



Pendidikan Agama Islam

DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION IN A MULTICULTURAL SOCIETY

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A B S T R A C T

Islam encourages people to cooperate and help (ta'awun) with fellow human beings in goodness. In the social life of the Muslim community can relate to anyone regardless of race, nation, and religion. But the process in its realization experienced many obstacles, such as Fundamentalism, Radicalism, Terrorism. Islamic attitudes as the religion of rahmatan lil alamin are very humanistic, not pawning profane things as beliefs possessed by their adherents, but not leaving the value of universal value as a religious message to maintain peace among fellow human beings, by growing tolerance, building solidarity, upholding democracy, avoiding religious fanaticism. Thus the education of Islam with the concept of harmony is an education that is able to make the difference as a tool to become a more devout person and not out of his fitrah, that is by teaching how to live in the plurality of his nation, so that they can live, both within the group and external group,

live peacefully with the environment, interpret the differences wisely and precisely.

INTRODUCTION

Indonesia is one of the countries that implements its people to live in harmony. Because harmony is one of the pillars or important foundations in maintaining the unity of the Indonesian people and nation. Without the realization of harmony among various tribes, religions, races and groups, the Indonesian nation will be easily threatened by division with all its undesirable consequences. However, the complexity of the phenomenon of diversity in Indonesia is prone to giving rise to inter-ethnic cultural conflicts and tensions that occur because in the process of social interaction it is still fragile in awareness of pluralism and multiculturalism on the one hand and fanaticism of religious teachings on the other hand, which has automatically shaken the multicultural order which is seen as vain wisdom, which is irresponsible and does not reflect partisanship, as a form of weak solidarity. So that it requires a repositioning and revision of the religious education system by combining the integrality of the relationship between religion between the sacred-transcendent and profane-social or cultural phenomena. (Nugroho & Ni'mah, 2018)

Hussein, F. & Patel, A. in their research segment entitled Islamic Education and the Formation of Religious Identity: A Comparative Study of Islamic Schools in Muslim-Majority and Minority Settings" (Islamic Religious Education and the Formation of Religious Identity: A Comparative Study of Islamic Schools in Muslim-Majority and Minority Settings) tries to analyze the comparative role of Islamic religious education in forming religious identity in Islamic schools located in Muslim-majority and minority environments. The results reveal differences in the way Islamic religious education influences religious identity, depending on the context of the community in which the school operates. This is evident from the research I conducted that this research is not complete and there are still some things that need to be improved. Research that discusses the development of Islamic education in a multicultural society is also not much and only a few have conducted research, so

researchers are interested in discussing this title. In a study entitled "Islamic Religious Education in a Multicultural Society: Challenges and Opportunities", a research result from Rahmat.M said that the challenges and opportunities in providing Islamic religious education in a multicultural society certainly include topics such as developing an inclusive curriculum, promoting religious tolerance, and managing interfaith tensions in Islamic schools in multicultural societies. However, the study did not state how important Islamic religious education is in a multicultural society, it only discussed the curriculum.

Based on the research I did, this research is still not enough so I discussed this. (Mulyadi, Diah Sartika, Hasrian Rudi Setiawan, 2023), Based on the literature review above, the researcher is interested in conducting research. This research was conducted to offer readers ideas about the development of Islamic religious education in a multicultural society according to the best research. Readers will also easily understand the articles that have been created with research that is based on the correct systematics.

The purpose of this research is so that readers know the importance of Islamic religious education in a multicultural society. Where in society and culture must be in line with clear religious knowledge, so that humans can live in society well. This study can also answer questions such as what is the role of Islamic religious education in a multicultural society, what are the factors that influence the formation of a multicultural society, and what are the characteristics of a multicultural society.

RESULT AND DISCUSSION

Multicultural Society: Characteristics and Concepts

The concept of "Multicultural Society" is composed of three main words: Society, Multi and Cultural. As for "society" means a group of people who live in one unit and interact according to the customary system in an area for a certain time. While the term "multi" means diverse or many, then "cultural" means Culture. So Multicultural Society is a society that lives in a place with various different cultures. Multicultural society usually adheres to the ideology of multiculturalism, namely the assumption that each culture has an equal position and its own advantages.

Bikhu Parekh said that a multicultural society is a society consisting of several types of cultural communities with all their advantages, with slight differences in conceptions about the world, a system of meaning, values, forms of social organization, history, customs and habits (Bikhu Parekh, 2012). In essence, a multicultural society is a society consisting of various tribes, each of which has a different cultural structure. In this case, multicultural society is not homogeneous, but has heterogeneous characteristics where the pattern of social relations between individuals in society is tolerant and must accept the reality of living side by side peacefully (peace co-existence) with each other with the differences inherent in each social and political ethnicity. Therefore, in a multicultural society, vertical and horizontal conflicts are very likely to occur that can destroy the society. For example, conflicts involving ethnic, racial, class and religious sentiments have occurred in various countries from Yugoslavia, Czechoslovakia, Zaire to Rwanda, from the former Soviet Union to Sudan, from Sri Lanka, India to Indonesia. A multicultural society is a society formed from various strong differences between groups of people. The existence of domination from one group to another. Groups in a multicultural society are usually divided into those who dominate and those who are dominated. Low consensus. The consensus referred to here is a decision taken based on mutual agreement. Because there are various differences in a multicultural society, it is difficult to reach an agreement that is agreed upon by all groups, therefore it is difficult to make decisions so that the consensus formed is low. Social integration is usually forced, Integration is a system of blending so as to achieve a complete unity. As we have mentioned earlier, because of the many diversities that exist, multicultural societies find it difficult to reach an agreement. Therefore, the nature of social integration can be forced in order to achieve harmony and peace. Having a structure in a non-complementary institution. In a multicultural society, the unity of social institutions will be separated by certain segments. The diversity of the various aspects above shows the form of multiculturalism in society. The characteristics of a multicultural society are:

1. A society in which there is a lot of diversity. So that it makes its cultural structure more than one,
2. Segmentation, namely society is formed from various races, tribes, cultures, and others but still has something that separates it. Usually the separator is a concept known as primordial. For example, if in the city of Jakarta there are

various tribes and races, from domestic to foreign but still in reality they have a primordial bond of their region;

3. Having a structure that exists in a non-complementary institution. What is meant here is that in a pluralistic society there will be an institution that has difficulty in organizing and running its society because of the incomplete unity in it due to being separated by certain segments;
4. Low consensus, what is meant is that in an institution of course a policy and decision are needed. Decisions made based on mutual agreement are what are called consensus, which in a pluralistic society makes it very difficult to make a decision;
5. Relative potential for conflict, in a pluralistic society of course consists of various tribes, cultures, customs, and habits that are each different. In the existing theory, the more differences there are in society, the more likely it is that conflict will occur in it. This is also what makes the integration process difficult to do;
5. Integration can grow with coercion, as explained earlier in a pluralistic society it is often difficult to integrate. So inevitably the alternative way is through coercion. But of course this method will make integration not last long;
6. There is political domination of other groups, this is because in a pluralistic society there are segments which can result in high ingroup feeling so that if a race, tribe, or culture has power over society then it will always prioritize the interests of its tribe or race;
7. Because the diversity that occurs gives rise to minority and majority groups. (Hikmat Budiman, 2007)

Thus, the core of multiculturalism is the willingness to accept other groups equally as a unity, regardless of differences in culture, ethnicity, gender, language, or religion. While the focus of multiculturalism lies in understanding life full of socio-cultural differences, both individually and in groups and society. In this case, individuals are seen as reflections of social and cultural unity. For Indonesia, multiculturalism is a strategy and social integration where cultural diversity is truly recognized and respected, so that it can be effectively used to overcome every issue of separatism (separation) and social disintegration.

Multiculturalism teaches the spirit of unity or oneness (*tunggal ika*) which is most potential to give birth to strong unity, but the recognition of the existence of plurality (*Bhinneka*) of the nation's culture is what guarantees national unity. In forming a multicultural society, it is influenced by several factors, including:

A. Historical Factors

Indonesia itself is a country with abundant natural resources, especially in the spice sector. This is what used to make other countries such as Portugal, England, the Netherlands, and Japan want to colonize Indonesia. Because of this colonization, several countries were able to live for quite a long time in Indonesia, some of them even married Indonesians. This is what caused the addition of cultural and racial wealth in Indonesia, giving rise to a multicultural society.

B. Geographical Factors

After living in Indonesia for a long time, some people from various races returned to their home countries and some settled on several islands in Indonesia. The various races then went through various processes of isolation and amalgamation so that they were called the Indonesian nation with diverse ethnic groups. That way, various communities living on various islands will grow a sense of ethnic unity due to the emotional ties between them. In addition, these communities have different cultures and languages depending on their ancestors. However, even so, they remain united as the Indonesian nation. Indonesia's geographical location has triggered the emergence of forms of multicultural society. (Nurhayati & Agustina, 2020)

C. The Influence of Foreign Culture

Judging from the influence of foreign culture, such as the entry of Chinese, Arab and Indian ethnic groups and passed down from generation to generation, Indonesian society has different habits and also different perspectives on life. In addition, the influence of western freedoms such as gender equality, as well as the existence of lesbians and gays who show their existence in public, forming several groups who feel they have the same identity and circumstances have also made groups in Indonesia begin to emerge even though they are limited and known to certain circles. (Zaenal Abidin, 2016) The process of spreading religion and culture carried out by these traders was uneven, thus triggering a multicultural process. For example, the influence of Hinduism and Buddhism in Indonesia at the beginning of its spread only developed in the West Indonesia region, while the culture spread by China developed in the coastal areas where they traded. Meanwhile, Islam initially developed in Maluku and Catholicism was spread by the Portuguese colonialists and centered in East Nusa Tenggara.

The Role of Islamic Religious Education in a Multicultural Society

Islamic Religious Education has a crucial role as a means of forming an individual's religious identity. In the context of a geographically and culturally diverse society, Islamic religious education is a bridge that connects individuals with the values, teachings, and principles that underlie Islam. By

understanding Islam through education, individuals can gain a deeper understanding of their religious beliefs and practices (Elihami, 2018).

In addition, Islamic religious education also plays an important role in strengthening an individual's religious identity. In an increasingly pluralistic world, where individuals are exposed to a variety of views and beliefs, a solid understanding of Islam through education helps individuals maintain their religious identity. It also allows them to interact with individuals from various religious backgrounds with mutual understanding and tolerance. Religious and faith plurality is a hallmark of contemporary society, and individuals are often faced with the challenge of remaining true to their own beliefs amidst such diversity. Islamic religious education equips individuals with a deep knowledge of their religion, enabling them to face questions, doubts, and even skepticism from those around them.

With a solid understanding of Islam, individuals become more confident in living their daily lives in accordance with the values and principles of their religion. They can engage in dialogue with individuals from different religious backgrounds with a deeper understanding of their own beliefs, thus enabling mutual understanding and tolerance between religious communities. Islamic religious education also helps individuals to internalize the values of justice, compassion, and peace that are the foundation of Islamic teachings, which can be applied in a pluralistic context.

Islamic religious education serves as a tool to understand and appreciate the cultural and religious diversity that exists in a multicultural society. It helps individuals build a more inclusive and tolerant religious identity, promoting peace and harmony amidst increasingly complex diversity. Islamic religious education plays an important role in opening the door to understanding the cultural diversity that exists around us.

Islamic Religious Education can play a role as a means of forming religious identity in a multicultural society in several ways:

1. **Understanding Religion** Islamic Religious Education helps individuals understand the teachings of Islam in greater depth. This helps them feel a stronger connection to their religion and strengthens their religious identity. In a world filled with diverse information and views, Islamic Religious Education provides a structured framework for understanding their religious beliefs. Through religious learning, individuals understand basic concepts such as tauhid (belief in one God), akhlak (ethics), ibadah (devotion), and sharia (Islamic law). Islamic Religious Education also allows individuals to explore the moral and ethical values that underlie their religion.

2. **Tolerance and Respect for Diversity** Islamic Religious Education must also teach the values of tolerance, respect for religious and cultural diversity, and the importance of living side by side with people who hold different beliefs. In an increasingly connected and multicultural world, understanding of religion must be in line with the spirit of inclusivity and harmony that characterizes modern society.

Islamic Religious Education has an important role in instilling values such as tolerance, which emphasizes that individuals must respect the right of everyone to have different religious beliefs and practices. ((Mulyadi, Diah Sartika, Hasrian Rudi Setiawan, 2023)

Multicultural Islamic Religious Education Curriculum Development

The Indonesian nation is a diverse/multicultural nation in terms of ethnicity, race, culture, language, and religion. Therefore, a good education curriculum is a curriculum that is designed based on multiculturalism.

Hasan emphasized the development of the curriculum using a multicultural development approach based on the following principles:

- a. Cultural diversity is the basis for determining philosophy.
- b. Cultural diversity is the basis for developing various curriculum components, such as objectives, content, processes, and evaluations.
- c. Culture in the educational unit environment is a source of learning and an object of study that must be part of student learning activities.
- d. The curriculum acts as a medium for developing regional and national culture (Suryana, Rusdiana, 2015:247).

The development of a multicultural learning model is based on the following basic principles:

a. Self-Identification

Multicultural education must start with the recognition of one's own identity, not the identity of other ethnicities

b. Developing Non-Ethnocentric Attitudes

Multicultural education should be developed so that learners do not develop ethnocentric attitudes.

c. Integrative Comprehensive and Conceptual Development

Multicultural education should be developed in an integrative, comprehensive and conceptual manner so that the curriculum cooperates with a total curriculum.

d. Producing a Change

Multicultural education must produce changes, not only in curriculum materials but also in learning practices and the social structure of a class.

e. Emphasizing Affective and Cognitive Aspects

Multicultural education emphasizes affective and cognitive aspects by linking daily problems faced by students in narrow or broad environments.

f. Contextual Multicultural education must include the social and historical realities of ethnic groups and the Indonesian nation. The contextualization of multicultural education must be local, national, and global (Suryana, Rusdiana, 2015:248-249).

The principles of developing a multicultural PAI curriculum above cannot be ignored, but must receive special attention when developing a curriculum, because these principles are the basis and guide for the implementation process of its development so as to produce a comprehensive curriculum. A curriculum that is able to bring educational output that understands diversity, recognizes and appreciates differences in equality of gender, race, ethnicity, culture, language, and religion, as well as a curriculum that is able to meet local, national and global market demands. (Mansur, 2016)

CONCLUSION

Multicultural society is a society formed from various strong differences between community groups. There is dominance from one group to another. Groups in a multicultural society are usually divided into those who dominate and those who are dominated. Low consensus. The consensus referred to here is a decision taken based on mutual agreement. Because there are various differences in a multicultural society, it is difficult to reach an agreement that is agreed upon by all groups, therefore it is difficult to make decisions so that the consensus formed is low. Social integration is usually forced, Integration is a system of blending so as to achieve a complete unity. As we have mentioned earlier, because of the many diversities that exist, multicultural societies find it difficult to reach an agreement. Therefore, the nature of social integration can be forced in order to achieve harmony and peace. Having a structure in a non-complementary institution. In a multicultural society, the unity of social institutions will be separated by certain segments. In forming a multicultural society, it is influenced by several factors: namely historical factors, geographical factors, and the influence of foreign cultures. Islamic religious education has a crucial role as a means of forming an individual's religious identity. With a solid understanding of Islam, individuals become more confident in living their daily lives in accordance with religious values and principles.

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