

## Multicultural Education Paradigm Based on Islamic Religious Education In Indonesia

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### Abstract:

Multicultural education is an approach that emphasizes appreciation and respect for cultural, ethnic, and religious diversity in the education system. The multicultural education paradigm based on Islamic Religious Education (PAI) in Indonesia includes the application of the multicultural education model in educational institutions, the role in overcoming the narrative of Islamism, and the development of diversity-oriented PAI curriculum and learning models. The implementation of PAI-based multicultural education is carried out through a learning approach that encourages understanding and appreciation of diversity, contextual multicultural education management, and the integration of multicultural values in subjects. The application of this paradigm has a positive impact in instilling the values of tolerance, equality, and democracy as well as strengthening national identity and local cultural preservation among students. However, there are still challenges that need to be overcome, such as resistance and inadequate understanding from PAI teachers, limited resources, and resistance from the community. Therefore, further development is needed, especially in improving teacher competence through training and workshops, developing innovative learning models, strengthening collaboration between educational institutions, the government, and the community, and conducting further research on the effectiveness of the implementation of PAI-based multicultural education. With these strategic steps, PAI-based multicultural education is expected to contribute optimally to building tolerance, equality, and democracy among students, as well as strengthening the unity and diverse identity of the Indonesian nation.

**Keywords:** Multicultural Education, Islamic Religious Education, Diversity, Tolerance, National Identity.

### Abstrak :

Pendidikan multikultural merupakan pendekatan yang menekankan penghargaan dan penghormatan terhadap keragaman budaya, etnis, dan agama dalam sistem pendidikan. Paradigma pendidikan multikultural berbasis Pendidikan Agama Islam (PAI) di Indonesia mencakup penerapan model pendidikan multikultural di lembaga pendidikan, peran dalam menanggulangi narasi Islamisme, serta pengembangan kurikulum dan model pembelajaran PAI yang berorientasi pada keberagaman. Implementasi pendidikan multikultural berbasis PAI dilakukan melalui pendekatan pembelajaran yang mendorong pemahaman dan penghargaan terhadap keberagaman, manajemen pendidikan multikultural yang kontekstual, serta integrasi nilai-nilai multikultural dalam mata pelajaran. Penerapan paradigma ini memberikan dampak positif dalam menanamkan nilai-nilai toleransi, kesetaraan, dan demokrasi serta memperkuat identitas nasional dan kelestarian budaya lokal di kalangan peserta didik. Namun, masih terdapat tantangan yang perlu diatasi, seperti resistensi dan pemahaman yang kurang memadai dari guru PAI, keterbatasan sumber daya, serta adanya perlawanan dari masyarakat. Oleh karena itu, pengembangan lebih lanjut diperlukan, terutama dalam meningkatkan kompetensi guru melalui pelatihan dan workshop, mengembangkan model pembelajaran yang inovatif, memperkuat kolaborasi antara lembaga pendidikan, pemerintah, dan masyarakat, serta melakukan penelitian lebih lanjut mengenai efektivitas implementasi pendidikan multikultural berbasis PAI. Dengan langkah-langkah strategis ini, pendidikan multikultural berbasis PAI diharapkan dapat berkontribusi secara optimal dalam membangun sikap toleransi, kesetaraan, dan demokrasi di kalangan peserta didik, serta memperkuat persatuan dan identitas bangsa Indonesia yang beragam.

**Keywords:** Pendidikan Multikultural, Pendidikan Agama Islam, Keberagaman, Toleransi, Identitas Nasional.

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## Introduction

Indonesia is a country rich in diversity, both in terms of ethnicity, culture, religion, and language (Kusumaningrum & Wahyono, 2019; Hasanah & Verawati, 2022; Harmi et al., 2022). This diversity is a characteristic and strength of the nation that should be grateful, but on the other hand it also presents challenges in building harmony and unity (Efendi & Lien, 2021; Mustafida, 2020). Potential conflicts and divisions due to differences in people's social backgrounds still often occur, especially related to ethnic, religious, racial, and inter-group (SARA) issues. Therefore, an approach is needed that can instill the values of togetherness and tolerance, one of which is through multicultural education (Mubarok, 2024; Rokhimah, 2024). Multicultural education is an approach that emphasizes respect for differences and instills the values of tolerance, equality, and democracy from an early age (Harto, 2014; Hidayati, 2023; Siswati, 2018; Wibowo, 2023).

In the context of Islamic Religious Education (PAI), multicultural education has a very important role. PAI based on multicultural values can be a solution in preventing radicalism and reducing conflicts with religious nuances (Kisman, 2017; Muzaki & Tafsir, 2018). In addition, PAI-based multicultural education also contributes to strengthening national identity and unity in a pluralistic society (Tang, 2024; Mubit, 2016). This is in line with the goal of PAI which not only relies on strengthening religious values, but also builds awareness of the importance of nationality and humanity. Therefore, the paradigm of PAI-based multicultural education needs to be studied in depth, both in terms of concept, implementation, and its impact and challenges in Indonesia (Rantio & Rahman, 2022; McIver, 2018). This study is expected to contribute to the development of multicultural education models that are relevant to the needs of the Indonesian people and be able to play an optimal role in creating harmony in the midst of diversity (Mansir et al., 2022; Mukhibat, 2023; Saihu, 2020).

## Methods

This study uses a qualitative descriptive approach with a library research method. This approach was chosen because it aims to analyze, describe, and understand the paradigm of multicultural education based on Islamic Religious Education (PAI) in Indonesia through various relevant reference sources. Literature review is carried out by collecting, reviewing, and analyzing various literature, both in the form of books, scientific journals, articles, and official documents that discuss the concept of multicultural education, the application of PAI-based education, and its impact on students and society.

The data obtained were analyzed qualitatively by examining theories, concepts, and findings of previous research to understand patterns, challenges, and opportunities in the implementation of PAI-based multicultural education in Indonesia. The analysis process is carried out through several stages, namely data collection by identifying and collecting relevant literature sources, categorization and coding by classifying data based on main themes such as multicultural education principles, learning models, integration of multicultural values in the PAI curriculum, and the challenges and impacts of its implementation. Furthermore, a critical analysis was carried out to interpret the data qualitatively with a descriptive approach to understand the relationship between concepts found in the literature, until finally formulating the main findings that provide insight into the PAI-based multicultural education paradigm and its implications in the context of education in Indonesia.

With this method, the research is expected to provide a comprehensive understanding of the concept and implementation of PAI-based multicultural education and provide recommendations for its development in the future.

## Results and Discussion

### The Role of Islamic Religious Education in Character Building

#### 1. Definition of Multicultural Education

Multicultural education is an approach that emphasizes appreciation for cultural, ethnic, and religious diversity. In Indonesia, with its diversity of ethnicities, cultures, religions, and languages, this education is highly relevant. It is defined as a concept, framework, and value orientation that seeks to provide better educational decisions for students from diverse cultural backgrounds (Purnomo et al., 2022). Additionally, it represents education in freedom, both from ethnocentric prejudices and as a means to explore and learn from different cultural perspectives (Purnomo et al., 2022). Furthermore, it aims to foster harmonious relationships by promoting students' understanding and behavior towards cultural, social, and religious diversity (Abdiyah, 2021). In general, multicultural education strives to instill the values of tolerance, equality, and democracy amidst the nation's diversity (Siswati, 2018; Wibowo, 2023).

#### 2. Principles of Multicultural Education

The essential principles of multicultural education include: Equality and Justice, which upholds equality without distinction of ethnicity, culture, religion, or social status (Irawati & Winario, 2020). Appreciation for Diversity, which involves respecting cultural, ethnic, and religious diversity as the nation's potential (Irawati & Winario, 2020; Lestari, 2023). The Development of Tolerance Attitudes, which focuses on building mutual respect among students from different backgrounds (Cuga, 2018; Ibaad & Sukriyanto, 2022). The Formation of National Identity, which strengthens the sense of nationality amidst diversity (Ambarudin, 2016). Spiritual and Moral Value-Based Learning, which emphasizes spiritual and moral values derived from religion (Lestari, 2023; Zakiah, 2018). Lastly, Collaborative and Participatory Learning, which encourages the active involvement of students from diverse backgrounds (Dharma et al., 2020).

#### 3. Objectives of Multicultural Education

The main objectives of multicultural education are to instill the values of tolerance, equality, and democracy amidst diversity (Siswati, 2018; Wibowo, 2023), and to develop mutual respect and understanding of students' different backgrounds (Irawati & Winario, 2020; Lestari, 2023). Additionally, it aims to form a strong national identity and sense of nationality (Ambarudin, 2016), instill spiritual and moral values derived from religious teachings (Lestari, 2023), and encourage collaborative and participatory learning (Dharma et al., 2020). Furthermore, it seeks to develop intelligent student personalities in dealing with cultural diversity problems (Suarlin et al., 2022), minimize the potential for conflict, and build harmony in society (Efendi & Lien, 2021). Lastly, multicultural education prepares students to contribute to the development of the nation (Hakim, 2023). Ultimately, multicultural education aims to form a generation that respects diversity, upholds tolerance, equality, and democracy, and contributes to the unity and progress of the Indonesian nation.

### Multicultural Education Paradigm Based on Islamic Religious Education in Indonesia

#### 1. Application of Multicultural Education Model in Educational Institutions

The implementation of the multicultural education model in educational institutions in Indonesia plays a vital role in fostering inclusive education, respecting diversity, and instilling the values of tolerance. Key aspects of this application include the integration of multicultural education in schools and Islamic boarding schools, which aims to cultivate the values of tolerance, equality, and democracy amidst cultural, ethnic, religious, and social diversity, essential for shaping students' character to coexist in a pluralistic society (Octaviani, 2013; Kholish, 2022; Maghfiroh, 2023). Additionally, multicultural education is integrated into the curriculum, including Islamic

Religious Education (PAI), providing diverse perspectives on diversity (Sumantri et al., 2017; Saliman et al., 2014).

To ensure its relevance, multicultural education models also consider local contexts, addressing the diverse cultural backgrounds of students (Qomarudin, 2019; Mustafida, 2020). Multicultural education management involves planning, implementing, and evaluating learning programs based on inclusivity values (Utama & Rohmadi, 2022; Khoirunnisa, 2022). Moreover, a collaborative and participatory learning approach, emphasizing interaction between students of various backgrounds, is critical for fostering mutual understanding and tolerance (Dharma et al., 2020; Soekmono & Ningtyas, 2020). The role of teachers as facilitators is also emphasized, as they create an inclusive learning environment and model multicultural values in daily classroom practice (Noor, 2022; Ys & Julina, 2020). Furthermore, multicultural education is integrated into various subjects beyond PAI, such as Civics Education and Social Sciences, strengthening students' understanding of diversity (Sumantri et al., 2017; Noor, 2022; Rahman et al., 2023).

## **2. The Role of Multicultural Education in Overcoming the Narrative of Islamism**

Multicultural education plays a critical role in addressing the exclusive and intolerant narrative of Islamism in Indonesia. One of its key roles is combating radicalization and religious conflict by instilling values of tolerance and democracy in students (Baharun & Awwaliyah, 2017; Fitri, 2023). By providing an alternative, multicultural-based education, it strengthens inclusive understandings of diversity. The implementation of multicultural education in educational institutions, including Islamic boarding schools and regular schools, helps shape students' attitudes and behaviors to appreciate religious and cultural diversity (Fitri, 2023; Kurdi, 2023). A multicultural curriculum, which prioritizes equality, tolerance, and respect for differences, can challenge the Islamism narrative that often excludes diversity (Sanuhung et al., 2021). Furthermore, integrating multicultural values into subjects such as PAI, Civics Education, and Social Sciences reinforces students' understanding of the importance of diversity (Fitri, 2023). Teachers, as facilitators, also play a pivotal role by creating an inclusive learning environment that not only promotes deep religious understanding but also fosters respect for other religions and cultures (Kurdi, 2023).

## **3. Development of the Multicultural Perspective PAI Curriculum and Learning Model**

The development of a multicultural Islamic Religious Education (PAI) curriculum and learning model in Indonesia aims to instill values of tolerance, equality, and respect for diversity, while fostering a more inclusive understanding among students. Key aspects of this development include designing a multicultural PAI curriculum that integrates these values to make the curriculum more relevant to the pluralistic Indonesian context (Qomarudin, 2019; Alfafan, 2023). The integration of multicultural values into PAI learning materials, focusing on democracy, mutual respect, and respect for differences, is essential in creating a tolerant and inclusive generation (Qomarudin, 2019; Sanuhung et al., 2021). Furthermore, the development of a learner-centered approach encourages active interaction among students from diverse cultural backgrounds, reducing social barriers and enhancing cross-cultural understanding (Dharma et al., 2020; Soekmono & Ningtyas, 2020).

The preparation of learning objectives and evaluation tools based on multicultural values ensures that learning and assessment reflect the value of diversity (Ramdhan, 2019). Additionally, integrating multicultural education into subjects like Civics Education and Social Sciences reinforces students' awareness of and respect for diversity (Rahman et al., 2023; Fitri, 2023). The curriculum also needs to consider the local context, tailoring it to meet the needs and characteristics of students in different areas to ensure its relevance and effectiveness (Qomarudin, 2019; Sanuhung et al., 2021). Finally, the role of teachers as facilitators is crucial in inspiring students to apply multicultural values in their daily lives and in creating a learning environment open to differences (Noor, 2022; Ys & Julina, 2020). Overall, the development of this multicultural curriculum and learning model seeks to shape students who are intelligent, tolerant, and ready to contribute to a

pluralistic society, while minimizing potential conflicts between groups.

## **Implementation Of Pai-Based Multicultural Education**

### **1. Implementation of PAI-Based Multicultural Education**

The application of the multicultural education model in educational institutions in Indonesia has several important aspects. One of them is the application of a multicultural education model in educational institutions such as schools and Islamic boarding schools to instill the values of tolerance, equality, and democracy in the midst of diversity (Octaviani, 2013; Kholish, 2022; Maghfiroh, 2023). In addition, the implementation of a multicultural education model that is integrated into the curriculum, learning process, and extracurricular activities in schools is also important (Sumantri et al., 2017; Saliman et al., 2014; Supardi & Sumarno, 2014). The development of a multicultural education model that considers the local context and the needs of students, such as the integration of multicultural values in Islamic Religious Education (PAI) learning materials, is also very necessary (Qomarudin, 2019; Mustafida, 2020).

The implementation of multicultural education management which includes curriculum planning, implementation, and evaluation as well as learning development is also part of the multicultural education implementation strategy (Utama & Rohmadi, 2022; Khoirunnisa, 2022). The use of collaborative and participatory learning approaches to encourage interaction and understanding between students from diverse backgrounds is an equally important aspect (Dharma et al., 2020; Soekmono & Ningtyas, 2020; Prasetyo et al., 2021). The role of teachers as facilitators who create an inclusive learning environment and become a model in implementing multicultural values is also an important element in this implementation (Noor, 2022; Ys & Julina, 2020).

Finally, the integration of multicultural education in various subjects, such as Islamic Religious Education, Civics Education, and Social Sciences, also strengthens the goals of multicultural education (Sumantri et al., 2017; Noor, 2022; Rahman et al., 2023). Overall, the implementation of the multicultural education model in educational institutions in Indonesia aims to instill the values of tolerance, equality, and democracy, as well as to form the character of students who respect cultural, ethnic, and religious diversity.

### **2. Multicultural Education Management That Considers Local Context**

The management of multicultural education that considers the local context in Indonesia has several important aspects. One of them is the development of a multicultural education curriculum that considers local values and wisdom (MUBAROK, 2024; Sudarsono, 2020). This is important to preserve regional culture and national culture. The implementation of multicultural education management which includes planning, organizing, implementing, and evaluating is also an important key in ensuring the alignment between objectives, processes, and learning outcomes (Khoirunnisa, 2022; Latifah et al., 2021). The application of a multicultural education model that is tailored to the context and needs of the local community, such as the integration of multicultural values in Islamic Religious Education (PAI) learning, is also important (MUBAROK, 2024; Sudarsono, 2020).

The development of multicultural education management involving all stakeholders, including principals, teachers, students, and the community, is also key to successful implementation (Khoirunnisa, 2022; Arfa, 2022). Strengthening communication and collaboration between educational institutions and local communities to create synergy in the implementation of multicultural education is also very necessary (Riyadi, 2019; Fitri, 2023). In addition, the cultivation of multicultural values, such as equality, justice, democracy, and tolerance, in all aspects of education management must continue to be strengthened (Khoirunnisa, 2022; Latifah et al., 2021).

The development of human resources, infrastructure, and adequate budgets to support the implementation of multicultural education also needs to be ensured (Arfa, 2022). Regular monitoring and evaluation to identify successes and challenges in the implementation of

multicultural education based on local contexts is also very necessary (Khoirunnisa, 2022; Latifah et al., 2021). Overall, multicultural education management that considers the local context aims to preserve regional culture, strengthen national identity, and create harmony in the midst of the diversity of Indonesian society.

### **3. Integration of Multicultural Education in Other Subjects**

The integration of multicultural education in other subjects in Indonesia has several important aspects. One of them is the integration of multicultural values in the learning of Islamic Religious Education (PAI) to instill an attitude of tolerance, equality, and democracy (Nurhasanah, 2021; Mustafida, 2020). Integrating multicultural content and values in Civic Education (PKn) subjects to increase nationalism and understanding of diversity is also very important (Agustina & Bidaya, 2019; Rahman et al., 2023). The integration of multicultural education in Social Sciences (IPS) learning to build a positive understanding and attitude towards cultural diversity also needs to be done (Chotimah et al., 2018).

The use of learning media, such as videos and films, to integrate diverse cultural perspectives and experiences across a variety of subjects, is an effective way to improve learners' understanding (Ogunyemi et al., 2020). The development of a curriculum that considers the values of local wisdom and regional culture to strengthen national identity and cultural preservation is also indispensable in the implementation of multicultural education (Sarnita, 2023). In addition, the integration of multicultural education in various subjects, such as Indonesian, to improve cultural literacy and understanding of diversity, needs to be strengthened (Helaluddin, 2018).

Strengthening collaboration and communication between educational institutions and local communities in integrating multicultural values must also be carried out in a sustainable manner (Riyadi, 2019; Fitri, 2023). Overall, the integration of multicultural education in various subjects aims to instill the values of tolerance, equality, and democracy, as well as to increase understanding and positive attitudes towards cultural, ethnic, and religious diversity among students.

## **Impacts And Challenges Of Pai-Based Multicultural Education**

### **1. The Impact of the Implementation of PAI-Based Multicultural Education**

The implementation of PAI-based multicultural education (Islamic Religious Education) in Indonesia has a significant impact on the development of students' character and identity. One key impact is the instilling of the values of tolerance and democracy, which helps students understand the importance of these principles in daily life, creating an inclusive and harmonious learning environment (Siriati & Nurbayani, 2018; Kurdi, 2023). Furthermore, this education increases students' understanding of cultural, ethnic, and religious diversity, fostering mutual respect and promoting social cohesion (Siriati & Nurbayani, 2018; Kurdi, 2023; Ngalimun et al., 2022). It also plays a role in strengthening national identity, preparing students to contribute to nation-building (Siriati & Nurbayani, 2018; Harmi, 2022).

Additionally, by applying multicultural education based on local wisdom, students' character and personality are strengthened, while regional cultures are preserved (Nugraha, 2023; Siriati & Nurbayani, 2018). This approach also helps prevent social conflicts caused by differences and builds harmony in diverse societies (Kurdi, 2023; Noor & Fitriyah, 2021). The development of a multicultural-based curriculum improves the quality of PAI learning, providing a more meaningful educational experience for students (Noor & Fitriyah, 2021; Muhaimin, 2023). Lastly, it prepares students with better social skills to interact with individuals from diverse cultural and religious backgrounds (Ngalimun et al., 2022; Firmansyah, 2022).

## 2. Challenges in the Implementation of PAI-Based Multicultural Education

Despite its positive impacts, the implementation of PAI-based multicultural education faces various challenges. One challenge is resistance from PAI teachers who do not fully understand the concept and importance of multicultural education, hindering the effective integration of multicultural values in the classroom (Halim & Maskuri, 2021; BAŞARIR et al., 2014). Additionally, many PAI teachers lack the necessary skills to develop multicultural-based learning models that meet students' diverse needs (Pahrudin et al., 2018). Exclusive and intolerant views held by some students also hinder the fostering of mutual respect (Iqbal, 2022).

Resource limitations, such as inadequate infrastructure and budgets in educational institutions, further complicate the implementation of multicultural education (Arfa, 2022). Resistance from certain communities, who view multicultural education as conflicting with religious values, also presents a significant barrier to its widespread adoption (Nadlir, 2016). Moreover, a lack of coordination between educational institutions, the government, and the community can impede the effective development and implementation of multicultural education (Riyadi, 2019). The integration of multicultural values into the curriculum, learning materials, and evaluation methods in Islamic education remains a complex challenge (Pamuji & Mawardi, 2023). Finally, stereotypes, prejudices, and discrimination among students further hinder the formation of positive attitudes toward diversity (Sarnita, 2023).

## 3. Efforts to Overcome Implementation Challenges

To overcome these challenges, several efforts need to be made. First, improving the competence of PAI teachers through training and workshops is essential for enhancing their understanding and ability to apply multicultural education effectively (Firmansyah, 2022; Arfa, 2022). Developing innovative learning models, along with providing relevant learning resources, is crucial for supporting the implementation of multicultural education (Firmansyah, 2022). Instilling the values of tolerance and equality from an early stage, through various subjects and strong examples in the classroom, can accelerate the formation of positive attitudes among students (Arfa, 2022). Additionally, allocating adequate resources and budgets is vital to ensure the smooth implementation of multicultural education (Arfa, 2022).

Intensive socialization and dialogue with the community can strengthen understanding and acceptance of multicultural education, aligning it with PAI principles (Arfa, 2022). Furthermore, effective collaboration between educational institutions, the government, and the community will create a synergistic approach to the implementation of multicultural education (Firmansyah, 2022). A comprehensive integration of multicultural values into the curriculum, learning materials, and evaluation models will further strengthen multicultural education in the classroom (Alfafan, 2023). Lastly, educational efforts that emphasize respect for differences can help eliminate stereotypes and discrimination, fostering an environment of inclusivity (Firmansyah, 2022). With these efforts, the implementation of PAI-based multicultural education in Indonesia can become more effective, overcoming existing challenges and fostering a more inclusive and harmonious society.

## Conclusion

The implementation of multicultural education based on Islamic Religious Education (PAI) in Indonesia has a significant impact on the development of students' character and identity. This education succeeds in instilling the values of tolerance, democracy, and respect for cultural, ethnic, and religious diversity, as well as strengthening a sense of nationality and national identity. In addition, this education also plays a role in preserving local culture and preventing social conflicts caused by differences in backgrounds. However, despite the positive impact, the challenges faced

in the implementation of PAI-based multicultural education are still quite large. Some of the main challenges include resistance from PAI teachers who lack understanding of the concept and importance of multicultural education, lack of teachers' skills in developing multicultural-based learning models, and the existence of exclusive and intolerant views from some students. In addition, limited resources, infrastructure, and budgets in many educational institutions are also significant obstacles.

Therefore, to overcome these challenges, several strategic efforts are needed. First, improving the competence of PAI teachers through training and workshops that focus on understanding and applying multicultural education. Second, the development of innovative learning models that can be adapted to the needs of student diversity, as well as the provision of relevant resources to support the implementation of this education. Additionally, it is important to allocate adequate resources and budgets to ensure the smooth implementation of this multicultural education. Intensive socialization and dialogue with the community also need to be carried out to strengthen understanding and acceptance of PAI-based multicultural education. Finally, effective collaboration between educational institutions, governments, and communities will create strong synergies in overcoming challenges and strengthening the implementation of this multicultural education. With these efforts, it is hoped that PAI-based multicultural education can be implemented more effectively, so as to create a more inclusive, harmonious, and just society.

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