

Article

Islamic Religious Education Teachers' Efforts in Implementing Multicultural Education to Grade Ix Students at State Junior High School 11 Baubau

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Abstract: This study aims to analyze the efforts of Islamic Religious Education (PAI) teachers in implementing multicultural education at State Junior High School 11 Baubau and its impact on students. The methods used include the integration of multicultural values in learning, heterogeneous group discussions, case studies, and extracurricular activities. The results of the study indicate that this approach is effective in increasing students' awareness of tolerance, changing social interaction patterns, and reducing conflicts and social stereotypes. However, there are challenges such as differences in student understanding, limited resources, and the influence of the family environment. Therefore, a strategy is needed to strengthen the curriculum, teacher training, increase diversity-based activities, and the involvement of parents and the community to support the sustainability of multicultural education in schools.

Keywords: Multicultural Education; Islamic Religious Education Teacher; Diversity; Tolerance; Social Interaction

1. Introduction

Multicultural education has become an important aspect in the education system, especially in religious studies, because multicultural education fosters tolerance, mutual respect, and social harmony (Rahim, et.al. (2024); (Tahir, S. Z. B., Sakkir, G., & Iye, R. (2024). Indonesia, as a diverse country with various ethnicities, religions, and cultures, requires an educational approach that emphasizes inclusivity and respect for differences (Raihani, 2018). One of the important figures in promoting multicultural education is teachers, especially Islamic Religious Education (PAI) teachers, who play an important role in shaping students' attitudes towards cultural and religious diversity. Teachers are not only responsible for conveying knowledge, but also instilling values that support social cohesion (Aturupane & Wikramanayake, 2011). In the context of Islamic Religious Education, the integration of multicultural education is very important to ensure that students develop a sense of appreciation and respect for people with different backgrounds (Abidin & Murtadlo, 2020). According to Law No. 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose main tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education (Winn & Blanton, 2005).

At State Junior High School 11 Baubau, the implementation of multicultural education through Islamic Religious Education faces several challenges. Initial observations show that students still show a tendency to discriminate based on religion, ethnicity, and socio-cultural background (Adebanji, 2010). Issues such as social exclusion, verbal bullying, and reluctance to interact with peers from different backgrounds highlight the need for effective strategies in implementing multicultural education (Banks & Banks, 2010).

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Islam, as a religion that promotes peace and universal brotherhood, provides a strong foundation for multicultural education (Yusuf et al., 2020). The Quran emphasizes unity amidst diversity, as stated in Surah Al-Hujurat (49:13), which calls for mutual recognition and respect among various community groups Iye, Iye, R. (2024). Therefore, Islamic Religious Education teachers must actively integrate these values into their teaching methodologies to foster an inclusive and harmonious learning environment (Bahroni, 2018).

This study aims to explore the efforts of Islamic Religious Education teachers in implementing multicultural education and the Impact of the Implementation of Multicultural Education on Grade IX Students at State Junior High School 11 Baubau. By examining the methods used and their effectiveness, this study seeks to provide insight into best practices and recommendations for improving multicultural education in school environments.

2. Materials and Methods

This study uses a qualitative approach to explore the efforts of Islamic Religious Education (PAI) teachers in implementing multicultural education among grade IX students at State Junior High School 11 Baubau. The focus of this study is to understand teacher strategies, student responses, and the effectiveness of multicultural education in fostering social harmony (Baidhawiy, 2013). The study population includes all grade IX students at State Junior High School 11 Baubau, as well as PAI teachers, as can be seen in the table below.

Table 1. Population and Research Sample Conditions

No	Population Types	Gender		Population Size	Number of Samples
		Male	Female		
1	Islamic Religious Education Teacher	1	-	1	1
2	Class IX A Students	12	16	28	5
3	Class IX B Students	9	19	28	5
4	Class IX C Students	10	16	26	5
Amount				83	16

Data Source: Documents of SMP N 11 Baubau

Data collection was conducted through semi-structured interviews with teachers and students to gain insight into their experiences related to multicultural education (Yılmaz, 2016). These interviews focused on teacher strategies, challenges faced, and students' perceptions of multicultural values in their learning environment. In addition, non-participant observations were conducted in the classroom to observe how multicultural education was integrated into Islamic Religious Education learning (Mohammed, 2016). Student interactions and teacher approaches were analyzed to assess the effectiveness of multicultural education practices. Document analysis was also conducted on school documents, lesson plans, and relevant curriculum materials to identify the extent to which multicultural education had been formally integrated into learning (Henson, 2015). Records of student participation in multicultural activities were also reviewed as part of the analysis. The data collection procedure was carried out through library research and field research (Mann, 2015).

The data obtained were analyzed using an inductive qualitative approach through three main stages (Thomas, 2003). The first stage is data reduction, where interview transcripts, observation notes, and document findings were organized and summarized to identify key themes. The second stage is the presentation of data in narrative form to highlight significant findings and emerging patterns in the implementation of multicultural education (Jennings & Smith, 2002). Finally, conclusions are drawn based on the identified themes and verified through cross-validation with various data sources (Esbensen & Geladi, 2010). This methodological approach ensures a comprehensive understanding of

the role of Islamic Religious Education teachers in building a multicultural learning environment at State Junior High School 11 Baubau.

3. Results and Discussion

This study aims to explore the efforts of Islamic Religious Education (PAI) teachers in implementing multicultural education and analyzing the impact of its implementation on grade IX students at State Junior High School 11 Baubau. Based on the results of interviews, observations, and document analysis, it was found that PAI teachers have implemented various strategies in supporting multicultural education, although they still face several challenges in the effectiveness of their implementation.

3.1. Teacher Efforts in Implementing Multicultural Education

Table 2. Teacher Efforts in Implementing Multicultural Education

Learning strategies	Implementation by Teachers	Positive impact	Obstacle
Integration of Multicultural Material in Learning	Teachers relate Islamic values to the concepts of diversity, tolerance, and social harmony through relevant verses of the Qur'an and hadith.	Students better understand the importance of tolerance.	Students' understanding of the concept of multiculturalism is still diverse.
		Increasing awareness of diversity in everyday life.	The social environment outside of school can influence students' mindsets.
Group Discussion Method	Teachers form heterogeneous learning groups consisting of students with different cultural and religious backgrounds.	Students are more active in discussing and understanding different perspectives.	Some students lack confidence in discussions.
		Helps improve students' social interactions in diversity.	The influence of a family environment that does not support multicultural values.
Case Study and Value Reflection	Teachers use real examples of social conflict and diversity in learning.	Students are more critical in analyzing social issues.	Limited learning time for in-depth exploration of case studies.
		Understanding the positive impact of tolerance in society.	The diversity of students' critical thinking abilities.
Extracurricular Activities and Collaborative Projects.	Teachers encourage students to participate in social and cultural activities, such as community service and arts and culture projects.	Students better understand diversity through direct experience.	Limited resources and time to optimize activities.
		Strengthening the sense of togetherness and empathy towards others.	Not all students can participate due to economic reasons or other busy schedules.

Based on the table above, teachers' efforts in implementing multicultural education have had a positive impact in increasing students' awareness of the importance of tolerance and respect for diversity (Milner, 2009). However, there are still obstacles such as differences in students' levels of understanding, time constraints, and external factors from the social and family environment. Therefore, further support is needed from the school, parents, and the community so that multicultural education can be implemented more optimally and effectively (Aragona-Young & Sawyer, 2018).

3.2. Impact of Implementing Multicultural Education on Students

Based on interviews with students and observation results, the implementation of multicultural education has several positive impacts, as can be seen in the table below (Parkhouse et al., 2019).

Table 3. Impact of Implementing Multicultural Education on Students

Aspect	Number of Students (from 16 students)	Percentage	Impact Analysis
Increasing Awareness and Tolerance	12	75%	The majority of students experienced an increased understanding of the importance of appreciating diversity after participating in multicultural-based Islamic Religious Education learning. They better understand the concepts of tolerance and social harmony.
Changes in Social Interaction Patterns.	10	60%	Most students became more open in interacting with friends from different ethnic and religious backgrounds. This shows the success of group discussion methods and collaborative activities in creating an inclusive social environment.
Reducing Conflict and Social Stereotypes	9	56%	There is a decrease in discriminatory attitudes and social stereotypes in the classroom. Students are more likely to work together in heterogeneous groups regardless of cultural or religious background. Case studies and value reflections help change students' mindsets about diversity.
Challenges in Implementation.	4	25%	There are still students who have difficulty accepting the concept of diversity due to the influence of the family and social environment. Some students feel that the application of multicultural values is contrary to the norms or customs they experience outside of school.

From the results of interviews and observations, the implementation of multicultural education through Islamic Religious Education learning at State Junior High School 11 Baubau has a significant positive impact, especially in increasing students' awareness of tolerance and reducing discriminatory attitudes. However, there are still challenges in implementation, especially related to external factors such as family and social environments that do not support diversity values (Durlak & DuPre, 2008). Therefore, a more comprehensive approach and support from various parties, including parents and communities, are needed so that multicultural education can run more effectively and sustainably (Marc, 2009).

3.3. Discussion

The results of the study indicate that the efforts of Islamic Religious Education teachers in implementing multicultural education at State Junior High School 11 Baubau have had a positive impact on students, especially in increasing awareness of the importance of tolerance and respect for diversity. Most students experienced changes in social interaction patterns, where they were more open in communicating and working together with friends from different backgrounds (Manago et al., 2012). In addition, there was a decrease in discriminatory attitudes and social stereotypes, which indicates that multicultural-based learning methods, such as group discussions and value reflections, have succeeded in helping students understand and accept differences better. However, the effectiveness of this multicultural education is still influenced by several factors, such as support from the school environment, availability of resources, and student readiness to accept changes in values and mindsets. Strengthening the implementation of multicultural education requires several more systematic strategic steps (Supriati & Umar, 2018). First, strengthening the curriculum must be done by integrating multicultural values into all subjects, not just in Islamic Religious Education, so that students can understand diversity holistically in various aspects of life. Second, additional training for teachers is needed so that they have the skills to manage discussions and interactions more effectively in the classroom (Brookfield & Preskill, 2012). Well-trained teachers will be better able to guide students in understanding diversity and resolving conflicts constructively. Third, increasing diversity-based extracurricular activities needs to be done, such as cultural exchange programs and mentoring between students, so that they get real experience in building inclusive attitudes.

Finally, the involvement of parents and the community is very important in supporting multicultural education. Educating parents about the importance of tolerance values can help strengthen the learning applied in schools, so that students get consistency in the values they learn in various environments (Halstead & Taylor, 2000). By implementing a more comprehensive strategy and getting support from various parties, multicultural education at State Junior High School 11 Baubau can continue to be improved. This is expected to form students who are more inclusive, tolerant, and ready to interact in a diverse society.

4. Conclusions

The conclusion of this study shows that the implementation of multicultural education by Islamic Religious Education teachers at State Junior High School 11 Baubau has succeeded in increasing students' awareness of tolerance and diversity. Methods such as material integration, group discussions, case studies, and extracurricular activities have proven effective in building inclusive social interactions and reducing stereotypes. However, challenges still exist, such as differences in student understanding, limited resources, and environmental influences. Therefore, it is necessary to strengthen the curriculum, train teachers, increase diversity-based activities, and involve parents and the community to support more effective multicultural education.

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