

Date Received : November 2024
Date Revised : December 2024
Date Accepted : January 2025
Date Published : January 2025

IMPLEMENTATION OF MULTICULTURAL VALUES IN ISLAMIC RELIGIOUS EDUCATION AT MAS DARUL MURSYID

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Keywords:

Multiculturalism,
Islamic Religious
Education,
Implementation of
Values

ABSTRACTS

This study aims to analyze the implementation of multicultural values in Islamic Religious Education (PAI) at the Private Madrasah Aliyah (MAS) Darul Mursyid. Multiculturalism is an essential concept for fostering tolerance and harmony among religious communities in Indonesia; however, its implementation still requires special attention within the educational context. The research was conducted using a descriptive qualitative method, employing data collection techniques such as observation, in-depth interviews, and document analysis. The research subjects included PAI teachers, the head of the madrasah, and students at MAS Darul Mursyid. The findings indicate that the implementation of multicultural values in the PAI curriculum is carried out through several approaches: (1) the development of an inclusive curriculum, (2) dialogic and interactive teaching methods, (3) emphasis on values of togetherness and mutual respect, and (4) extracurricular activities that support multicultural understanding. The study reveals that PAI teachers have integrated multicultural values into lesson plans (RPP) by employing teaching strategies that promote tolerance, inclusivity, and mutual understanding. Success indicators include an enhanced understanding among students of religious, cultural, and ethnic diversity, as well as the development of mutual respect among members of the school community. The implications of this research highlight the need for the continuous development of PAI teaching models to internalize multicultural values. Recommendations from the study include curriculum refinement, teacher training, and the development of more participatory teaching methods.

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A. INTRODUCTION

Multiculturalism encompasses two complex concepts: "multi," meaning plural, and "culturalism," which relates to culture. The term "plural" implies variety, as pluralism does not merely mean recognizing the existence of diversity but also carries political, social, and economic implications. Therefore, pluralism is associated with democratic principles in global or ethical societies. Many countries claim to be democratic but do not recognize pluralism in their social fabric, resulting in various forms of segregation. Pluralism is closely related to the right to life for different community groups, each of which has its own distinct culture (Ambaruddin, 2016). Multiculturalism is an essential concept within the context of Indonesia's diverse educational landscape. Islamic Religious Education (PAI) holds a strategic role in instilling values of tolerance, mutual understanding, and respect for cultural and religious diversity. MAS Darul Mursyid, as an educational institution within a diverse community, presents an interesting case for examining the implementation of multiculturalism in its curriculum. At its core, multiculturalism is a philosophy that emphasizes the recognition and respect for cultural, ethnic, religious, and social diversity within society. In the realm of education, this concept goes beyond being a theoretical discourse; it is a fundamental requirement for fostering awareness and mutual understanding among students (Banks, 2016).

Islamic Religious Education (PAI) plays a strategic role in shaping students' character, not only by helping them understand religious teachings but also by fostering attitudes of tolerance, mutual respect, and appreciation of diversity. In the multicultural context of Indonesia, implementing multicultural values is crucial for creating social harmony and building an inclusive understanding among the younger generation (Azra, 2007). Multicultural education is a concept, idea, or philosophy that encompasses a set of beliefs and explanations recognizing and valuing the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, and opportunities for individuals, groups, and nations. In different contexts, there are several concepts of multicultural education (Ismail, 2013):

- a. Multicultural education is a method of teaching diversity.
- b. Multicultural education teaches inclusivism, pluralism, interfaith relations, and mutual respect among people and cultures, which are prerequisites for ethical living and civic participation. It integrates studies on facts, history, culture, values, structures, perspectives, and contributions of all groups into the curriculum to build a richer, more complex, and accurate understanding of human conditions across time, space, and culture.
- c. Multicultural education explores the particular and universal aspects of cultural studies, seeking to understand cultures and societies in their own contexts and perspectives. It promotes comparative analysis, rational evaluation of cultural differences and similarities, and builds bridges between cultures, providing a basis for human connection.
- d. Multicultural education opposes untested assumptions, biases, and misconceptions about human differences and similarities. It involves reflective critique and exploration of these issues to pave the way for cross-cultural communication and promote fair and constructive action towards cultural differences. For practical and ethical reasons, students and teachers must learn to communicate, live, and collaborate effectively and peacefully with those who are culturally different. This type of education aims for

students at all levels—from elementary to higher education—to grow in a world free from prejudice, bias, and discrimination based on religion, gender, race, skin color, culture, class, and so on, enabling them to pursue their goals and realize their aspirations in life.

e. Multicultural education as education for people of color, exploring differences as an inevitable reality (sunnah Allâh).

f. Multicultural education is a response to the diversity of school populations, advocating for equal rights for every group. It also includes all students regardless of their gender, ethnicity, race, culture, social class, or religion.

g. Multicultural education is a progressive approach to transforming education, thoroughly addressing deficiencies, failures, and discriminatory practices within the educational process.

h. Multicultural education is grounded in the concepts of social justice and equality in education. In Islamic doctrine, there is no discrimination based on ethnicity, race, or other factors. All humans are equal, and what distinguishes them is their piety toward Allah SWT. In Islam, multicultural education reflects the high value placed on knowledge, with no distinction between individuals in the pursuit of learning.

i. Multicultural education is a teaching strategy applied across all subjects by incorporating cultural differences among students, such as ethnicity, religion, language, gender, social class, race, ability, and age. It also trains and develops students' character to be democratic, humanistic, and pluralistic within their environments.

j. Multicultural education should facilitate a learning process that shifts from an essential, prejudiced, and discriminatory monocultural perspective to a multicultural perspective that values diversity, promotes tolerance, and openness. This paradigm shift requires transformation beyond the cognitive dimension.

The concept of multiculturalism should not be confused with the concept of ethnic or cultural diversity, which is characteristic of plural societies. Multiculturalism emphasizes cultural diversity within equality. It is an ideology that acknowledges and celebrates differences, advocating equality both individually and culturally (Haryati, 2009). In simple terms, multiculturalism is a concept where a community, in a national context, acknowledges and embraces diversity—be it in ethnicity, religion, or culture. It is a concept that asserts that a plural and diverse nation is one enriched with varied cultures (Muhiddirun, 2013). The importance of multicultural education becomes even more urgent when considering the reality of Indonesian society, which is characterized by ethnic, religious, language, and cultural differences. With a population nearing 210 million, Indonesia's cultural diversity includes over 13,000 islands, 300 ethnic groups speaking nearly 210 languages, and various religions, with thousands of sects, some accepted by society and others considered deviant (although the term "deviant" remains contentious) (Mania, 2010).

MAS Darul Mursyid, as a religious educational institution, faces unique challenges in integrating multicultural values into its Islamic Religious Education curriculum. This requires a comprehensive and systematic approach to produce graduates who possess not only deep religious competencies but also a strong sense of national awareness and an inclusive attitude (Tilaar, 2009). Amidst the cultural, ethnic, and religious diversity present in Indonesia, education plays a crucial role in fostering awareness and understanding of multicultural values. Multiculturalism is not merely the recognition of diversity but also includes efforts to appreciate and celebrate these

differences in everyday life. In the context of education, particularly in Islamic Religious Education (PAI), the implementation of these values is essential for cultivating a generation that is tolerant and respectful. MAS Darul Mursyid, as an educational institution committed to shaping students' character and morals, has the responsibility to integrate multicultural values into the PAI curriculum. Islamic Religious Education not only teaches religious beliefs and practices but also prepares students to understand and value the diversity around them. Through this approach, it is expected that students will develop attitudes of tolerance, empathy, and openness to differences.

This study aims to explore how multicultural values are implemented in the PAI lessons at MAS Darul Mursyid and to analyze their impact on students' attitudes and behaviors. With a deeper understanding of this implementation, it is hoped that this research will contribute to the development of a more inclusive curriculum and support the creation of a harmonious and tolerant society in the future. This study aims to identify, analyze, and evaluate the implementation of multicultural values in the PAI learning process at MAS Darul Mursyid. Through this research, it is hoped that a theoretical and practical contribution can be made to the development of an educational model capable of instilling multicultural awareness from an early stage.

B. METHOD

The research uses a descriptive qualitative method with a case study design at MAS Darul Mursyid. Descriptive qualitative research is a research method aimed at depicting and explaining phenomena or conditions occurring in the field in a deep and comprehensive manner through the collection of data in the form of words, descriptions, or narratives. This approach emphasizes the natural collection of data in a natural setting, focusing on a deep understanding of social reality, behavior, perceptions, motivations, and human interactions within a specific context.

This study involves research subjects consisting of 3 Islamic Religious Education teachers, 25 students from class XI.1, including 12 male and 13 female students, and the headmaster of MAS Darul Mursyid. All students come from diverse ethnic, cultural, and customary backgrounds, making it highly suitable for a study on multiculturalism conducted in this class. The data collection techniques include participatory observation, where the researcher is directly involved in the activities being observed, and in-depth interviews regarding multiculturalism in Islamic Religious Education lessons for students at MAS Darul Mursyid.

This method prioritizes the collection of qualitative data, such as in-depth interviews, observation, and document analysis. Interviews were conducted directly with the research subjects, namely the Islamic Religious Education teachers: Mr. Ali Sakti Rambe, S.Pd.I, Mrs. Rodiah, S.Pd.I, and Mrs. Kartini, S.Pd.I. The interviews focused on the curriculum and teaching materials, methods of teaching multiculturalism, and feedback on the outcomes of multicultural education. Additionally, in-depth interviews were conducted with the headmaster of MAS Darul Mursyid, Mr. Mukmin, S.Pd., regarding the curriculum, the implementation of values, challenges faced by teachers when teaching multiculturalism, and the positive impacts of multicultural education.

The observation conducted involved observing the interactions between students from different cultural backgrounds and examining how the Islamic Education teacher taught the topic of multiculturalism in class XI.1. Documentation related to multiculturalism in this research was carried out by analyzing official school

documents, such as the curriculum, guidebooks, and policies that support multiculturalism. With the application of a descriptive qualitative method in this research, it is expected that a better understanding can be obtained regarding the implementation of multiculturalism in the educational environment, especially at MAS Darul Mursyid, thereby helping to build students' awareness about cultural, ethnic, religious, and socio-background diversity existing in society, which helps students understand that differences are natural and valuable. Furthermore, through the application of this method, we aim to enhance multiculturalism practices at MAS Darul Mursyid as a recommendation for Islamic religious education teachers to further develop teaching techniques, particularly concerning multiculturalism content.

By employing a descriptive qualitative method, this research aims to provide a comprehensive and in-depth overview of how multiculturalism is implemented at MAS Darul Mursyid, starting from the multicultural practices applied in the school and seeking to understand the significant impact of multicultural content through an analysis of how intercultural interactions take place within the school.

C. RESULT AND DISCUSSION

Findings

A. Implementation of Multiculturalism at MAS Darul Mursyid

In the context of research on the implementation of multicultural values in Islamic Religious Education at MAS Darul Mursyid, the focus is on the process of integrating and applying multicultural values in the curriculum and teaching methods. This aims to create a learning environment that respects the cultural, religious, and background diversity of students. This integration involves several important aspects, including:

- 1) **Curriculum Development:** Teaching materials that reflect cultural and religious diversity, and connect them with universal Islamic teachings. This helps students see the relevance of multicultural values in the context of their religion. Multiculturalism Curriculum Development is a systematic and ongoing process for designing, compiling, and implementing an educational curriculum that comprehensively integrates the values of diversity, tolerance, and respect for differences in culture, ethnicity, religion, and social backgrounds in the overall structure and content of education. The main objectives of developing a multiculturalism curriculum are to facilitate understanding and appreciation of cultural diversity, to instill the values of tolerance, empathy and cooperation among students, to provide equal opportunities for all students to learn and develop. Then there are also principles in curriculum development, including **Relevance:** The curriculum must be in accordance with the needs and background of students, then **Diversity:** The curriculum must reflect cultural, ethnic and socio-economic diversity, then **Equality:** The curriculum must provide equal opportunities for all students.
- 2) **Learning Methods:** Using varied and interactive approaches, such as group discussions, collaborative projects, and activities that involve students from different backgrounds. These methods aim to encourage active student participation and strengthen their understanding of multiculturalism. In the context of multicultural education, there are several learning methods that can be applied to instill the values of tolerance, mutual respect, and understanding of cultural diversity. Here are some learning methods that can be used: **Cooperative Learning** This method encourages

students to work together in small groups consisting of students with diverse cultural backgrounds. Through interaction and collaboration, students can learn to respect differences and build mutual understanding. **Project-Based Learning** Students are given projects that require them to interact and collaborate with peers who have different backgrounds. Through these projects, students can learn to appreciate different perspectives and develop cross-cultural communication skills. **Problem-Based Learning** Students are confronted with social or cultural problems that require solutions involving various points of view. This method encourages students to think critically, respect differences, and seek solutions that appreciate diversity. **Experiential Learning** Students are involved in direct experiences, such as visits to different cultural communities or cross-cultural activities. Through these experiences, students can build empathy, understanding, and appreciation for diversity. **Culture-Based Learning** The curriculum and learning materials are developed by incorporating diverse cultural content. Students can learn and appreciate various traditions, values, and cultural perspectives that exist in their environment. The application of these learning methods can help create a more inclusive learning environment, respect diversity, and encourage students to develop a positive attitude towards multiculturalism

- 3) **Character Education:** Through the integration of these values, students are taught to develop tolerant and empathetic attitudes, which are crucial in a diverse society. In the context of multicultural learning, character education plays a crucial role in instilling values of tolerance, empathy, and mutual respect among students. The main objectives of character education in multicultural learning are: **Developing understanding and appreciation of cultural diversity** Students are expected to understand, respect, and appreciate the cultural differences that exist in their environment. **Developing attitudes of tolerance and empathy** Students are expected to be open-minded, tolerant, and have empathy towards people from different backgrounds. **Instilling the values of justice and equality** Students are expected to treat others fairly and equally without discriminating based on their background. **Encouraging cross-cultural cooperation and communication** Students are expected to collaborate and communicate effectively with peers who have cultural differences. Through character education integrated into multicultural learning, it is expected to help students develop a personality that respects diversity and is able to interact positively in a multicultural society.

The multiculturalism implementation strategy can be defined as a series of systematic and planned steps taken to realize values, principles and practices that respect cultural diversity in an environment, both in the sphere of education, organizations and society. The implementation strategy of multiculturalism is not merely a theoretical approach, but a concrete practice for building a harmonious society, where diversity is viewed as a strength and an opportunity for collective growth, rather than a threat. Its primary focus is to create a space where differences are not just tolerated, but genuinely appreciated, understood, and celebrated as an integral part of the rich and complex human experience. The translation maintains the philosophical depth and nuanced perspective of the original text, emphasizing the transformative potential of embracing diversity beyond mere tolerance. It captures the essence of seeing differences as a source of enrichment rather than division, and highlights the goal of creating a more inclusive and understanding social environment. The MAS Darul Mursyid Multiculturalism Implementation Strategy can be seen at Table. 1

Table 1. The MAS Darul Mursyid Multiculturalism Implementation Strategy

No	Integrasi Materi	Metode Pembelajaran	Praktik Sosial
1	Using examples of cases of diversity in teaching materials	Heterogeneous group discussion	Exchange Languages and Cultures
2	Discusses the history of Islam which respects differences	Case study with the theme of harmony	Respect differences between peers/groups
3	Brings cross-cultural perspectives to the interpretation of materials	Simulation of dialogue between people	Visiting an Orphanage even if you come from a different faith

B. Implementation Barriers

As a developing country, making education one of the strategic means in efforts to build the national identity is a good, relatively appropriate, and promising step. Providing a decent education that seems suitable and compatible to build our nation can be achieved through a multicultural education model. In this regard, multicultural education offers an alternative by implementing strategies and educational concepts based on utilizing the diversity present in society, especially among students, such as ethnic, cultural, linguistic, religious, social status, gender, ability, age, and racial diversity. However, behind this, there are obstacles, such as the limitation of teachers' understanding (Mania, 2010). The limited understanding of teachers in implementing the values of multiculturalism in Islamic Religious Education at MAS Darul Mursyid can be a significant barrier in creating an inclusive and harmonious learning environment. Several factors contributing to this limitation include:

Lack of Knowledge about Multiculturalism: Many teachers may not have a deep understanding of the concept of multiculturalism and how these values can be integrated into the curriculum. Without adequate knowledge, teachers will struggle to teach and apply the principles of multiculturalism in the context of religious education.

Stereotypes and Prejudices: The limited understanding may also be caused by the presence of stereotypes or prejudices against certain groups. If teachers have biased views, this can affect the way they teach the material and interact with students from different backgrounds. These stereotypes can hinder the creation of a respectful atmosphere in the classroom.

Traditional Teaching Methods: Many teachers still use conventional and non-interactive teaching methods that do not support the development of multicultural values. Methods that do not involve discussion or collaboration among students can reduce opportunities to understand and appreciate differences.

Limited Resources: The availability of educational resources that support multicultural teaching is also an important factor. If schools do not provide relevant teaching materials or training for teachers, their understanding and ability to implement these values will be limited.

Analysis/Discussion

The implementation of multiculturalism in Islamic Religious Education (PAI) at MAS Darul Mursyid shows significant progress in shaping a tolerant attitude. The comprehensive approach taken has been able to transform students' understanding from mere knowledge into an active attitude of appreciating differences. Based on the research findings, the implementation of multiculturalism in Islamic Religious Education (PAI) at MAS Darul Mursyid shows significant progress in forming a tolerant attitude through several dimensions. The findings can be seen in Table 2.

Table 2. Findings and Implementation of Multiculturalism in Islamic Religious Education (PAI) at MAS Darul Mursyid

No	Application	Impact	Progress
1	Fundamental changes in the way students understand the concept of diversity	1) From normative understanding to substantive understanding.	95%
		2) Shifting the focus from formal differences to universal human values.	95%
		3) Developing critical awareness of diversity as a divine law (Sunnatullah)	95%
2	Tolerance Attitude	1) Increased ability for cross-group dialogue.	95%
		2) Reduction of primordial prejudices.	90%
		3) Emergence of deep empathy towards different groups	95%
3	Psychological Impact on Students	1) Reduction in prejudiced attitudes	90%
		2) Increase in social sensitivity	95%

The implementation of multiculturalism in Islamic Religious Education (PAI) at MAS Darul Mursyid shows significant progress in shaping tolerance attitudes among students, as can be seen from the impact and progress results. The approach taken by the school is comprehensive, focusing not only on teaching theory but also on developing attitudes and behaviors that respect differences. One important aspect of this implementation is the transformation of students' understanding. Previously, their understanding may have been limited to knowledge about diversity. However, through interactive and inclusive teaching methods, students are encouraged to actively participate in appreciating differences. This includes discussions, group activities, and projects that involve various cultural and religious backgrounds.

With this approach, students not only learn about diversity but also develop an active attitude in appreciating differences. They are taught to see diversity as a strength, not an obstacle. This is crucial in the context of Indonesia, which is rich in culture and religion, where tolerance is key to living together harmoniously. Overall, the implementation of multiculturalism in PAI at MAS Darul Mursyid has not only increased students' knowledge about diversity but also fostered a deeper attitude of tolerance. In this way, the school contributes to the formation of a more inclusive generation that appreciates differences, which is vital in a multicultural society like Indonesia. Multicultural Education at MAS Darul Mursyid is a concept that emphasizes cultural diversity within a society or country. In the context of Islamic Religious Education (PAI) at MAS Darul Mursyid, the implementation of multiculturalism can be carried out in several ways, including:

1. **Inclusive PAI Curriculum**

The Islamic Religious Education curriculum needs to be designed inclusively, considering the diverse backgrounds of students. The learning materials should not focus on just one cultural or religious tradition but should also encompass perspectives from various other cultures and religions. This can help students understand and appreciate differences. This curriculum acknowledges and values the differences among students, whether related to ethnicity, religion, culture, gender, socio-economic status, or ability. The aim is to create a learning environment where every student feels respected, valued, and included. To achieve this, the PAI curriculum should not focus solely on one religious or cultural tradition but should encompass various perspectives from different cultures and religions. This can help students understand the shared values held by diverse beliefs and cultures, as well as promote tolerance, mutual respect, and empathy. Key components of an inclusive PAI curriculum include: **Diverse Learning Materials:** The curriculum should integrate resources that represent various cultural and religious perspectives. This could include religious texts, stories, and examples from different Islamic traditions, as well as insights from other religions and cultures that encourage cross-cultural understanding. **Culturally Relevant Teaching:** Teaching methods should be adaptable to the diverse backgrounds of students. For example, teachers can use examples, case studies, and real-world situations that align with the cultural and religious experiences of students. This approach helps make the content more relevant and engaging for all learners. **Promoting Respect for Differences:** The inclusive curriculum should actively promote values of tolerance, respect, and understanding of diversity. Through discussions, group activities, and collaborative projects, students learn to appreciate the differences within their community and the world at large. **Encouraging Active Participation:** The inclusive PAI curriculum encourages all students to participate in discussions and activities, ensuring that everyone's voice is heard and valued. This fosters an environment where students can learn from each other's experiences and perspectives, enhancing their social and emotional growth. **Addressing Social Issues:** The curriculum should also address current social issues, such as discrimination, inequality, and social justice, through the lens of Islamic teachings. By discussing these topics, students can learn how to apply their religious and moral values to address real-world challenges and promote

harmony in society. Overall, the inclusive PAI curriculum is designed not only to teach students about Islamic values but also to instill a deeper understanding and appreciation of the diversity present in their communities. By integrating these elements, the curriculum helps shape students into respectful, open-minded individuals who are ready to engage positively in a multicultural world.

2. Multicultural-Based Learning Approach

In the process of Islamic Religious Education, educators can apply an approach that promotes multicultural values. For instance, using methods such as discussions, case studies, or projects involving students from various backgrounds. This can facilitate interaction and understanding between different groups. Culturally relevant teaching is an approach in the teaching and learning process that considers and integrates students' cultural backgrounds into the learning materials. This is crucial in the context of Islamic Religious Education (PAI) to create an inclusive and enjoyable environment for all students. Here are some key points regarding culturally relevant teaching:

Understanding Students' Backgrounds

Culturally relevant teaching begins with a deep understanding of students' backgrounds, values, and cultural experiences. By knowing the diversity in the classroom, educators can adjust their methods and teaching materials to make them more familiar and easier for students to understand.

Using Culturally Relevant Examples and Contexts

Using examples, case studies, and situations from students' cultures can help make the learning material more engaging and easier to grasp. For example, when teaching Islamic values, teachers can use stories or examples from students' everyday lives that are relevant to their cultural contexts.

Integrating Cultural Traditions and Practices

Appreciating and integrating students' cultural traditions and practices into PAI learning can enhance their sense of belonging and engagement. For instance, if students have specific traditions for celebrating religious holidays, teachers can invite students to share those experiences in class, creating a more vibrant learning atmosphere.

Encouraging Discussion and Idea Exchange

Culturally relevant teaching also encourages students to engage in discussions and interact with one another. By creating spaces for students to share their views and experiences, teachers can help them understand differing perspectives and strengthen mutual respect.

Applying Active Learning Methods

Teachers can use active learning methods that involve students directly in the learning process. For example, through collaborative projects, simulations, or role-playing activities that take themes from students' cultures. This approach not only makes learning more enjoyable but also enhances students' social and emotional skills.

Valuing Diversity in Assessment

In assessments, it is important to value diversity and allow students to express their understanding in ways that align with their culture. For example, students can be given the freedom to present their understanding of the material through art, music, or other cultural forms of expression. By applying culturally relevant

teaching, the teaching and learning process in religious education can become more effective and enjoyable. This approach not only helps students better understand the material but also fosters mutual respect and appreciation for diversity in society.

3. **Integration of Multicultural Issues in Islamic Religious Education Materials**

Islamic Religious Education learning materials can integrate issues related to multiculturalism, such as cultural diversity, tolerance, and conflict resolution. This can help students understand the importance of respecting differences and promote attitudes of mutual respect.

4. **Development of Multicultural Competencies for Islamic Religious Educators**

Islamic Religious Education educators need to have multicultural competencies, which involve the ability to understand, appreciate, and manage diversity within the context of teaching. This can be achieved through training, workshops, or professional development programs focused on multiculturalism.

5. **Application of Dialogical Approach in Islamic Religious Education**

Islamic Religious Education can implement a dialogical approach, where students are encouraged to engage in discussions and exchange different ideas. This can help students develop critical thinking skills, empathy, and a better understanding of differences.

D. CONCLUSION

The implementation of multicultural values in Islamic Religious Education (PAI) at MAS Darul Mursyid is essential for creating an inclusive and harmonious learning environment. Through this approach, students are not only taught about Islamic teachings in depth but also introduced to the cultural and religious diversity present in society. Here are some key points from this conclusion: **Appreciation of Diversity:** Islamic Religious Education that integrates multicultural values teaches students to appreciate ethnic, cultural, and religious differences. By understanding and respecting diversity, students can develop tolerant attitudes and mutual respect for one another. **Inclusive Curriculum:** The development of the PAI curriculum at MAS Darul Mursyid, which includes various cultural and religious perspectives, demonstrates a commitment to providing relevant and adaptive education. A diverse curriculum helps students understand universal values shared across different traditions and cultures. **Active and Participatory Learning Methods:** Using active and participatory learning methods allows students to be directly involved in the learning process. Discussions, collaborative projects, and activities that involve students' cultural experiences can enrich their understanding of religious values and diversity. **Character Development and Empathy:** By implementing education based on multiculturalism, students are not only taught religious knowledge but also encouraged to develop good character and empathy towards others. This is crucial in shaping a generation that is sensitive to social issues and capable of making positive contributions to society. **Preparing Students for a Multicultural World:** The implementation of multicultural values in religious education prepares students to face challenges in an increasingly diverse society. With

a good understanding of diversity, students will be better equipped to interact and collaborate with individuals from different backgrounds. Overall, the application of multicultural values in Islamic Religious Education at MAS Darul Mursyid plays a key role in creating a constructive and harmonious learning environment. This not only strengthens students' understanding of their religion but also equips them with the social skills needed to thrive in a diverse world. Therefore, this inclusive education can serve as the foundation for creating a more tolerant, peaceful, and respectful society.

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