



Humanistic Multicultural Analysis in Shaping Tolerance Culture Among Students in Islamic Education Learning

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Abstract:

This study aims to explore the development of humanistic multicultural education within the framework of Islamic Religious Education (PAI) at Junior high school, focusing on its role in fostering a culture of tolerance among students. Given the increasing importance of multicultural values in diverse educational settings, this research addresses the integration of these values in PAI learning. Employing a qualitative research method with a purposive sampling approach, the study examines the alignment of educational objectives, materials, methods, and evaluation as outlined in the syllabus. The findings reveal that humanistic multicultural values are effectively integrated into PAI, contributing to the promotion of tolerance through both curriculum content and the exemplary behavior of PAI and other subject teachers. This research provides insights into how Islamic Religious Education can be a vital tool in cultivating a tolerant and inclusive school environment.

INTRODUCTION

In the 21st century, the education sector faces significant internal and external challenges, requiring adaptation to global changes. The 2013 curriculum introduced four key elements: Graduate Competency Standards (SKL), Process Standards, Content Standards, and Assessment Standards, emphasizing a balance between soft and hard skills across affective (attitude), psychomotor (skills), and cognitive (knowledge) competencies (Arifin & Zaini, 2024; Jazilurrahman, 2022; Mastura & Purwowidodo, 2024; Ridwan & Satriawan, 2024). The implementation of the humanistic model in Islamic Religious Education (PAI) can be effectively supported by the Scientific Approach, a method grounded in scientific inquiry that emphasizes data and factual evidence through observation and experimentation. This approach aligns with the 2013 curriculum's goal of integrating character values into learning processes, involving stages such as observing, questioning, experimenting, associating, and communicating (Islamiah & Maulidiah, 2024; Purnomo et al., 2023; R'boul, 2021; Zubaidi, 2024). These stages address the cognitive (knowing what), affective (knowing why), and psychomotor (knowing how) domains, thereby fostering a holistic learning experience that not only imparts knowledge but also develops critical thinking,

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ethical reasoning, and practical skills.

Multicultural education aims to cultivate humanistic individuals who are aware of the importance of respecting and appreciating the diverse cultural backgrounds, including ethnicity, religion, race, and social groups (Afriyanto & Anandari, 2024; Saihu et al., 2022; Zainuddin, 2021). In Indonesia, with its rich cultural diversity, this presents a significant challenge for the education system, which must manage these differences effectively. At SMPN 2 Rogojampi, a favored school among students, the challenge of fostering tolerance has become evident, particularly during general studies sessions where conflicts arise due to differing religious views. These conflicts have led to reduced communication and cooperation among students of different faiths, hindering social interaction and tolerance. The situation has left teachers struggling to find solutions to instill social and tolerance values in their students. Conflict, as defined by scholars like Kholifah and Wahyosumidjo in (Patimah et al., 2022), involves interactions marked by disagreement or opposing characteristics, and its impact, whether positive or negative, depends on how it is managed. In this context, effective management of such conflicts is crucial for building a harmonious and tolerant school environment.

Several previous studies support this research. Study (Anas et al., 2021; Khobir et al., 2021; Patimah et al., 2022) highlights the crucial role of Islamic education teachers in fostering tolerance, emphasizing that without teacher guidance, students' tolerance is less likely to be effectively practiced within the school environment. Paper study by (Aisida, 2022; Putri et al., 2024; Shobron & Maksum, 2023) discusses the integration of multicultural values in Islamic Religious Education (PAI), noting that these values are reflected in the school's vision, mission, goals, and curriculum, particularly within a PAI curriculum that is mindful of multicultural perspectives. In line with study (Najah et al., 2022; Zarkasyi, 2021) explores the implementation of humanistic education in Islamic Religious Education during the Industrial Revolution 4.0, suggesting that humanistic education fosters a dynamic freedom and creates an innovative, critical, and progressive human climate through a dialogic, reflective, and expressive approach involving educators, students, and the surrounding environment. (Naimah & Abidin, 2024; Rohmah et al., 2023) finds that the methods for instilling multicultural values in young students positively influence their acceptance of diversity, which is central to multicultural education. (Arifansyah et al., 2023; Nugroho & Arqam, 2024; Sulaiman et al., 2023) argues for a paradigm shift in education from a monocultural to a multicultural approach and from a centralized model to one that is more humanistic, as part of efforts to internalize character and multicultural values for resolving social conflicts in Indonesian society.

Despite the extensive research on the integration of multicultural values in Islamic Religious Education (PAI) and the role of educators in fostering tolerance, a gap remains in understanding how these principles are practically implemented in diverse school settings, particularly in relation to the unique challenges faced by schools with significant religious diversity among students. While previous studies have largely focused on theoretical frameworks and broad curriculum integration, there is a need for more empirical research that examines the direct impact of these educational practices on student behavior and inter-religious relations in the classroom. The novelty of this research lies in its focus on the

practical application of humanistic multicultural education within PAI at SMPN 2 Rogojampi, specifically how it shapes a culture of tolerance among students of different faiths. This study not only fills the gap by providing insights into real-world challenges and solutions but also contributes to the development of effective strategies for promoting tolerance in religiously diverse educational environments.

The main objective of this study is to examine the implementation of humanist multicultural education in the context of Islamic Religious Education (PAI) at SMPN 2 Rogojampi and its effectiveness in fostering a culture of tolerance among students from various religious backgrounds. This paper seeks to identify specific educational practices, methodologies, and curriculum elements that contribute to the development of tolerance, as well as to analyze the challenges faced in promoting these values in a religiously diverse school environment.

RESEARCH METHOD

This study employs a qualitative research method, which is particularly suited for exploring natural settings where the researcher serves as the primary instrument of data collection (Ezer & Aksüt, 2021). Qualitative research is characterized by its focus on understanding phenomena in their natural context, with data being collected through various techniques, including triangulation. Triangulation involves using multiple data sources or methods to ensure the reliability and validity of the findings. In this study, data collection was conducted through interviews with teachers, who are the primary sources of information, as well as academic staff at SMPN 2 Rogojampi.

The data analysis process in this study followed the procedures outlined by Miles and Huberman (2005) in (Köhler, 2024), which include data reduction, data display, and data verification. Data reduction is a critical step in qualitative research, involving the selection, simplification, abstraction, and transformation of raw data collected from field notes and interviews. This process is continuous and iterative, allowing the researcher to focus on relevant information that aligns with the research objectives. During this phase, non-essential data are filtered out, ensuring that only meaningful and relevant insights are retained for further analysis.

Following data reduction, the remaining data are organized and presented in a manner that facilitates interpretation. This step, known as data display, involves the creation of charts, matrices, or other visual representations to make the data more accessible and understandable (Khotimah et al., 2024). Finally, data verification involves reviewing the findings to ensure accuracy and consistency. This comprehensive approach to data analysis helps ensure that the study's conclusions are well-founded and reflective of the true nature of the educational environment at SMP 3 Situbondo. Through this meticulous process, the research aims to provide a deep understanding of how humanistic multicultural education is implemented and its impact on fostering tolerance among students.

FINDINGS AND DISCUSSION

Integration of Multicultural Values in Learning

Humanistic multicultural education, as an integral part of curriculum development at SMPN 2 Rogojampi, is embedded in various stages of the

educational process. It begins with the planning phase, where multicultural content is integrated into the curriculum, followed by the development of learning materials and the implementation of these concepts in the classroom. This comprehensive approach aims to instill in students an understanding of humanistic multicultural education, enabling them to appreciate and embrace cultural diversity (Aisida, 2022; Putri et al., 2024). It promotes the principles of democracy, social justice, and equality within the school environment and the broader social context.

The application of a humanistic multicultural model based on the Scientific Approach has been shown to enhance cognitive outcomes, with students in the experimental group outperforming those in the control group. This model emphasizes active learning, where students acquire knowledge through self-discovery rather than rote memorization (Najah et al., 2022; Zarkasyi, 2021). It prioritizes the development of critical thinking skills, guiding students through processes that involve analyzing problems and effectively communicating their findings. This method not only improves academic performance but also fosters a culture of tolerance by encouraging positive communication among students, thereby reducing conflicts.

In the classroom, Islamic Religious Education (PAI) teachers practice humanistic values, evident in their approach to classroom management and their sensitivity to the cultural diversity of their students. These practices lead to the creation of interactive and harmonious relationships between teachers and students, facilitating an engaging and enjoyable learning environment. Such an environment significantly boosts students' interest in PAI and helps them internalize the values being taught.

Throughout the learning process, PAI teachers at SMPN 2 Rogojampi adopt a humanistic approach, which fosters the development of values such as compassion, discipline, and respect for differing opinions and cultural backgrounds. The effectiveness of PAI in promoting humanistic multicultural values is evident, as teachers not only deliver content related to multiculturalism, democracy, compassion, tolerance, and fairness but also model these values through their behavior. By setting an example, PAI teachers encourage students to respect peers of different religions, thereby reducing potential conflicts in the classroom and school during learning activities. This holistic approach in PAI contributes to the cultivation of a tolerant, inclusive, and harmonious educational environment.

The strategies for developing Islamic Religious Education and character education at SMPN 2 Rogojampi align closely with H.A.R. Tilaar's concept of the three pillars in educational practice. First, the development of tolerance, empathy, and sympathy is essential for successful coexistence and pro-existence in a religiously diverse environment. Tolerance, as a fundamental inner readiness to coexist with others who are inherently different, is cultivated through a pluralistic and multicultural religious education. This approach is designed to instill various stages of tolerance, from minimal to maximal levels, and to promote emotional maturity, equality, participation, and a new social contract for living together across religious divides.

Second, the strategy emphasizes building mutual trust, which is a critical form of social capital that strengthens the community. Trust between individuals and groups is vital for fostering a supportive and cohesive educational

environment. Third, fostering mutual understanding is key, as it involves recognizing that while values may differ among groups, they can complement and contribute to dynamic and vibrant relationships. Religious education has the responsibility to lay the ethical foundation for such mutual understanding in a multicultural and pluralistic context.

Finally, upholding mutual respect is paramount. In this context, the Islamic Religious Education at SMPN 2 Rogojampi has successfully integrated multicultural values into its learning objectives, content, methods, and implementation. This integration has significantly influenced students' mindsets and attitudes, encouraging them to respect, appreciate, and complement each other, thereby contributing to dynamic personal and social relationships in a culturally diverse environment. By reinforcing these social values, the school not only promotes mutual respect among students of different backgrounds but also builds a stronger, culturally rich, and forward-looking school community.

The Islamic Religious Education (PAI) and character education curriculum at SMPN 2 Rogojampi is rooted in the 2013 Curriculum, which emphasizes faith in Allah (Swt), sincerity in worship, understanding Islamic legal sources, and embodying the moral character of the Prophet Muhammad (Saw). Students are taught to comprehend Quranic verses that describe humans as servants and stewards of Allah on earth, with a focus on integrating commendable morals with cultural and national character education. This curriculum fosters an environment where students not only learn religious tenets but also develop a strong moral foundation that aligns with the broader cultural and ethical values of the nation.

Students in the PAI department actively participate in religious activities organized during Islamic holidays, coordinated by the student council (OSIS), religious teachers, and school administrators. These events are marked by a spirit of togetherness, equality, and camaraderie among students. For example, during the celebration of Eid al-Adha, Christian students also contribute to the activities, fostering an atmosphere of mutual respect and cooperation. This reciprocal participation in each other's religious events helps build a harmonious human relationship within the diverse student body, reinforcing a sense of brotherhood and unity.

Islamic Religious Education in the classroom is delivered according to a well-structured syllabus and lesson plans (RPP), with three hours of instruction each week focusing on faith in Allah, the human role as His servants and stewards on earth, and the cultivation of Islamic values, culture, and national identity. Beyond the classroom, extracurricular activities such as religious seminars, commemorations of Islamic holidays, and short-term religious boarding schools (*pesantren kilat*) further deepen students' understanding of Islam as a religion of mercy for all creation (*rahmatan lil 'alamin*). These activities positively influence students' attitudes, promoting tolerance and moderation in responding to differences, thus embodying the multicultural values practiced within the school and the broader community.

The Role of Teachers in the Formation of Tolerance

Islamic Religious Education (PAI) teachers hold a crucial and transformative role in cultivating a culture of tolerance within the school environment, significantly shaping the attitudes and behaviors of their students. Their influence transcends the traditional scope of simply delivering religious

instruction; instead, they actively engage in promoting and instilling the values of tolerance, respect, and appreciation for diversity through every aspect of their teaching and interactions. This comprehensive approach is grounded in the understanding that education is not just about imparting knowledge but also about shaping character and fostering an inclusive mindset that is essential in today's pluralistic society. PAI teachers, by adopting a dialogic and humanistic approach to education, create a classroom environment that goes beyond rote learning and instead encourages open dialogue, critical thinking, and mutual respect among students from diverse backgrounds. This approach is instrumental in breaking down barriers between students who may hold different religious beliefs or come from various cultural backgrounds. Through carefully facilitated discussions and interactive learning activities, PAI teachers guide students to explore complex concepts of coexistence, empathy, and understanding, helping them to see the value in diverse perspectives and the importance of living harmoniously in a multicultural society.

In practice, this means that PAI teachers not only convey religious teachings but also relate these teachings to the everyday lives of students, emphasizing how principles such as compassion, justice, and mercy can and should be applied in interactions with others, particularly those who are different from themselves. By consistently modeling these values in their own behavior – both inside and outside the classroom – PAI teachers demonstrate the practical application of tolerance and respect, serving as living examples for their students to follow. Their efforts contribute to creating a learning environment where all students feel valued and respected, regardless of their background, fostering a sense of belonging and mutual respect that is essential for a cohesive school community. The impact of such an approach is profound, as students who are taught in an environment of tolerance and respect are more likely to carry these values into their wider lives, influencing their interactions with others in broader society. In this way, the work of PAI teachers extends beyond the immediate classroom and contributes to the development of a more tolerant, inclusive, and understanding society. Their role is therefore not just about teaching religious content but about nurturing the next generation of citizens who are equipped with the values and skills needed to thrive in and contribute positively to a diverse and interconnected world.

By interview with head school, he said “our role extends beyond teaching religious concepts. We focus on practicing tolerance and respect for differences within our lessons. For instance, during discussions about Islamic teachings, we encourage students to voice their opinions respectfully, even when they differ from others”. The interview excerpt reveals a significant aspect of the role that PAI (Islamic Religious Education) teachers play in fostering a culture of tolerance and respect within the school environment. The teacher's statement, "our role extends beyond teaching religious concepts," indicates that their responsibilities are not confined to merely delivering the curriculum content related to religious teachings. Instead, they are deeply involved in the broader educational mission of cultivating values such as tolerance and respect for diversity among students.

This approach is evident in the way PAI teachers design and facilitate classroom discussions. By encouraging students to express their opinions respectfully, even when those opinions differ from others, teachers create an inclusive and open environment where diverse perspectives are valued. This

practice not only enhances students' understanding of Islamic teachings but also develops their ability to engage in constructive dialogue with peers who may hold different views.

In line with interview teacher PAI, he said “we use a dialogic approach in our teaching. Instead of just lecturing, we engage students in conversations where they can explore and understand the diversity of perspectives. This method helps them see the value in other people’s beliefs and experiences, fostering a more inclusive mindset”. The interview excerpt highlights the use of a dialogic approach by PAI (Islamic Religious Education) teachers in their teaching practices, emphasizing the importance of engaging students in conversations rather than relying solely on traditional lecturing. This approach represents a shift from a one-way transmission of knowledge to a more interactive and participatory form of learning, where students are encouraged to actively explore and understand diverse perspectives.

By incorporating dialogue into the classroom, PAI teachers create opportunities for students to voice their thoughts, ask questions, and discuss various viewpoints. This method is particularly effective in helping students appreciate the value of different beliefs and experiences, fostering a more inclusive and open-minded attitude. Through these conversations, students are exposed to the rich diversity of ideas within the classroom, which can challenge their preconceptions and broaden their understanding of the world around them. The dialogic approach also promotes critical thinking, as students are not just passive recipients of information but active participants in their learning journey. They are encouraged to think deeply about the topics being discussed, consider multiple perspectives, and develop their own informed opinions. This process not only enhances their comprehension of the subject matter but also prepares them to engage respectfully and thoughtfully with others in a multicultural society.

The analysis of the role of PAI teachers in fostering a culture of tolerance within schools reveals a multifaceted approach that aligns with broader educational strategies for promoting inclusivity and respect in diverse settings. The integration of a dialogic and humanistic teaching approach, as highlighted in the interviews, reflects a pedagogical shift towards interactive and participatory learning, where students are encouraged to explore and understand diverse perspectives (Purnomo et al., 2023; R'boul, 2021). This method not only enhances students' understanding of Islamic teachings but also cultivates critical thinking and a more inclusive mindset, which is essential in a multicultural society.

This approach is consistent with findings from other research, such as (Nugroho & Arqam, 2024; Rohmah et al., 2023; Sanjani, 2024), who argues that multicultural education must go beyond the curriculum to include teaching practices that actively engage students in dialogue and critical reflection on diversity. Similarly, (Anas et al., 2021; Khobir et al., 2021; Ridlo & Yanti, 2023) emphasizes the importance of culturally responsive teaching, which, like the dialogic approach used by PAI teachers, fosters an environment where students learn to value and respect differences. These findings suggest that the work of PAI teachers is instrumental in not only imparting religious knowledge but also in preparing students to navigate and contribute positively to a diverse and interconnected world, thus reinforcing the broader goals of multicultural education.

A Humanistic Approach to Learning

The Humanistic Approach in Learning: Research has revealed that the humanistic approach in Islamic Religious Education (PAI) is highly effective in fostering attitudes of tolerance among students. This approach positions students as the central focus of the learning process, emphasizing their active participation and personal development rather than just the absorption of information. By placing the student at the center, the humanistic approach encourages a learning environment where students are not only recipients of knowledge but active contributors to the learning experience. One of the key elements of the humanistic approach is the encouragement of critical thinking. Students are urged to analyze, question, and reflect on the material presented to them, rather than passively accepting it. This critical engagement with the content allows students to form their own opinions and understandings, which is essential in a diverse and pluralistic society. Through this process, students learn to evaluate different perspectives, appreciate the value of diverse viewpoints, and develop a more nuanced understanding of the world around them.

Open dialogue is another crucial component of the humanistic approach. In PAI classes, students are encouraged to engage in discussions where they can openly express their thoughts and listen to others. This dialogue fosters an environment of mutual respect and understanding, where students learn to appreciate differences and find common ground. By regularly engaging in these conversations, students build the skills necessary to navigate and contribute positively to a multicultural society. The humanistic approach in PAI education not only enhances students' academic understanding but also plays a vital role in shaping their social and emotional development. By promoting critical thinking, open dialogue, and empathy, this approach equips students with the tools they need to live harmoniously amid diversity. The development of these skills and attitudes is crucial for creating a more tolerant, inclusive, and cohesive society, where individuals are capable of understanding and respecting the differences that exist within their communities.

Finding interview with head school, he said “we place a strong emphasis on the humanistic approach, which means that students are at the center of the learning process. Instead of just delivering content, we encourage students to think critically about the material and engage with it on a deeper level. when discussing topics related to faith and ethics, I ask students to reflect on how these teachings apply to their daily lives and the diverse society they live in”. The interview excerpt highlights the application of the humanistic approach in Islamic Religious Education (PAI), where the focus is on placing students at the center of the learning process. This approach shifts the traditional teaching method from merely delivering content to actively engaging students in critical thinking and deeper reflection on the material being taught. By doing so, the teacher encourages students to not only absorb information but also to critically analyze and understand its relevance to their own lives and the diverse society in which they live.

When discussing topics related to faith and ethics, the teacher prompts students to consider how these teachings can be applied practically in their daily interactions and experiences. This reflective practice helps students connect religious principles with real-world situations, allowing them to see the broader implications of their learning. It encourages them to think about how values like

compassion, justice, and respect can influence their behavior and decisions in a multicultural environment. The emphasis on critical thinking and personal reflection fosters a deeper understanding of the material and promotes a more meaningful learning experience. It helps students develop the ability to relate religious teachings to contemporary social issues and challenges, making the learning process more relevant and impactful. This approach also nurtures tolerance and empathy, as students learn to appreciate the diversity of perspectives and the importance of applying ethical principles in a way that respects and values others.

According with interview by teacher said, “we create an open environment where students feel comfortable expressing their thoughts and opinions. I often pose questions that challenge them to think beyond the surface level and consider different perspectives. For instance, we might discuss a particular Islamic teaching and then explore how different cultures or religions might interpret or practice similar values. This not only broadens their understanding but also teaches them to respect and value different viewpoints”. The interview excerpt reveals a key aspect of the teaching strategy used by the PAI (Islamic Religious Education) teacher, focusing on creating an open and inclusive classroom environment. This environment is designed to make students feel comfortable expressing their thoughts and opinions freely. By fostering such an atmosphere, the teacher ensures that students are not only engaged in the learning process but also feel respected and valued, which is crucial for effective learning.

A significant part of this approach involves posing challenging questions that encourage students to think critically and look beyond the surface of the topics being discussed. By asking these questions, the teacher pushes students to consider different perspectives and explore the complexities of various issues. When discussing a specific Islamic teaching, the teacher may guide students to examine how similar values are interpreted or practiced in different cultures or religions. This exercise helps students understand that while they may share certain core values with others, the ways in which these values are expressed can vary widely across different contexts. This method not only broadens students' understanding of Islamic teachings but also cultivates a deeper appreciation for the diversity of perspectives that exist in the world. It teaches students the importance of respecting and valuing viewpoints that differ from their own, which is essential in a multicultural society (Arifansyah et al., 2023; Faiz et al., 2023; Nugroho & Arqam, 2024; Sulaiman et al., 2023; Zuhdi et al., 2024). By encouraging students to explore and understand these differences, the teacher helps them develop a more inclusive mindset and prepares them to interact more thoughtfully and respectfully with people from various backgrounds.

The analysis of the humanistic approach in Islamic Religious Education (PAI) highlights its effectiveness in fostering critical thinking, empathy, and tolerance among students (Jazilurrahman, 2022; Mastura & Purwowidodo, 2024; Ridwan & Satriawan, 2024). By placing students at the center of the learning process, this approach shifts the focus from passive content absorption to active engagement and personal reflection. Teachers encourage students to critically analyze religious teachings and apply them to real-world situations, thereby deepening their understanding and relevance. This method not only enhances academic learning but also promotes social and emotional development by

helping students appreciate diverse perspectives and fostering a more inclusive mindset.

This approach aligns with the broader educational theories of Paulo Freire, who advocated for dialogic education as a means to empower students and promote critical consciousness. Freire's concept of education as a practice of freedom resonates with the humanistic approach in PAI, where students are encouraged to question, reflect, and engage in meaningful dialogue. Moreover, research by (Purnomo et al., 2023; R'boul, 2021) on multicultural education supports the idea that creating an open and inclusive classroom environment is essential for preparing students to navigate a diverse society. Banks emphasizes that education should not only impart knowledge but also equip students with the skills to understand and respect cultural differences, a goal that is clearly achieved through the humanistic approach in PAI. By integrating these educational practices, PAI teachers effectively contribute to the development of a more tolerant and cohesive society. The focus on critical thinking, open dialogue, and respect for diversity helps students build the competencies needed to interact thoughtfully and respectfully in a multicultural world. This approach not only aligns with contemporary educational research but also demonstrates the transformative potential of humanistic education in shaping students' attitudes and behaviors towards greater social harmony.

CONCLUSION

The integration of a humanistic and dialogic approach in Islamic Religious Education (PAI) at SMPN 2 Rogojampi has proven to be highly effective in fostering critical thinking, empathy, and tolerance among students. By placing students at the center of the learning process and encouraging open dialogue, this approach not only enhances academic understanding but also significantly contributes to students' social and emotional development. The focus on respecting and valuing diverse perspectives prepares students to navigate and thrive in a multicultural society, aligning with broader educational theories and reinforcing the goals of multicultural education. The findings suggest that PAI teachers play a transformative role in shaping a more inclusive and harmonious school environment, ultimately contributing to the development of a more tolerant and cohesive society.

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