

Transformation of Islamic Religious Education in the Context of Multiculturalism at SMA Negeri 9 Yogyakarta Through an Inclusive Approach

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ABSTRACT

Purpose – This study aims to analyze the transformation of Islamic religious education in SMA Negeri 9 Yogyakarta, including changes in curriculum, teaching methods, and social interaction, to create inclusive and responsive education towards cultural and religious diversity.

Design/methods/approach – This study is qualitative research involving school principals, Islamic teachers, students, and parents of students at SMA Negeri 9 Yogyakarta as research subjects. Data were collected through participatory observation to understand school interactions and document analysis for understanding Islamic curriculum and religious materials.

Findings – The research showed significant results in the transformation of Islamic religious education at SMA Negeri 9 Yogyakarta in the context of multiculturalism. The results revealed the relevant application of inclusive learning methods and Islamic religious education (PAI) materials. It comprised the integration of Quranic verses that emphasize faith and tolerance, as well as the expansion of fiqh material to include aspects of fiqh siyasah that respect ethnic, cultural, and religious diversity. Moreover, moral (akhlaq) learning was focused on understanding good behavior towards various entities, including Allah, Apostles, fellow human beings, oneself, and the environment, which contributed to the formation of the foundations of nationhood. The Islamic Cultural History (SKI) material was also adapted to provide practical examples in a multicultural context. These results confirm that schools have taken concrete steps to adjust Islamic religious education to the needs of a modern multicultural society.

Research implications/limitations – Future research may conduct comparative studies in other schools, evaluate the long-term impact of multicultural approaches, examine the role of communities and parents, develop curriculum and pedagogy, and analyze the role of teachers and school collaboration strategies in supporting multicultural Islamic religious education.

Originality/value – The transformation of Islamic religious education at SMA Negeri 9 Yogyakarta has succeeded in creating an inclusive and harmonious environment amidst religious diversity. This can make a positive contribution to shaping the attitude of tolerance and harmony between religious communities among students.

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Introduction

Islamic religious education plays an important role in shaping the character and values of Muslim community life in Indonesia, a country rich in ethnic, cultural, ethnic, and religious diversity (Zamathoriq, 2021). In this pluralistic context, it is crucial for Islamic religious education to adopt a multicultural approach that involves acknowledgment, appreciation, and understanding of such diversity. In its implementation, multicultural education cannot be separated from Islamic religious education, which acts as the basis of life values, especially for students (Hamdan, 2023). The Qur'an conveys a beautiful message of living harmoniously together, which teaches that violence and division between human beings should be avoided. Human diversity is a reflection of God's will. In QS. Al-Hujurat [49]: 13 describes the values of diversity as God's creation, which aims to make humans know and respect each other, regardless of group, tribe, nation, culture, or religion (Taufik Nugroho, 2014).

The presence of Islam as a religion gives blessings to all nature. Since the beginning of its existence, Islam has interacted with other civilizations and religions. Islam encourages cooperation and positive relations with all people to build a better human civilization. In addition to expecting appreciation of democracy, justice, equality, and other values, Islam also demands its implementation and practice in everyday life. The relationship between multiculturalism, education, and Islam is intertwined in both theory and practice. If these differences and diversity can be directed towards positive things and become part of the culture for future generations, good individuals will be formed. In this case, the hope is the realization of peace missions (*rahmatan lil 'alamin*) in daily life. Although multicultural education has great potential in the context of Islamic religious education, its implementation in Indonesia still faces challenges (Zamathoriq, 2021). There are cases of intolerance, discrimination, and tension between groups and religions which occur in society. Therefore, in-depth research on Islamic religious education from the perspective of multicultural education becomes crucial. It aims to shape the character of students who are tolerant, inclusive, and able to interact harmoniously in the school environment and society.

Munzier described several weaknesses in Islamic religious education, highlighting the importance of integrating multicultural issues in Islamic religious education curricula and materials. These weaknesses include an Islamic religious education approach that is more inclined to indoctrination, memorization, and cognitive aspects, as well as overemphasizing ritual elements. Furthermore, assessments in Islamic religious education often focus more on cognitive aspects than other aspects. Also, the learning of Islamic religious education has not fully succeeded in changing the behavior and morals of students, especially in the context of humanity. Additionally, the problem of religious teacher fanaticism is still an unresolved challenge as well (Hamdan et al., 2022). Moreover, Baidhawiy also highlighted that exclusivism in Islamic religious education has the potential to be the root cause of dogmatic claims related to truth. The impact is increasing intolerant behavior and conflict escalation (Baidhawiy, 2014).

Islamic religious education in Indonesia has experienced significant development along with the demands of an increasingly complex era. In facing these challenges, Islamic religious education is expected to be able to answer the needs of an increasingly heterogeneous and multicultural society. One important effort in this context is the transformation of Islamic religious education that adopts an inclusive approach (Afista et al., 2021). Islamic religious education in high schools has a strategic role in shaping student's diverse characters and religious understanding (Simangunsong et al., 2022). SMA Negeri 9 Yogyakarta, as one of the educational institutions that accommodates students from various cultural, ethnic, and religious backgrounds, is in a crucial position in carrying out the transformation of inclusive Islamic religious education (Sugiharto & Nurani, 2022).

In the context of multiculturalism, where cultural and religious diversity is recognized and valued, it is important to develop an inclusive approach to Islamic religious education at SMA Negeri 9 Yogyakarta. The inclusive approach emphasizes recognition, appreciation, and integration of differences in the learning process of Islamic religious education, therefore, each student feels respected and included in the educational experience (Hasanah et al., 2020). This study aims to analyze and understand the transformation of Islamic religious education in the context of multiculturalism at SMA Negeri 9 Yogyakarta through an inclusive approach. To achieve this goal, this research involved collecting qualitative data, such as classroom observation and document analysis related to curriculum and extracurricular activities related to Islamic religious education.

The hope is that the results of this study will provide a better understanding of the efforts and challenges in carrying out the inclusive transformation of Islamic religious education at SMA Negeri 9 Yogyakarta. Also, the expectation is that the results of this study will provide recommendations and inputs for relevant parties, such as schools, Islamic religious education teachers, and the government, to improve inclusive approaches in Islamic religious education at SMA Negeri 9 Yogyakarta and other schools facing similar challenges. In the recent era of increasingly intense globalization and interconnection, Islamic religious education urgently needs to continue to adapt to a multicultural environment (Alawi & Ma`arif, 2021). By involving students from various backgrounds, Islamic religious education at SMA Negeri 9 Yogyakarta can be an inclusive forum, promoting mutual understanding, tolerance, and respect for religious and cultural differences (Varelasawi, 2022).

Methods

This research is a literature study that relies on the use of texts or documents as a source of information. This method involves the study and analysis of literature, including books, articles, journals, research reports, and other sources relevant to the research topic. Through literature studies, the researchers can collect theoretical and conceptual information about the transformation of Islamic religious education in a multiculturalism context, not to mention inclusive approaches in the context of education at SMA Negeri 9 Yogyakarta. This approach helps with building the theoretical framework of the research and gaining a better understanding of the topic under study. In addition, it is also

supported by observation methods involving direct observation of the situation or phenomenon being studied. In the context of this study, observations can be conducted at SMA Negeri 9 Yogyakarta to understand the practice of Islamic religious education and transformation efforts that are being carried out in the context of multiculturalism.

These observations may include observations of Islamic religious lessons, interactions between students and religious teachers, and extracurricular activities related to Islamic religious education. They are then followed by document analysis involving research and analysis of relevant documents, such as school policies, Islamic religious education curriculum, teaching materials, and notes related to the transformation of Islamic religious education at SMA Negeri 9 Yogyakarta. Document analysis can help in understanding previous policy changes and efforts and providing an overview of inclusive approaches that have been adopted. This research also adopts a philosophical-sociological approach with a descriptive-analytical method. The main objective of the study is to reveal issues related to conceptual-theoretical aspects. The philosophical approach is used as a framework for analyzing Islamic religious education from the perspective of multicultural education. On the other hand, a sociological approach is used to provide an overview of socio-religious phenomena in a multicultural society using classical and modern sociological theories (Sumantri et al., 2021).

Result and Discussion

1. The Nature of Multicultural Education

Substantially, education aims to ensure human sustainability not only in physical or material but also in terms of spiritual development and civilization (Sugiharto & Nurani, 2022). It can be achieved through an educational process that occurs naturally through interaction between parent and child, not to mention through educational institutions such as formal and non-formal schools. Therefore, education plays a role throughout life, better known as lifelong education (Tilaar, 2005). Every single thing that happens in human life can be interpreted as a form of education if it is consciously being aware of and producing change. It involves the transfer of knowledge, values, culture, methods, and various other forms of transfer. All of them are an integral part of the educational process (Maragustam, 2020). Parsudi Suparlan, as cited by Ali Maksum, explained that multiculturalism is rooted in culture and serves as a guide in human life (Maksum, 2011). Multicultural societies not only comprise ethnic or cultural diversity as a characteristic of diverse societies but focus more on equal recognition of cultural diversity (Alawi & Ma`arif, 2021). In other words, multiculturalism can be explained as an ideology that emphasizes recognition and respect for equality in cultural differences (Hepni, 2020). In the context of Islamic religious education in schools, a multicultural approach is a philosophy that values cultural and ethnic diversity to shape the character, identity, and educational opportunities of inclusive and harmonious learners (Banks, 2007).

In the perspective of multicultural education, all citizens are considered equal and have equal rights and obligations in education. They have the freedom to express

themselves and choose according to their desired identity, culture, politics, and education (Muhammad Wahib, 2008). Therefore, multicultural education is an education that focuses on cultural diversity in response to demographic and cultural changes in society (Indrawan et al., 2020). This approach considers students' backgrounds in terms of tribes (ethnicity), race, religion, and culture. Multicultural education also aims to respect and appreciate differences through subject matter that emphasizes cultural, religious, ethnic, and racial diversity, with the purpose of creating a democratic, pluralistic, humanist, and inclusive society (Abdiyah, 2021).

There is a potential for conflict and disharmony in the school environment that can be triggered by an exclusive and fanatical approach to religious education (Hamdan, 2023). To overcome this, multicultural education offers solutions following the principles of humanity, unity, and contextuality (Mahfud, 2006). In the principle of humanity, schools will instil universal values such as empathy, freedom, and responsibility in students. They will help learners understand and respect the existing diversity, including in terms of belief and faith.

The Unity Principle shows the importance of collaboration between all components, whether among students, teachers, and staff, regardless of their diverse religious, ethnic, racial, and cultural backgrounds. This diversity is not something divisive but is considered more as a wealth that motivates and stimulates positive competition in academic achievement or extracurricular activities. It is in tune with the teachings of the Holy Qur'an in Surah Al-Maidah verse 48, stating that if Allah wills, He can unite mankind into one. The principle of contextuality shows that multicultural education in schools must be adjusted to the local cultural context. It means that an education that accommodates diversity must also consider local cultural values and norms, following multicultural awareness (Adya Winata, 2020). Otherwise, multicultural education will not be effective nor well-received by students or the school community (Indrawan et al., 2020). By combining these principles, schools can create a supportive and inclusive environment where multiculturalism is part of the fundamental values recognized and accepted by all school members (Maksum, 2004). It will not only stimulate harmony and cooperation among learners but will also prepare them to be part of a diverse and global society.

In the school environment, the internal and external truth principles can be applied to build more positive and inclusive interactions among students with diverse backgrounds. When we talk about certain religious and cultural teachings or values, the most important thing is finding similarities, not magnifying differences. Sura Ali Imran verse 64 mentions the importance of reaching a mutual agreement, namely that we only worship Allah, without associating Him with anything, and do not make fellow humans gods other than Allah. In this context, Tilaar put forward three principles of multicultural education, which include: First, the principle of equality ensures that all students, regardless of their backgrounds, obtain an equal and high-quality education, reducing discrimination and strengthening unity. Second, the purpose of education is to produce intelligent individuals who also maintain their cultural and national identity. Third, students are taught to take positive benefits from globalization while remaining critical of its negative impacts. With

these principles, schools become more than just places of academic learning; It is also a place to build diversity and tolerance (Tilaar, 2004).

2. Problems of Multicultural Education

Multicultural education is an approach to the learning process in educational institutions that always values diversity as a natural thing. In this context, multicultural education plays a role in familiarizing students to accept and respect differences as a basic principle in getting along and interacting with anyone, regardless of cultural origin, ethnicity, religion, race, or existing customs (Zamathoriq, 2021). Multicultural-based learning aims to facilitate imaginative processes, creative-innovative thinking, and cultural awareness. However, in practice, it faces challenges related to the use of local culture in multicultural learning, both in the preparation and implementation stages. In the preparation stage of multicultural learning, several problems arise, such as teachers' lack of understanding of their own culture, local culture, and students' culture. In addition, teachers also lack understanding of students' ethnic structure and culture, especially in the context of the subjects taught. There are also limitations in teachers' ability to provide tools that can generate interest, memory, and re-understanding of students' cultural heritage in the context of learning (Indrapangastuti, 2014).

It is necessary to pay attention to various interrelated aspects to bring multicultural education to realization. Banks has put forward guidelines covering five dimensions of multicultural education that should be carried out simultaneously, namely content integration, knowledge construction processes, prejudice reduction, equitable pedagogical approaches, and empowerment of school and social structures (Banks, 2007). Content integration is a step taken by teachers in delivering or using examples and materials from various cultures and groups as part of teaching key concepts, principles, generalizations, theories, and other elements of a specific topic or subject. However, several challenges arise in selecting and combining the content of these subjects, such as the ability of teachers to choose aspects and cultural elements that are relevant to the content of the subject topic; as well as the ability of teachers to incorporate local culture in teaching subjects, to provide meaningful learning for students.

The aspect of equity pedagogy involves the teacher's efforts to provide equal treatment to all students without paying attention to differences during the learning process in the classroom. However, there are challenges in implementing this equitable approach to education, such as when teachers focus too much on the culture of a particular ethnicity or group and do not realize that they are ignoring other groups' cultures. To overcome these challenges, teachers need to work on thoroughly understanding the various cultural aspects related to a particular topic. Empowering school culture and social structure involves restructuring and organizing schools so that students from different races, ethnicities, and social classes can experience and feel empowerment and cultural equality (Mela, 2022). This dimension is essential to empower the culture of students presented in the school environment of different groups. However, several problems arise,

such as discriminatory treatment of particular social and cultural structures inherent in learners.

3. The Importance of Inclusive Islamic Education

Islamic religious education not only focuses on doctrinal knowledge and religious rituals but also shapes the character of learners to become inclusive and tolerant individuals of differences. Through an inclusive multicultural approach, these subjects can be a place to build empathy and mutual respect, as well as to understand the diversity that exists in society. Concepts like *ukhuwah* (brotherhood) and *ta'aruf* (knowing each other) in Islam can be taught to inculcate the values of pluralism and inclusivity. Therefore, Islamic religious education plays a pivotal role as one of the instruments in shaping the character of students who are ready to live in an increasingly diverse world.

SMA Negeri 9 Yogyakarta is an educational institution that represents a real example of multiculturalism. One important aspect of multiculturalism at SMA Negeri 9 Yogyakarta is the awareness of religious and cultural diversity at school. SMA Negeri 9 Yogyakarta is a school that accepts students from various religious backgrounds, such as Islam, Christianity, Catholicism, Hinduism, Buddhism, and other religions. In such an environment, Islamic religious education should be presented as a platform that promotes inclusivity and tolerance. Given the diversity of religion in schools, the curriculum and learning methods of Islamic religious education need to be designed to not only emphasize doctrine but also promote universal values such as equality and respect for diversity. It will help in fostering a harmonious school environment and respecting the religious rights of every student, regardless of their backgrounds (Hasanah et al., 2020).

Students at SMA Negeri 9 Yogyakarta come from diverse ethnic and cultural backgrounds. To appreciate and understand this diversity, Islamic religious education can include various school curriculum initiatives or activities following the values of plurality and inclusivity in Islam. For example, a program that allows learners to visit places of worship of different faiths and interact with their community can be included as part of Islamic religious subjects. This kind of initiative will help enrich students' understanding of religious tolerance and diversity (Ferizaldi & Fazlina, 2020). By recognizing and understanding this diversity, students can learn to respect each other, communicate well, and build harmonious cooperation (Maemunah et al., 2023).

In a broader context, the awareness of religious and cultural diversity at SMA Negeri 9 Yogyakarta is also a reflection of the multiculturalism values upheld in Indonesia (Yani et al., 2020). Accordingly, being aware of religious and cultural diversity at SMA Negeri 9 Yogyakarta as one aspect of multiculturalism contributes positively to building individuals who are open, tolerant, and able to appreciate differences in diverse community life. By recognizing the right of every individual to be religious and practice religion according to his or her belief, we encourage inclusivity, respect for diversity, and a better understanding of the values of multiculturalism (Permana & Ahyani, 2020). This principle provides a solid foundation for creating a harmonious and just society, where the rights of individuals are respected regardless of their religion or belief.

Encouraging a broader and more tolerant understanding of differences in religion and belief in the context of Islamic religious education is a crucial effort to promote multiculturalism, respect for religious freedom, and interreligious harmony (Permana & Ahyani, 2020). It involves an inclusive Islamic religious education approach, respects differences, and fosters mutual respect among students (Maemunah et al., 2023). In the Islamic religious education context, broadening students' understanding of other religions is essential. It can be pursued by introducing students to other religions' concepts and practices objectively and accurately. For example, they can learn the basics of other religions, an understanding of their beliefs and practices, as well as similarities and differences with Islam. The aim is to promote broader awareness and knowledge about other religions so that learners can understand that religious differences are a natural phenomenon and should be respected.

Furthermore, Islamic religious education should encourage tolerance towards different religions and beliefs. Introducing the concepts and values underlying tolerance in Islam can be one of the examples (Asror, 2022). Students need to learn about Islamic teachings that emphasize the importance of mutual respect, justice, religious freedom, and interreligious cooperation. Also, they should be given the opportunity to apply these values in daily life and their interactions with other students from different religious backgrounds. Moreover, inclusive Islamic religious education should also provide a space for students to share and discuss their experiences, perspectives, and understandings of religion and beliefs (Fauzi et al., 2022). Open and in-depth discussions about differences in religions and beliefs can help strengthen students' understanding of diversity and build mutual respect. Islamic religious education teachers can also facilitate interfaith activities, visits to other places of worship, or interfaith dialogue to increase understanding and promote cooperation among learners.

In addition, it is also important to avoid narrow understandings or prejudices against other religions or beliefs in learning Islamic religious education (Abdullah, 2022). Learners should be encouraged to see religious differences as opportunities to learn, ask questions, and interact with an open and curious attitude. Islamic religious education teachers play a pivotal role in setting a positive example by respecting and treating learners from various religious backgrounds fairly and equally. By encouraging a broader understanding and tolerance of differences in religion and belief in the context of Islamic religious education, we can build a generation that respects diversity, respects religious rights, and can live harmoniously in a multicultural society (Fauzi et al., 2022). This approach also contributes to building a deeper understanding of Islam and countering unhealthy prejudices and religious conflicts.

4. Components of an Inclusive Approach in Islamic Religious Education

Implementing a curriculum that includes understanding and appreciation of other religions and promoting interfaith dialogue is a significant step in creating an inclusive educational environment, respecting differences, and building interfaith cooperation (Arifin, 2019). Such curricula have several main objectives, namely expanding students'

knowledge of other religions, promoting mutual respect, and encouraging constructive dialogue. It includes explanations of beliefs, religious practices, history, and traditions of other religions. Students need to learn about the origins of other religions, important figures, and scriptures, not to mention religious celebrations and rituals carried out by those religious communities. A broader understanding of other religions will help students appreciate and understand the perspectives and experiences of people from different religious backgrounds.

Students need to be invited to see the positive contributions brought by other religions in society and the world. They must learn to recognize the ethical, moral, and social values held by these religions. By understanding and appreciating these values, students can develop mutual respect and respect for religious differences (Maemunah et al., 2023). Moreover, the curriculum should encourage interfaith dialogue. Through dialogue, students have the opportunity to exchange ideas, listen to each other, and understand perspectives from other religions. Interfaith dialogue can take the form of group discussions, collaborative projects, visits to places of worship, or meetings with representatives of religious communities. More importantly, students need to learn to communicate respectfully, practice empathy, and appreciate differences of view in such dialogues.

In addition to understanding and dialogue components, the curriculum must also include universal values, such as peace, justice, unity, and respect for human rights (Arifin, 2019). An understanding of these values can help learners understand the importance of interfaith cooperation in building a harmonious and just society. By implementing a curriculum that includes understanding and appreciation of other religions and promoting interfaith dialogue, we can create an inclusive educational environment that respects differences (Hasanah et al., 2020). Students will receive a diverse and thorough education about religion and they will be equipped with the necessary skills to live in a mutually respectful and harmonious multicultural society.

Integrating Islamic religious education materials with the context of multicultural life at SMA Negeri 9 Yogyakarta is a relevant and meaningful approach to promoting an inclusive and harmonious understanding of religion within the framework of a culturally and religiously diverse society (Alhaddad R M, 2020). In several ways. Islamic religious education materials can be presented by taking multicultural perspectives into account. In learning Islamic teachings, students can be invited to understand how values such as tolerance, brotherhood, and justice in Islam can contribute to inter-religious harmony (Ansari, 2020). Islamic religious education materials can be linked to multicultural issues that are relevant in the context of everyday life. For example, when studying ethical values in Islam, learners may be given with opportunity to analyze how those values relate to issues such as cultural diversity, gender equality, or human rights.

Furthermore, integrating Islamic religious education materials with the context of multicultural life can also involve learning based on real experiences. For example, learners are invited to visit different Islamic places of worship or participate in social activities involving interfaith cooperation. It allows them to interact directly with multicultural

societies and apply an understanding of Islam in real-life contexts. Additionally, it is also important to facilitate open discussion and reflection on differences in religion and belief in a multicultural context. Students need to be given opportunities to share thoughts, questions, and experiences related to religion and diversity. Teachers of Islamic religious education can be facilitators in promoting constructive dialogue between students with different religious backgrounds, thereby enriching their understanding of Islam and strengthening mutual respect. Through integrating Islamic religious education materials with the context of multicultural life, students at SMA Negeri 9 Yogyakarta can develop a more in-depth understanding of Islam concerning the reality of a culturally and religiously diverse society.

Providing a space for fair participation for students from various religious backgrounds in the learning process and extracurricular activities is a fundamental tenet in creating an inclusive, equitable, and diversity-aware educational environment. It involves ensuring that all students, regardless of their religions or beliefs, have equal opportunities to participate, contribute, and be respected in every aspect of education at SMA Negeri 9 Yogyakarta. Teachers should make sure that subject matters, discussion activities, and assignments do not favor one particular religion or denigrate others. The teachers can achieve this by taking students' diversities into account during the selection of learning materials, avoiding religious stereotypes, and facilitating inclusive and respectful dialogue between students (Tahar & Najib, 2019). SMA Negeri 9 Yogyakarta can ensure that extracurricular activities related to religion are inclusive and open to all students, regardless of their religion. For example, involving students from various religions when holding activities or events that cover cultural, artistic, or social aspects. Moreover, the school can also support or form groups or clubs that respect religious diversity, where students can share and strengthen their understanding of different religions. By providing a fair participation space for students from various religious backgrounds, SMA Negeri 9 Yogyakarta encourages inclusivity, respect for differences, and equal opportunities in education. This approach creates an environment where students can grow and learn together, respect each other, and respect religious diversity.

5. Contextualization of Multicultural Islamic Education Materials

Materials in Islamic religious education encompass the Qur'an-hadith, creed (aqidah), morals (akhlaq), fiqh, and Islamic Cultural History (SKI) (Abdul Fakhri, 2002). The above materials, in the operational realm, must at least consider several things, such as humanitarian issues, actual and relevant to the needs of pluralist societies, and are closely related to issues of social justice, democracy, and human rights. Also, Islamic religious education materials need to pay attention to general and distinctive patterns in religious history and religious thoughts. It may involve avoiding statements that disparage, demean, apostatize, or hurt other groups in any form. The purpose is to figure out the basic construction, essence, or deepest substance of human spirituality, as well as to understand the history of religion. In the process, it is important to have a sincere, loving, and harmonious understanding of the nature of other religions with an inclusive and dialogical

approach. It aims to enlighten new religious thoughts, mentalities, and attitudes (Abdullah, 2022).

To promote inclusive religious tolerance at SMAN 9 Yogyakarta, several Islamic religious education subject materials have been developed with a multicultural approach. First of all, in selecting the Qur'an and hadith verses, we include not only verses related to faith but also the ones that aim to provide understanding and shape students' attitudes in interacting with individuals who adhere to different religions. Thus, we strive to instill an attitude of tolerance and inclusivity from an early age. This material focuses on the Qur'anic recognition of plurality and the spirit to compete for good (Q.S. Al-Baqarah: 148), illustrates the importance of peaceful coexistence between religious communities (Q.S. Al-Mumtahanah: 8-9), and the principles of justice and equality (Q.S. Al-Nisa: 135).

Second, the expansion of the material scope in *fiqh* can be achieved through the study of *fiqh siyasah*. In this context, we can observe the concepts of nationality exemplified by the Prophet Muhammad, his companions, and subsequent caliphs. For example, in the time of the Prophet, we can examine how the Prophet Muhammad managed and led the people of Medina who had diverse ethnic, cultural, and religious backgrounds. The situation of Medina society at that time similarly reflected the reality in Indonesia, which is also known as a heterogeneous society with different ethnicities, cultures, and religions. Third, the role of moral (akhlaq) subject matter is essential in the context of building strong national foundations. Akhlaq comprises the evaluation of good and bad behaviors towards God, the Apostle, fellow human beings, oneself, and the environment. The sustainability of a nation highly depends on the moral values it adheres to. If a nation ignores this aspect, then it will face the risk of extinction. The Holy Qur'an, as the main source of teachings in Islam, also records the story of the collapse of the Luts caused by moral corruption. To carry out this multicultural religious education effectively, the role of Islamic teachers becomes very vital. They not only need to develop engaging teaching methods but also to be role models for their students.

Fourth, Islamic Cultural History (SKI) material based on historical facts can show the social interaction practices applied by the Prophet Muhammad when building the Madinah society. In this history, we can see the acknowledgment and appreciation of the pluralism and tolerance values. To properly instill an understanding of pluralism and tolerance in students, we need to include an explanation of the development of Medina society after the Hijra, which is reflected in the Medina Charter. The Medina Charter, as an important historical document in Islam, is real evidence that the Prophet Muhammad successfully implemented the principles of justice, equality, law enforcement, welfare guarantees for all citizens, and protection of minority groups. These sources of religious materials and facts help learners understand how to interact with different groups with a positive attitude. The 2021 Islamic Religious Education and Ethics text used by Islamic education teachers of SMAN 9 Yogyakarta comprehensively covers important aspects, such as respecting diversity, teaching tolerance and dialogue, emphasizing empathy and brotherhood, and avoiding stereotypes and prejudices in the Islamic context (Taufik &

Setyowati, 2021). It helps shape inclusive attitudes and a deeper understanding of Islamic religious values in a multicultural society.

6. Benefits of Inclusive Islamic Religious Education Transformation

Building a strong awareness of multiculturalism among students is an important effort in creating an inclusive society, respecting differences, and building harmonious relationships between individuals from different religious and cultural backgrounds. In the context of SMA Negeri 9 Yogyakarta, this effort aims to build or produce students who can respect and appreciate religious and cultural differences with an in-depth understanding. Building awareness of multiculturalism should begin by providing a comprehensive understanding of multiculturalism values themselves (Nurcholish, 2020). Students need to be informed of the importance of respecting religious and cultural diversity, as well as the positive consequences that can result from such respect, like harmony, cooperation, and social progress. Islamic religious education learning materials should include concrete examples of successful multicultural societies and provide exemplary instances of building inclusive relationships.

Furthermore, students need to engage in hands-on experiences that broaden their understanding of religious and cultural diversity. Several ways to do so are through visits to places of worship, participation in cultural festivals, student exchange between schools, or collaboration with local communities representing different religions and cultures. Following these experiences, students can see, feel, and appreciate the uniqueness of each religion and culture, as well as develop a deeper understanding of the similarities and differences. In addition, it is important to engage learners in open discussions and dialogues about religious and cultural differences. School teachers and staff can facilitate a safe space where learners can share their views, experiences, and thoughts on the topic. Such discussions should be based on the principles of mutual listening, respect, and learning from each other's points of view.

Islamic religious education learning materials should include information about the teachings, practices, and traditions of different religions, as well as the cultural richness that exists in the community. Additionally, students need to be given the opportunity to analyze and compare similarities and differences between such religions and cultures so that they can appreciate diversity and find common ground between them. It is important to create an inclusive and welcoming school environment for students from different religious and cultural backgrounds. This can be pursued through school policies and practices that promote tolerance, respect for differences, and fight discrimination. In this kind of environment, students feel accepted and valued regardless of their religion or culture so that they can grow and develop in a supportive atmosphere. By building a strong awareness of multiculturalism among students, SMA Negeri 9 Yogyakarta plays a role in building a young generation who can respect and appreciate religious and cultural differences. It will help create an inclusive, harmonious, and enriching society capable of facing challenges and building a better future together.

Enriching students' understanding of Islam through a broader and deeper perspective on religious plurality is an important approach in Islamic religious education at SMA Negeri 9 Yogyakarta. It aims to give learners a more comprehensive understanding of Islam and help them develop tolerant, inclusive, and respectful attitudes toward religious differences. In enriching the understanding of Islam, students need to be introduced to the diversity of religions worldwide. They can learn about other religions' teachings, practices, and beliefs objectively and accurately. It includes understanding several religions, such as Christianity, Hinduism, Buddhism, Judaism, and other religions existing in the global community. Through a broader understanding of religious plurality, students can see differences as a source of wealth and enrichment, not as conflict or threat.

Also, engaging students in dialogue and open discussion about religious plurality is very important. Teachers of Islamic religious education can facilitate forums that allow learners to share their knowledge, experiences, and thoughts about different religions. Such discussions should be based on the principles of mutual listening, mutual respect, and mutual learning so that learners can gain new insights and enrich their understanding of Islam and other religions. Through this approach, students' understanding of Islam can be enriched and beyond narrow boundaries. They can develop broader insights about other religions, strengthen attitudes of tolerance, value diversity, and build harmonious relationships with individuals from different religious backgrounds. With a broader and deeper understanding of religious plurality, students of SMA Negeri 9 Yogyakarta are ready to contribute to an inclusive society and uphold religious freedom and interreligious harmony.

Helping students develop inclusiveness, cooperation, and tolerance in daily life is a fundamental educational aspect at SMA Negeri 9 Yogyakarta. It aims to build individuals who can live harmoniously in a diverse society and appreciate differences. Learners need to be taught the importance of inclusivity in everyday interactions. They must understand that each individual has the right to be respected, recognized, and listened to regardless of religious background, ethnicity, culture, or other differences. School teachers and staff can set a direct example by treating all students fairly, respecting their differences, and avoiding discriminatory attitudes. Additionally, it is essential to promote cooperation and collaboration among students. Group activities, team projects, or class discussions can be used as opportunities to teach the values of cooperation, mutual help, and appreciation for each group member's contribution. Students need to be encouraged to work together, appreciate others' expertise and thoughts, and learn from different perspectives. Furthermore, education at SMA Negeri 9 Yogyakarta should focus on developing an attitude of tolerance.

Involving students in extracurricular activities that encourage inclusivity and cooperation is also important. The school can organize activities like cultural festivals, cross-cultural art performances, or social activities involving students from various backgrounds. It allows them to interact with each other, share experiences, and expand their circle of friends beyond peer groups or similar backgrounds. Teachers and school staff play a crucial role in guiding learners to develop inclusive attitudes, cooperation, and

tolerance. They can provide positive coaching, encouragement, and direction to the students. Teachers can also engage learners in reflective discussions about their personal experiences in dealing with differences and challenges in their interpersonal relationships. By developing inclusiveness, cooperation, and tolerance in daily life, students at SMA Negeri 9 Yogyakarta will become individuals who can adapt, work together, and live harmoniously in a diverse society.

Moreover, extracurriculars of dance, kawaritan, theater, and acting arts are also a place for students to develop their talents and interests in art and culture. Through these programs, the school provides opportunities for students from various backgrounds to explore and appreciate cultural diversity. In line with the instilled character values, such as the growth of 5M culture – *maju* (developed), *mandiri* (independent), *mampu* (capable), *melek* (literate), *menghargai* (respectful) – SMA Negeri 9 Yogyakarta upholds the principle of inclusiveness in Islamic religious education. In the context of multiculturalism, an inclusive approach in Islamic religious education at SMA Negeri 9 Yogyakarta provides space for students to understand, respect, and live up to cultural and religious diversity. These learning programs involving art, culture, and character are a means to strengthen inclusive values in Islamic religious education, making SMA Negeri 9 Yogyakarta an institution that can integrate the values of multiculturalism with inclusive Islamic religious education.

7. Challenges and Strategies for Implementing an Inclusive Approach in Islamic Education

Islamic Education at SMA N 9 Yogyakarta faces significant challenges in developing an inclusive approach that considers the multicultural context in schools. The pluralist-inclusive diversity paradigm implies the ability to accept views and interpretations of other religions rooted in concepts of divinity and humanity. Of course, acknowledgment of this point of view is not necessarily to be followed by the teachings implementation of the religion concerned. A multicultural approach to cultural diversity and the variety of religious beliefs in society is part of understanding this diversity. The concept of humanism indicates an appreciation of the significance of human values in religious practice. SMAN 9 Yogyakarta has strived to continuously eliminate the impression of majority and minority students according to their religion. Every religious activity or other activity seeking to convey and foster tolerance in students uses polite or non-provocative language in interfaith interactions. The school also provides and prepares heterogeneous books that can accommodate all students' needs.

The challenges in covering curriculum development appropriate to the multicultural context of SMA Negeri 9 Yogyakarta and students' needs involve several aspects that require careful consideration. In dealing with these challenges, it is crucial to integrate an understanding and appreciation of religious and cultural diversity into the curriculum so that students can obtain a relevant and meaningful education. Curriculum development must consider the existing religious and cultural diversity at SMA Negeri 9 Yogyakarta. It involves in-depth identification and understanding of students' communities, including their religious background, ethnicity, culture, and traditions. The curriculum should include

materials that enrich students' understanding of the existing different religions and cultures around them so that they can appreciate and understand differences better.

Furthermore, the curriculum must also consider the needs of learners. Each student has unique needs, including in terms of religion and culture. The curriculum must be able to accommodate these needs and ensure that students feel valued, accepted, and involved in the learning process (Arifin, 2019). Flexibility in curriculum can allow students to explore and deepen their understanding of the religions and cultures that are part of their own identity. In addition, it is important to ensure that the curriculum promotes inclusivity and equity. Learning materials should reflect a variety of perspectives, incorporate minority voices, and avoid stereotypes or prejudices. Teachers need to be provided with adequate training and resources to teach in a way that values diversity, encourages open discussion, and engages learners actively. Another challenge is finding a balance between respecting religious and cultural diversities, while still meeting academic standards and learning objectives. The curriculum should include a deep understanding of religion and culture, but also ensure that core subjects and academic competencies are not overlooked. In this regard, integration between religious learning and other subjects can be an effective approach to achieve such a balance.

Another challenge is to involve various stakeholders, including teachers, school staff, parents, and communities, in the process of developing curricula appropriate to multicultural contexts. Their involvement can help gain richer insights into the needs of students and society and provide diverse perspectives in developing a more holistic curriculum. In dealing with this challenge, SMA Negeri 9 Yogyakarta can work with various parties to design and implement a curriculum that is inclusive, relevant, and responsive to religious and cultural diversity. With the right approach, curriculum development can be an effective means of promoting multiculturalism, understanding differences, and helping learners develop inclusive and tolerant attitudes (Retnasari & Hidayah, 2019).

Involving teachers and education staff in training and coaching that encourages multiculturalism understanding and inclusive approaches is an important step toward strengthening a diverse and inclusive educational environment at SMA Negeri 9 Yogyakarta (Tahar & Najib, 2019). Through this training and coaching, teachers and staff can gain the knowledge, skills, and attitudes needed to deal with the student's diversity with a broad understanding and inclusive approach (Wardhani, 2020). Training can provide insight into the concept of multiculturalism and the importance of understanding differences in students' religions, cultures, and backgrounds. Teachers and education staff can learn about the values of multiculturalism (Ansari, 2020), human rights, interreligious harmony, and the principles of inclusiveness (Tricahyono et al., 2020). They can be given knowledge about the existing religious and cultural diversity in society so they can understand the student's needs and perspectives better. Besides, training can also involve learning about inclusive teaching strategies. Teachers and educational staff can learn teaching methods that allow active participation and involvement of all students, regardless of their background. It includes the use of varied learning materials, inclusive

use of language, project-based approaches, and the use of resources that value and represent the diversity of learners (Wardhani, 2020).

In addition, training can also focus on developing communication skills and cross-cultural understanding. Teachers and education staff can be trained in how to communicate effectively with learners from different religious and cultural backgrounds, by respecting differences and creating a safe and inclusive environment. They can also learn about stereotypes, and prejudices, and how to overcome them, to create an environment free from discrimination and intolerance. Sustainable coaching is also important to support the implementation of inclusive approaches in education. Teachers and education staff can get guidance, feedback, and support in dealing with emerging challenges in teaching learners from diverse backgrounds. Coaching can assist them in developing effective strategies, sharing experiences, and continuously improving their understanding and skills in promoting multiculturalism and inclusivity in educational settings. By involving teachers and education staff in training and coaching that encourages understanding of multiculturalism and inclusive approaches, SMA Negeri 9 Yogyakarta can ensure that educators have the necessary competencies to create an inclusive learning environment, respect differences, and encourage active participation of all learners. It will have a positive impact on the student's development to understand and appreciate religious and cultural diversity in an increasingly global and diverse society.

Encouraging collaboration with other religious institutions or communities is an important step in enriching students' experiences in understanding different religions at SMA Negeri 9 Yogyakarta. This kind of collaboration allows students to see and learn firsthand about other religions' practices, values, and traditions so that they can develop a broader and deeper understanding of religious plurality (Asror, 2022). One way to encourage collaboration is to invite representatives from other religious institutions or communities to give lectures, discussions, or presentations to the students. In this context, such religious representatives can introduce their religious beliefs, teachings, and practices, as well as answer students' questions directly. It will provide real experience and enrich students' perspectives on different religions. Visits to places of worship or religious activities can be part of this collaboration. Arranging student visits to various worship places, such as mosques, churches, temples, or monasteries, can provide hands-on experience that allows learners to learn about the practices and traditions of those religions.

Students can also participate in religious activities organized by other religious communities, such as holiday celebrations or social activities involving an understanding of different religions. Also, student exchange programs can be carried out with schools or educational institutions with different religious backgrounds. This program allows students to interact directly with learners from different religious backgrounds, sharing experiences, understandings, and traditions of each other's religions. By participating in joint activities, students can build friendships and cooperation that cross religious boundaries, thus broadening their views on different religions. Collaboration with other religious institutions or communities can also involve cooperation in organizing joint events

or activities that promote universal values, such as seminars, workshops, or cultural festivals involving various religions. In this kind of event, students can engage in idea exchange, interfaith dialogue, and discussion on the importance of mutual understanding and harmony between religious communities. By encouraging this kind of collaboration, SMA Negeri 9 Yogyakarta creates opportunities for students to see, hear, and experience different religions firsthand. It helps them to deepen their understanding of religious diversity, appreciate differences, promote interfaith dialogue, and form inclusive and tolerant attitudes towards differences in religion and belief.

Conclusion

Islamic religious education that adopts a multicultural approach emphasizes acceptance and tolerance of students' backgrounds with a focus on ethnic, racial, religious, and cultural diversity. The principles of multicultural Islamic religious education include the use of human equality pedagogy as the basis of multicultural education. This research has investigated the transformation of Islamic education in the context of multiculturalism at SMA Negeri 9 Yogyakarta through an inclusive approach. From the analysis results and research findings, several conclusions can be drawn, namely, SMA Negeri 9 Yogyakarta has carried out a significant transformation of Islamic religious education in the context of multiculturalism. The principal and Islamic religious education teachers have adopted an inclusive approach that respects religious and cultural diversity in the learning process. They use varied methods and strategies to build mutual understanding and tolerance among learners from different religious backgrounds. The multicultural and contextual approach in Islamic religious education materials included the integration of verses on faith with verses that encourage tolerance and inclusivity. Moreover, fiqh material was also expanded to cover aspects of fiqh siyasah that accommodate various ethnicities, cultures, and religions.

Moral (akhlaq) learning was focused on good and bad behaviors towards God, the Apostle, fellow human beings, oneself, and the environment, which have importance in forming the foundations of nationhood. The material History of Islamic Culture based on historical facts described the practices of social interaction applied by the Prophet Muhammad (peace be upon him) when building the society of Medina. Additionally, the study results also revealed that the participation of students and parents in Islamic religious education at SMA Negeri 9 Yogyakarta was quite high. Students were actively involved in extracurricular activities focusing on interfaith dialogue and social activities that strengthened tolerance and harmony between religious communities. Multicultural Islamic religious education with an inclusive approach at SMA Negeri 9 Yogyakarta has brought significant changes in teaching and learning. By adopting this approach, students have gained a deeper understanding of Islam and simultaneously developed mutual respect and tolerance towards the existing differences in society. The success of transforming Islamic education through an inclusive approach depends on the support and collaboration between schools, teachers, students, and parents. Active participation from all parties is

essential in building an inclusive school environment and supporting students' spiritual, moral, and social development.

Declarations

Author contribution statement

Dwi Afriyanto, as the main author, conducted the research and compiled the research results. Anatansyah Ayomi Anandari, as the second author, assisted the main author in compiling the research results. Sangkot Sirait and Mahmud Arif, as the third and fourth authors, provided guidance and direction regarding the research. All authors in this study have reviewed the study results comprehensively.

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Data availability statement

The data used to support the findings of this study are included in this article.

Declaration of interests statement

The author hereby declares that the information disclosed is true and there are no other real, potential, or real conflict of interest situations of which I am aware. I promise to notify you of any changes in these circumstances, including if an issue arises during the meeting or the work itself.

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