Islamic Religious Education in Building Insight Multicultural

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Abstract— **Islamic religious education (PAI) taught in madrasas and public schools is felt has not been one hundred percent successful in making students be tolerant and open towards other communities outside himself. This type of research is a systematic literature review which is carried out by collecting and accumulating research related to community-based total sanitation evaluation. The keywords used for literature searches; "Islamic Education" and "Islamic Education in Multicultural Society". The literature sources used in the research come from online databases, namely Google Scholar and Garuda. the results of this research Multicultural Education is a development process that seeks to improve something that has existed from the beginning or previously existed, developing all human potential, education that respects plurality and heterogeneity, and education that respects and upholds cultural, ethnic, tribal and religious diversity. Multicultural religious learning can instill Islamic values multicultural to participants. So anti-multicultural values such as discrimination and violence can be avoided. Therefore, the learning process of Religious Education Multicultural Islam is recommended to be implemented because it can make things easier achieve the goals of Islamic religious education in forming knowledge, attitudes and students' skills in a unified and balanced manner**

Keywords— **Education, Islamic, Multicurltural**
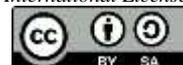
I. INTRODUCTION

Various incidents of violence often occur nowadays, such as brawls between teenagers who are sparked by small things that result in lives (Dwivedi et al., 2019). Likewise, there are motorbike gangs that carry out acts of violence (Gebremeskel Haile et al., 2019), assault, mugging and robbery which are very disturbing to the community.

These incidents raise the question of how Islam in shaping the thought patterns and behavior of students as well as the general public and the nation (Yu et al., 2020). The discourse on education in Islam remains current and interesting to discuss (Clauss-Ehlers et al., 2019). In fact, the world of education is a world that is never empty of academic criticism and debate, in fact educational problems have never been resolved throughout the history of human life (Ashtari et al., 2020). This is because one of the unique qualities of humans when compared to the lives of other creatures, is that they are never devoid of the noble values they aspire to (Zangiacomi et al., 2020). Islam as a religion places education in a very important position.(Anggraini, 2019)

Islamic religious education (PAI) taught in madrasas and public schools is felt has not been one hundred percent successful in making students be tolerant and open towards other communities outside himself (Koellner & Jacobs, 2015). The large number of graduates from madrasas and public schools such as the case of clashes between Sunnis and Shiites in Madura (Pauleit et al., 2019), the destruction of small food stalls carried out by the radical Islamic group FPI (Islamic Defenders Front) in the month of Ramadan, and recently This is the emergence of the radical Islamic movement ISIS (Islamic State of Iraq and Syria) which is seen as threateningthe four pillars of nationality (namely Pancasila, the 1945 Constitution, Diversity (Maddux et al., 2021), and the Republic of Indonesia) are something that must be solved together in the world of Islamic education.(Ardian, Nurul Fauzih, 2022)

The emergence of these problems can occur from various fields such as social, political, cultural, economic and educational. To solve problems that arise from various fields certainly requires strategy (Creţan et al., 2023). The education sector is seen as the most potential to instill the values of togetherness, unity, and closeness between ethnic, racial, religious and cultural diversity (Alberti et al., 2019). This is as stated in the law of the Republic of Indonesia No. 20 of 2003 concerning

National education:

National education functions to develop and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of students to become people of faith and devotion to God Almighty (Azzopardi-Muscat & Sørensen, 2019), having noble, healthy, knowledgeable, capable, creative, independent and becoming a democratic citizen and responsible.

In an effort to instill religious behavior in students, then It is hoped that every educational institution will have an influence on the formation of a religious spirit Because religious education is essentially values education (Tanaka & Okamoto, 2021). Therefore, religious education focuses more on how form habits that are in harmony with religious guidance (Hays, 2020). The influence of the formation of religious spirit and religious behavior on educational institutions This is because schools from an Islamic perspective function as media for the realization of education based on the objectives of thought, aqidah and internal sharia an effort to serve oneself to Allah and to monotheify Him for humans avoid deviation from nature (Thielmann et al., 2020).

In relation to that, in an effort to form a pious Muslim personality, then education through the school system deserves special emphasis (Garibay & Teasdale, 2019). This matter This is because education has a regular, multi-level program follow clear and strict requirements (Braidotti, 2019). This supports program preparation more accommodating Islamic education.(Ardian, Nurul Fauzih, 2022)

If that's the case, why are individuals from radical Islamic groups on average graduates? madrassas and public schools and have received values of peace, mutual respect, love each other (Hong et al., 2021), and such are still involved in conflict and destruction? Of course, the answers vary greatly according to the scientific disciplines of experts in their respective fields. Answer Economists are of course different from social experts (Watkins et al., 2019). Likewise, the answer of management experts, experts agrarian, and others are of course different from the answers of Islamic religious education experts (Božič & Dimovski, 2019). In context there is a gap between the results achieved and the results that should be achieved (Carson et al., 2019). There is a hope that Islamic religious education in madrasas and public schools is capable make students tolerant and open.

Based on the problem formulation that has been put forward, the aim of this research is to

find out how Islamic Religious Education In Building InsightMulticultural.

II. METHOD

This type of research is a systematic literature review which is carried out by collecting and accumulating research related to community-based total sanitation evaluation (Graham et al., 2022). The keywords used for literature searches (Kibsgaard & Chorkendorff, 2019); "Islamic Education" and "Islamic Education in Multicultural Society" (Stolterfoht et al., 2019). The literature sources used in the research come from online databases, namely Google Scholar and Garuda (Reddy et al., 2021). To determine the literature search, researchers limit it to inclusion and exclusion criteria (Jian et al., 2019). Inclusion criteria consist of (i) Scientific articles in English and Indonesian, (ii) Accessible scientific articles, (iii) Articles displaying full text, (iv) Discussion of scientific articles regarding Islamic Education in Multicultural Society (Savaget et al., 2019). Meanwhile, the exclusion criteria are (i) Scientific articles do not provide Full Text, (ii) Articles do not discuss the research
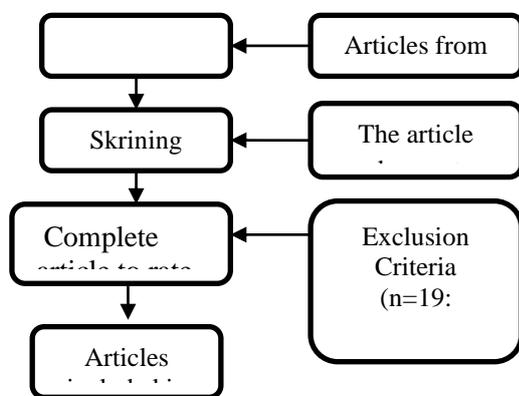
Based on the flow diagram, it is explained that in this research 7 scientific articles were used. Next is the data extraction stage, namely the results of the article data are presented in table form which includes research title, author, publication journal and article review results.

III.RESULTS AND DISCUSSION

No.	Judul Penelitian	Penulis	Jurnal	Hasil Penelitian
1	Pengembangan Pendidikan Agama Islam Dalam Masyarakat Multikultural	(Anggraini, 2019)	Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam	It can be concluded that the development / inculcation of Islamic religious education values in the community in an effort to improve the quality of faith includes (1) religious / faith education; (2) religious education to be taught to children to build young people who are committed and accustomed to performing worship such as prayer, fasting, reading the Qur'an, and (3) moral education
2	Pentingnya Pembelajaran Pendidikan Agama Islam Berbasis Multikultural Di Sekolah	(Hoktaviandri, 2020)	ALkawakib: Jurnal Kaian Keislaman	Islamic Religious Education (PAI) a philosophical-paradigmatic reorientation must be carried out regarding how to create students understand religion that is more inclusive, pluralistic, multicultural, humanistic, dialogue, persuasive, contextual, substantial, and socially active. This research emphasizes its importance development of multicultural education in schools through a number of Religious Education materials Islam.
3	Pendidikan Agama Islam Dalam Pandangan Multikultural	(Nurlaili et al., 2019)	International Seminar on Islamic Studies	Islamic Religious Education with an important multicultural learning approach is offered partly because there is a tendency for religious adherents to be intolerant towards adherents of other religions, exclusive, selfish, close-minded, and oriented towards individual piety. Facing multicultural society needs to start with a paradigm shift education in PAI.
4	Peran Pendidikan Agama Islam	(Muttaqin, 2018)	Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi	The role of Islamic Education in building multicultural insight, especially for cadets at the SMK

				Negeri 4 Purworejo, is carried out through several stages, namely: planning, learning, evaluation, and self-development.
5	Pengembangan Model Pembelajaran Pendidikan Islam Berbasis Multikultural Di Madrasah	(Bagenda et al., 2023)	Jurnal uindatokarama	The function of the learning model is as a guide for instructional designers and teachers in carrying out learning. The choice of learning model is very important influenced by the nature of the material to be taught, the goals to be achieved in learning and the level of students' abilities
6	Implementasi Pembelajaran Pendidikan Agama Islam Multikultural di MIN I Kota Malang	(Mustafida, 2020)	Jurnal Pendidikan Agama Islam	The research approach uses was qualitative ethnographic types. The results showed that the learning process of Multicultural Islamic Religious Education was carried out by respecting and accommodating cultural diversity. So that it can be used as an ideal example of the application of Islamic Religious Education learning based on multicultural values, especially at the Islamic elementary school
7	Development of Islamic Religious Education Learning Model based on Multicultural Values	(Amiruddin et al., 2019)	International Journal of Contemporary Islamic Education	While developing models of Islamic education learning based on multicultural values because; a) multicultural education isnot a special subject, b) promotes equality between students of different backgrounds, c) the diversity of students that causes misunderstandings that can lead to disputes between fellowstudents.

Islamic Religious Education can be interpreted as a conscious, systematic, sustainable effort to develop the potential of race, religion, moral education (Arif et al., 2025; Ghufron & Wuryandani, 2025; Mariyono & Ghony, 2025). The implementation of Islamic education occupies a very urgent and strategic position in creating situations and conditions for a prosperous, just and prosperous society. Seeing the value of the character and religious spirit of a nation which is increasingly fading day by day with the development of the times, it has begun to be eroded by the younger generation. So it is in accordance with what Jalaluddin said that the results of Islamic education will form a calm soul, intelligent mind, strong physique and lots of charity, educative function (education), savior function, peace function, social control function, and sublimative function (in nature). emotional changes).(Anggraini, 2019)

Multicultural Education is a development process that seeks to improve something that has

existed from the beginning or previously existed, developing all human potential, education that respects plurality and heterogeneity, and education that respects and upholds cultural, ethnic, tribal and religious diversity.(Hoktaviandri, 2020)

The Existence of Multicultural Education as a learning or educational strategy that is applied to all types of subjects, by using the cultural differences that exist in students. Development of Religious Education Materials Multicultural Based Islam can be done by providing an understanding of the diversity of humanity and to create a positive attitude in interacting with different groups. In the educational process, the material is adapted to the level and level of education. .(Hoktaviandri, 2020)

Multicultural Islamic religious education is a process of transformation and internalization of Islamic values.

The basic values and ideals of Islamic teachings which seek to accentuate aspects of human differences and disparities in their broad context as sunnatullah which must be accepted wisely and gracefully amidst the plural, multicultural reality of humanity in all its dimensions to create a just order of life. Multicultural-based Islamic religious education requires a learning process

takes place effectively through effective teaching and active learning by paying attention to the religious diversity of students. According to him, the learning process places more emphasis on how to teach about religion, not teaching about religion.(Nurlaili et al., 2019)

Multicultural insight in schools is a very important thing to do aims to provide recognition of the diversity of students without regard to race, ethnicity, gender, sexual orientation, disabilities and social class. Implementation that can be done is by formulating and designing learning models, preparing curriculum and materials about religious education with a multicultural perspective. Starting from this, through Islamic religious education with a multicultural perspective, it is hoped that it will be able to become an alternative solution in facing complex social realities in Indonesia.(Muttaqin, 2018)

Developing a multicultural-based Islamic education learning model requires at least several important components that must be considered, namely: multicultural-based PAI curriculum, learning materials, student characteristics, determining learning models and approaches, learning activities. There are learning models that can be implemented in the 21st century which are seen as having the potential to integrate technology and be flexible to apply to various age levels, levels of education and fields of study, teachers can adapt to the conditions of madrasas and Islamic boarding schools. The learning models referred to include; discovery learning, problem based learning, project based learning, inquiry learning and others.(Bagenda et al., 2023)

Multicultural religious learning can instill Islamic values multicultural to participants. So anti-multicultural values such as discrimination and violence can be avoided. Therefore, the learning process of Religious Education Multicultural Islam is recommended to be implemented because it can make things easier achieve the goals of Islamic religious education in forming knowledge, attitudes and students' skills in a unified and balanced manner. Learning Islamic Religious Education based on values Multiculturalism can provide understanding and awareness for educational institutions especially teachers about the importance of respecting the diversity of students in developing knowledge, attitudes and skills, which have implications for learning practices able to accommodate the diversity of students both in terms of ability, gender, age, even parental background. (Mustafida, 2020)

For this reason, teachers need to develop various strategies and methods learning, especially Islamic Religious Education subject teachers who often using a conventional approach and switching to a doctrinaire approach active learning that can develop all the potential possessed by students, which prioritizes the principles of cooperation and mutual respect, such as work groups, discussion groups and projects carried out in mutual relationshipsaccepting and appreciative, familiar, open, and warm. (Mustafida, 2020)

Design of the development of learning models of Islamic Education based on multicultural values in Senior High School Palu are; a) determining multicultural values, which are integrated in Islamic Education lessons, b) syllabus development,

educators analyzing subject matter and incorporating multicultural values that are considered relevant with the subject matter into the syllabus, c) describe the syllabus into the Lesson Plan while still including multicultural values, d) use learning methods and models that can support Islamic education learning based on multicultural values, and e) conduct an assessment of the learning process of student learning activities, which is a follow up to the learning that has been learned.(Amiruddin et al., 2019)

IV. CONCLUSIONS

Multicultural Education is a development process that seeks to improve something that has existed from the beginning or previously existed, developing all human potential, education that respects plurality and heterogeneity, and education that respects and upholds cultural, ethnic, tribal and religious diversity. Multicultural religious learning can instill Islamic values multicultural to participants. So anti-multicultural values such as discrimination and violence can be avoided. Therefore, the learning process of Religious Education Multicultural Islam is recommended to be implemented because it can make things easier achieve the goals of Islamic religious education in forming knowledge, attitudes and students' skills in a unified and balanced manner

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