding of key concepts such as tolerance, cultural diversity, and interfaith dialogue. Similarly, group discussions can allow students to reflect on what they have learned, express any challenges they encountered, and share their personal experiences regarding the multicultural activities. By actively engaging students in the evaluation process, teachers can gain a clearer picture of the strategies that are most impactful in fostering a multicultural mindset (Mahfuds & Husna, 2022).

This feedback is then used to improve and refine future teaching strategies. Based on the responses gathered from students, teachers can identify areas where further clarification or reinforcement is needed. For example, if students express confusion about certain cultural practices or fail to understand the significance of religious diversity, teachers can adjust their teaching methods accordingly. They might incorporate more visual materials, bring in guest speakers, or create more interactive activities that address these gaps. Additionally, feedback can help teachers understand the emotional and cognitive impact of their lessons, allowing them to fine-tune their approaches to be more inclusive and engaging for all students. (Gunawan, 2022) By continually refining their methods, teachers ensure that multicultural education remains relevant and effective in helping students develop a deeper understanding of diversity.

Moreover, regular evaluation and feedback contribute to fostering a culture of continuous improvement within the school. Teachers who engage in reflective practices, such as assessing the success of their multicultural strategies and seeking constructive feedback, set an example for their students. This iterative process helps to maintain a dynamic learning environment where both teachers and students can adapt to evolving challenges and opportunities related to multiculturalism. It also encourages teachers to stay informed about the latest trends and research in multicultural education, which can be integrated into their teaching practices. Ultimately, this ongoing cycle of evaluation, feedback, and adaptation ensures that multicultural education evolves alongside the changing needs of students and society, reinforcing its importance as a tool for social harmony (Samsudin, 2021).

D. CONCLUSION

Islamic Education (PAI) plays a crucial role in instilling multicultural values among students, especially in countries like Indonesia, which have a high degree of religious, cultural, and ethnic diversity. Through various teaching strategies, such as group discussion methods, media and technology use, and cross-cultural activities, PAI teachers can cultivate inclusive and tolerant attitudes in students. These strategies help students understand that diversity is not a barrier but an asset that enriches their social and cultural lives.

However, the implementation of multicultural education in PAI is not without challenges. PAI teachers often face obstacles such as limited time in the curriculum, resistance from parents or the community, and a lack of professional training in teaching multicultural values. Therefore, teacher training focused on understanding cultural, religious, and ethnic diversity is essential to ensure that teachers possess the necessary skills and knowledge to effectively teach multiculturalism. Additionally, the development of a more inclusive curriculum and greater support for cross-cultural activities are needed to make multicultural education an integral part of the education system.

The success of multicultural education in the classroom depends on continuous evaluation and feedback, which allow teachers to adjust their teaching methods and address emerging challenges. Through constructive assessment, teachers can refine their strategies to ensure that multicultural values are effectively taught to students. Moving forward, it is essential for the government and schools to support the development of inclusive curricula, provide adequate teacher training, and increase cross-cultural activities involving the community. With these measures, Islamic education can not only teach students religious values but also shape a generation that is more tolerant, inclusive, and ready to live harmoniously in a diverse society.

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