

MULTICULTURAL INSIGHT IN PROMOTING TOLERANCE MOVEMENT; LESSON LEARNED FROM ISLAMIC RELIGIOUS EDUCATION IN THE RURAL SIDE

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Abstract : *Islamic religious education has a very important role in shaping the character and attitude of tolerance of society, especially multicultural and plural societies. In achieving tolerance, patterns of instilling tolerance education between religious communities are needed, the cultivation of tolerance is carried out in the form of an Islamic religious education approach, both in the form of curriculum and community roles. This research aims to analyze the model of Islamic religious education with multicultural insight to increase understanding of tolerance. This research uses a qualitative approach with the type of case study, the research location is in Sukapura District, Probolinggo Regency. data collection techniques using observation, in-depth interviews and documentation, while data analysis uses the theory of Miles, Huberman, and Saldana, namely: data collection, data condensation, presenting data, and drawing conclusions or verification. The results showed that Multicultural Insights in promoting tolerance movement in the rural side, was carried out by four methods; 1) Curriculum integration of Islamic religious education; 2) Internalization through the role of religious and traditional leader; and 3) Internalization through governmental policy and family.*

Keywords : *Multicultural Insight; Tolerance; Islamic Religious Education; Rural.*

Abstrak : *Pendidikan agama Islam memiliki peran yang sangat penting dalam membentuk karakter dan sikap toleransi masyarakat, terutama masyarakat yang multikultural dan plural. Dalam mencapai toleransi, diperlukan pola-pola penanaman pendidikan toleransi antar umat beragama. Penanaman toleransi dilakukan dalam bentuk pendekatan pendidikan agama Islam, baik dalam bentuk kurikulum maupun peran masyarakat. Penelitian ini bertujuan untuk menganalisis model pendidikan agama Islam dengan wawasan multikultural untuk meningkatkan pemahaman tentang toleransi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, lokasi penelitian berada di Kecamatan Sukapura, Kabupaten Probolinggo. Teknik pengumpulan data menggunakan observasi, wawancara mendalam, dan dokumentasi, sementara analisis data menggunakan teori Miles, Huberman, dan Saldana, yaitu: pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa wawasan multikultural dalam mempromosikan gerakan toleransi di pedesaan dilakukan dengan empat metode; 1) Integrasi kurikulum pendidikan agama Islam; 2) Internalisasi melalui peran tokoh agama dan adat; dan 3) Internalisasi melalui kebijakan pemerintah dan keluarga.*

Kata Kunci : *Wawasan Multikultural; Toleransi; Pendidikan Agama Islam; Pedesaan.*

INTRODUCTION

Sukapura Sub-district, located in Probolinggo Regency, is an area with rich religious diversity (Salsabilla & Puspitarini, 2021). The community in this sub-district consists of various religious groups, including the majority of Muslims, but there are also minorities of other religions such as Christianity, Hinduism and Buddhism. In the midst of this diversity, it is important to develop multicultural Islamic religious education to instill religious tolerance (Hajiannor et al., 2023). Religion in Sukapuran Subdistrict has never caused conflict between religious adherents, there has been a loss of Ganesha statue on the lip of the crater of Mount Bromo, known Ganesha statue is a symbol of the god of science and wisdom for Hindus in Sukapura sub-district. This case did not cause conflict between religious communities, although there was mutual suspicion that the statue was stolen.

Islamic religious education has a very important role in shaping the character and attitude of tolerance of the community (Lundeto, 2021). However, Islamic religious education in this area often focuses more narrowly on religious aspects, without providing adequate understanding of the values of multiculturalism and religious tolerance (Dakir et al., 2022; Muharom, 2023). This can lead to misunderstanding, tension and interfaith conflict in Sukapura sub-district, therefore, education that is oriented towards multicultural development is important to develop. The development of Islamic religious education with multicultural insights is a crucial step in building awareness of the importance of religious tolerance in this sub-district. By combining inclusive Islamic teachings and an understanding of multicultural values, religious education can act as a means to reduce religious tensions and conflicts, and build a harmonious and respectful religious life (Sabates-Wheeler & Barker, 2024).

In the face of globalization and migration phenomena, religious life in Sukapura Sub-district is becoming increasingly complex. This pluralism challenge requires a multicultural-based approach in Islamic religious education to build awareness and a deeper understanding of other religions (Haryanti et al., 2022; Rohmah et al., 2023). The community in Sukapura Sub-district has a central role in shaping a conducive climate of religious tolerance. In this context, Islamic religious education with a multicultural perspective should focus on actively involving the community in building awareness and practicing tolerance.

The history of Islam in Indonesia has recorded various examples of tolerance between religious communities, such as the case in Probolinggo. Using these historical experiences in learning can strengthen understanding of the importance of tolerance in Islam. Islamic religious education institutions, such as madrasah and pesantren in Sukapura Sub-district, have a central role in instilling tolerance values. The development of Islamic religious education programs that focus on multiculturalism in these institutions will be a

strong foundation for creating an inclusive religious environment (Gozali, 2023). By recognizing and overcoming the challenges faced and utilizing the potential that exists, the development of multicultural Islamic religious education in Sukapura District, Probolinggo Regency, will play an important role in strengthening religious tolerance and creating a harmonious society in diversity.

Research on multicultural education and tolerance has been carried out by many other researchers. The same study entitled "Implementation of Multicultural Education in Indonesia" that explains the content of this research examines the implementation of multicultural education in Indonesia. Through a literature review approach, this article explores the concept of multicultural education, the paradigm of multicultural education, the characteristics of multicultural education, and the typology of multicultural education (Baihaqi, 2021). All these studies aim to explore how the role of multicultural education is implemented in Indonesia, which has diverse ethnicities, languages, cultures and religious beliefs. This study also emphasizes multicultural education as one of the keys to maintaining the framework of diversity so that there are no divisions and maintain and respect the differences that exist. Likewise with research entitled "Learning Plan for Moderate Islamic Religious Education in Higher Education" (Aprilianto et al., 2023) that explains the results of this article show that the lecturers adhere to the curriculum and syllabus book which is used to create a unit of lecture program (SAP). Lesson planning must include how to implement and evaluate thoroughly and contain moderate Islamic values (Mulyana, n.d.). An education system that only emphasizes the transfer of knowledge makes education no longer meaningful and has a positive effect on students (Wajdi & Tobroni, 2020). It does not touch the side of humanism which ultimately develops pluralism as the foundation of multiculturalism (Ubaidillah, 2023). This model of religious education will only create learners to become *Abdullah* who are only individually pious (Bahri & Baharun, 2023). The notion of pluralism and multiculturalism that has become a commodity in the political realm will continue to roll in the realm of national education, including Islamic religious education which is integrally part of the national education system.

The uniqueness of this research lies in the effort to integrate multiculturalism values into the Islamic religious education curriculum, with the main purpose of fostering tolerance in the local environment. In the local context of Sukapura Sub-district, the existence of diverse cultures and religious beliefs is the background that strengthens the urgency of this research. The research will pay attention to how the process of teaching Islam can be adapted to promote respect for cultural diversity and religious diversity that exists in the community. Based on the discussion above, this study focuses on multicultural education which is oriented towards achieving a tolerance movement. This effort is carried out

through Islamic religious education which is intertwined with local culture and characteristics in rural areas.

METHOD

This research adopts a qualitative approach with a case study design. The research was conducted in Sukapura Sub-district, Probolinggo Regency. Data collection techniques included observation, in-depth interviews, and documentation. By using this qualitative method, the research aims to gain a comprehensive understanding of the phenomenon under study, namely Multicultural Islamic Religious Education in Sukapura District. The case study design allows for an in-depth exploration of the context, providing insights into the complexities and nuances of educational practices and community dynamics. This approach ensures that the data collected are rich and detailed, enabling the researchers to capture the lived experiences and perspectives of the participants. The qualitative method is particularly suitable for exploring social phenomena where contextual factors play a significant role, thus providing a holistic view of the subject matter. Through this method, the research seeks to uncover the underlying factors that influence the implementation and impact of multicultural education in Islamic religious settings.

Observation was conducted to gain a direct understanding of the context and dynamics occurring in the field. In-depth interviews were used to obtain views, experiences, and an in-depth understanding from respondents related to the research topic. Meanwhile, documentation was used to obtain relevant secondary data, such as official documents, archives, or records related to the case under study. The combination of these techniques ensures a comprehensive data collection process that covers various sources and types of information. Observations allow researchers to witness firsthand the interactions and behaviors within the educational environment, providing contextual insights crucial for interpreting the data. In-depth interviews offer a platform for participants to share their personal narratives and reflections, enriching the data with diverse perspectives. Documentation serves as a supplementary resource that helps to verify and contextualize the primary data, adding depth and reliability to the research findings. Together, these methods create a robust framework for data collection that supports a thorough and nuanced analysis of the research topic.

Data analysis was conducted using an approach adapted from the theory of Miles, Huberman, and Saldana. The stages of data analysis include data collection, data condensation (selection of relevant data), data presentation (understanding and interpretation of data), and drawing conclusions or verification (validation process of findings). This systematic approach ensures that the analysis is thorough and rigorous, allowing for the identification of key themes and patterns within the data. Data condensation involves filtering and refining the data to focus on the most pertinent information, making the subsequent stages of analysis more manageable and focused. Data

presentation involves organizing and displaying the data in a way that facilitates understanding and interpretation, often through visual aids such as charts, tables, and thematic maps. Finally, drawing conclusions and verification involves synthesizing the findings and validating them through triangulation and peer review, ensuring their accuracy and reliability. Through this meticulous process, the research aims to produce an in-depth understanding of the phenomenon of Multicultural Islamic Religious Education in Sukapura District, Probolinggo Regency, offering valuable insights and practical implications for educators and policymakers.

RESULT AND DISCUSSION

Islamic Religious Education with Multicultural Insights in Instilling Religious Tolerance in Sukapura District, Probolinggo Regency. The internalization of Islamic religious education is carried out through educational institutions, both Islamic educational institutions and general educational institutions. There are 36 educational institutions in the Sukapuran sub-district, and most of the curriculum used uses a multicultural Islamic religious education curriculum. Meanwhile, Islamic religious education and fostering multicultural insight oriented towards achieving tolerance movements in rural areas are carried out in the following form;

1. Curriculum Integration of Islamic Religious Education

In Sukapura Sub-district, Probolinggo Regency, a multicultural approach in education is implemented through a carefully developed curriculum that incorporates cultural differences and promotes mutual understanding and tolerance. The integration of multicultural education at SMPN 1 Sukapura, a middle school located in Sukapura village, exemplifies this approach. Observations and interviews with teachers and students reveal that the school emphasizes teachings on living with differences, building mutual trust, maintaining mutual understanding, and upholding mutual respect. These teachings are not only at the cognitive level but also affective and psychomotor levels, fostering a holistic development of students in terms of multicultural awareness.

Daily interactions among Muslim and Hindu students at SMPN 1 Sukapura highlight the practical application of these teachings. Both groups of students live and learn together in an environment that nurtures mutual respect and open-mindedness. Islamic Religion teacher Subadri noted that religious holidays are celebrated by both Muslim and Hindu students, enhancing mutual respect and understanding. For instance, during Islamic holidays, Hindu students visit their Muslim friends' homes, and vice versa during Hindu holidays. The practice of reciprocal visits and mutual celebrations fosters a strong sense of community and interdependence among students, contributing

to a peaceful and harmonious school environment. This was expressed by the informant as follows;

"Islamic religious education here greatly emphasizes the importance of tolerance and mutual respect. In our curriculum, there are many materials discussing noble morals, such as qanaah (contentment) and tasamuh (tolerance). For instance, every time there is a major Islamic holiday, we always suspend the teaching and learning process so that Hindu students can visit the homes of Muslim students, and vice versa. This is not only to respect each other's religious holidays but also to teach students the importance of respecting differences." (Informan D, Age 32)

The interview with the informan D, provides concrete evidence of how Islamic religious education at SMPN 1 Sukapura not only teaches academic material but also important moral and ethical values for building tolerance and harmony among students from different religious backgrounds. Practices such as mutual visits during religious holidays and the suspension of teaching activities to respect the celebrations of other religions demonstrate the school's commitment to implementing multicultural education practically. The support from the education department also shows that this policy is recognized and structurally supported, further strengthening the effectiveness of this approach. These findings align with multicultural education theory, which emphasizes the importance of integrating tolerance values into the curriculum and daily practices at school (J. Banks, 1995).

In religious studies, Muslim and Hindu students are taught separately to cater to their specific religious needs, with Subairi teaching Islamic religious education and Bambang Suprpto teaching Hindu education. This separation, however, is not intended to compartmentalize students based on their religion but rather to enhance the quality of education and promote inter-religious harmony within the school. According to Banks and Banks (2019), such practices are characteristic of effective multicultural education, where the aim is to respect and accommodate different cultural and religious backgrounds while fostering a sense of unity and mutual respect.

The implementation of a multicultural education curriculum at SMPN 1 Sukapura serves as a model for how educational institutions can promote tolerance and understanding among students from different religious backgrounds. The combination of integrated curriculum materials, practical daily interactions, and respect for religious differences contributes to the creation of a conducive environment for nurturing civil society. The practices observed at SMPN 1 Sukapura demonstrate that a well-designed multicultural curriculum can effectively foster mutual respect, understanding, and tolerance among students, preparing them to become responsible and harmonious members of a diverse society.

2. Internalization Through The Role of Religious And Traditional Leaders

In the context of increasingly multicultural and plural societies, the role of education in promoting tolerance and mutual understanding is crucial. Islamic religious education, particularly, has a significant responsibility in shaping students' attitudes toward diversity and fostering harmonious coexistence. In Sukapura Sub-district, Probolinggo Regency, a concerted effort has been made to integrate multicultural education into Islamic religious teachings. This integration is not only implemented through formal curriculum changes but also through the active involvement of religious and traditional leaders. Their contributions are pivotal in embedding the principles of tolerance and respect deeply within the community. This paper explores the internalization of tolerance in Sukapura, focusing on the roles played by religious and traditional leaders in promoting multicultural education and fostering an inclusive society.

Beyond formal school settings, the community itself plays an integral role in this educational process, particularly through the efforts of religious and traditional leaders. These leaders actively contribute to the cultivation of mutual respect and cultural understanding, organizing various community events and dialogues that bring together individuals from different religious backgrounds. Their initiatives highlight a community-based approach to multicultural education, ensuring that the principles of tolerance and respect are deeply embedded in the social fabric of Sukapura as revealed in the following data;

"As a traditional leader, I frequently collaborate with religious leaders from various faiths to organize community events that emphasize mutual respect and cultural understanding. For example, during our annual cultural festival, we invite leaders from Islamic, Hindu, and other religious communities to participate and share their traditions. This initiative helps to foster a sense of unity and respect among different groups. Additionally, during religious holidays, we hold interfaith dialogues where we discuss common values and encourage community members to attend and learn about each other's practices. These efforts are crucial in promoting tolerance and harmony within our diverse community." (Informan A, Age 41)

From the interview with Mr. Supriyadi, it is evident that religious and traditional leaders play a significant role in fostering tolerance and multicultural education in Sukapura. Their efforts include organizing community events that bring together individuals from different religious backgrounds and promoting interfaith dialogues. The annual cultural festival serves as a platform for sharing and understanding various traditions, while the interfaith dialogues held during religious holidays provide

opportunities for community members to learn about and respect each other's beliefs and practices.

The role of religious and traditional leaders is integral to the internalization of multicultural education and tolerance within the community. As highlighted by Banks (2004), effective multicultural education involves not only the formal curriculum but also the broader community context. The initiatives described by informan A, that demonstrate how community leaders can complement school efforts by creating spaces for intercultural exchange and dialogue. These activities help to reinforce the values taught in schools, such as mutual respect and understanding, by providing practical, real-world examples of these principles in action.

Furthermore, the involvement of religious and traditional leaders in promoting tolerance aligns with the concept of social cohesion, which is essential for a peaceful and harmonious society. By actively participating in and organizing events that highlight shared values and cultural diversity, these leaders contribute to a more inclusive and tolerant community. Their efforts help to break down barriers and stereotypes, fostering a culture of mutual respect and cooperation.

In conclusion, the internalization of tolerance through the role of religious and traditional leaders in Sukapura is a vital component of the broader strategy to promote multicultural education in Islamic religious settings. By leveraging their influence and organizing inclusive community events, these leaders play a crucial role in shaping attitudes and behaviors that support a tolerant and harmonious society. This approach not only enhances the effectiveness of formal educational programs but also ensures that the values of tolerance and respect are deeply embedded in the community's social

3. Internalization Through of Governmental Policy and Family

The promotion of tolerance and multicultural education extends beyond the school curriculum. The local government and families play critical roles in embedding these values deeply within the community. Governmental policies and family involvement are instrumental in fostering an environment where multicultural education can thrive. This study investigates the contributions of governmental policies and family practices in supporting and enhancing the multicultural education framework within Islamic religious education in Sukapura. Through interviews with key stakeholders, including local government officials and parents, this research highlights the collaborative efforts necessary for the successful internalization of tolerance and respect for diversity in this region.

The successful implementation of multicultural education and the promotion of tolerance in Sukapura are not confined to the boundaries of educational institutions alone. Both governmental policies and family practices play a pivotal role in embedding these values within the community. The section delves into the internalization of

multicultural principles through the active involvement of local government initiatives and family engagements as revealed in the following data;

"The local government has implemented several policies aimed at fostering multiculturalism and tolerance. One of our key initiatives is the inclusion of multicultural education principles in the school curricula. We have also mandated schools to celebrate various cultural and religious events, ensuring that students from different backgrounds can participate and learn about each other's traditions. Additionally, we provide training for teachers to equip them with the skills needed to teach multicultural education effectively. We also encourage families to actively engage in these initiatives by promoting family participation in school events and community activities that celebrate diversity."
(Informan B, Age 46)

The data gathered from the interviews with informan highlight the significant role of both governmental policies and family involvement in promoting multicultural education and tolerance in Sukapura. The local government supports these efforts by integrating multicultural education into school curricula, mandating the celebration of various cultural and religious events, and providing teacher training. Families, on the other hand, contribute by encouraging their children to form friendships across different cultural and religious lines and actively participating in community events that celebrate diversity.

The role of governmental policy in promoting multicultural education is crucial for creating an inclusive educational environment. By integrating principles of multiculturalism into the school curriculum and mandating the celebration of various cultural and religious events, the local government of Sukapura ensures that students are regularly exposed to diverse perspectives and traditions. This aligns with Banks and Banks (2004), who emphasize that effective multicultural education requires systemic changes within the educational framework to promote cultural understanding and respect.

Furthermore, teacher training provided by the government is essential in equipping educators with the necessary skills to teach multicultural education effectively. This training helps teachers to understand and address the diverse cultural backgrounds of their students, fostering an inclusive classroom environment where all students feel valued and respected. Family involvement also plays a pivotal role in reinforcing the values of tolerance and multiculturalism taught at school. As noted by Mrs. Siti, families that actively participate in cultural exchanges and community events help to strengthen their children's understanding and respect for different cultures. This home-based reinforcement of multicultural values is critical, as it complements the

formal education provided at school and helps to create a more cohesive and tolerant community.

The combined efforts of governmental policies and family involvement in Sukapura contribute significantly to the promotion of multicultural education and tolerance. The local government's initiatives to integrate multicultural principles into the school curriculum and provide teacher training, along with the active participation of families in cultural exchanges and community events, create a supportive environment for fostering mutual respect and understanding among students from diverse backgrounds. This comprehensive approach ensures that the values of tolerance and respect are deeply embedded in both the educational system and the broader community.

This research aims to explore the implementation of Islamic religious education with a multicultural perspective in instilling religious tolerance in Sukapura District, Probolinggo Regency. The main findings show that Islamic religious education in the rural area of Sukapura uses an integrated curriculum with a multicultural approach, which includes an understanding of cultural and religious differences, and encourages mutual understanding and appreciation. Observations and interviews with teachers and students at SMPN 1 Sukapura revealed that this curriculum not only covers cognitive aspects but also affective and psychomotor, which holistically develops students' multicultural awareness. The daily interactions between Muslim and Hindu students at this school demonstrate the practical application of multicultural education, where students respect and celebrate each other's religious holidays, creating a peaceful and harmonious school environment.

The results of this research resulted in the finding that multicultural education in the context of instilling the value of tolerance is carried out through three main approaches: curriculum integration, internalization through religious and traditional leaders, and internalization through government and family policies. Curriculum integration in multicultural education is a strategic step to create an inclusive learning environment and respect cultural diversity. According to Banks and Banks (2019), effective multicultural education must include the values of tolerance and respect for diversity in the school curriculum. This study discusses the main theories that support the integration of multicultural curriculum and its implementation in the school context in Indonesia, with a case study of SMPN 1 Sukapura, Probolinggo. Whereas, the role of religious and traditional leaders in internalizing multicultural education is crucial, especially in rural areas. Religious and traditional leaders have a significant influence in shaping the attitudes and values of the community. According to Banks (2004), multicultural education must involve all community components, including religious and traditional leaders. In Sukapura, religious leaders such as imams and Hindu priests actively conduct interfaith dialogues and joint activities promoting mutual respect and understanding (Banks, 2004).

The final strategy in this context is government policies and family involvement. Government policies and family involvement also play critical roles in supporting multicultural education. The local government in Sukapura has implemented various policies that support multicultural education, such as incorporating multicultural principles into the school curriculum and encouraging the celebration of various cultural and religious events at schools (Banks & Banks, 2004). The government also provides training for teachers to enhance their ability to teach multicultural education effectively (Bank, 2004).

Curriculum integration in multicultural education is a strategic step to create an inclusive learning environment and respect cultural diversity. Curriculum integration is the process of incorporating multicultural values into all aspects of the school curriculum. According to Banks and Banks (2019), this involves; 1) curriculum content by ensuring that subject matter reflects the cultural diversity of students. This includes texts, teaching materials, and resources that feature perspectives from various cultures and ethnic groups; 2) teaching strategies carried out using teaching methods that encourage students' active participation in discussions about cultural diversity and the values of tolerance. This can include collaborative learning, group projects, and interactive activities; 3) professional development by providing ongoing training to teachers to help them understand and apply the principles of multicultural education in teaching students; and 4) school climate which is carried out by creating an inclusive and supportive school environment, where all students feel valued and accepted.

Likewise, traditional and religious leadership also plays an important role in forming awareness of diversity. Religious leaders, such as imams, have a profound impact on the moral and ethical development of their followers (Crawford et al., 2020; Mundiri, 2011). They are often seen as moral authorities and role models. According to Berger (Berger, 1991), religion provides a sacred canopy under which individuals find meaning and order in their lives. Religious leaders, by incorporating multicultural principles into their teachings and community activities, can promote a more inclusive and tolerant worldview among their followers. Traditional leaders, such as village chiefs or elders, play a crucial role in preserving and promoting cultural heritage (Apud et al., 2020). They are respected figures within the community who can influence social norms and behaviors. Drawing from Durkheim's (2016) theory of social integration, traditional leaders can use their influence to foster social cohesion by encouraging practices that celebrate cultural diversity and mutual respect (Assa'idi, 2021).

The involvement of religious and traditional leaders in promoting multicultural education can significantly enhance social cohesion (Hidayat & Wulandari, 2020; Islamiyah, 2022; Mundiri, 2011). According to social capital theory, the networks and relationships fostered by these leaders create a foundation for cooperative behavior and mutual support

within the community (Putnam, 2000). This approach aligns with Durkheim's (2016) concept of social integration, which emphasizes the role of shared values and collective activities in maintaining social order (Kusna & Kusumaningrum, 2023). Religious leaders, through their moral and ethical teachings, play a crucial role in shaping the attitudes and behaviors of their followers. By incorporating multicultural values into their sermons and community interactions, they can instill a sense of moral duty to respect and appreciate cultural diversity (Heymann et al., 2023; Noor & Sugito, 2019). This aligns with Berger's (1991) view of religion as a source of moral guidance and social order. Internalization of multicultural education through religious and traditional leaders is a powerful approach to fostering tolerance and mutual respect within Islamic religious education. The theoretical frameworks of social capital, social integration, and the moral influence of religion provide a robust basis for understanding the impact of these leaders on their communities. The practical implementation of these principles in places like Sukapura, Probolinggo, demonstrates the effectiveness of this approach in promoting a more inclusive and harmonious society.

Other factors that also influence the effectiveness of multicultural education are government policies and the role of families in forming a strong foundation of understanding among young individuals. This article examines in depth how government policy directs multicultural education through the Islamic religious curriculum, while families are responsible for forming multicultural character and values in the domestic environment. Government policy plays an important role in shaping the direction and implementation of multicultural education in the Islamic religious curriculum (Dakir et al., 2022; Suwito Eko et al., 2020). For example, several countries have issued regulations requiring the inclusion of multicultural values in every level of education, including religious education. This is reflected in various literature that highlights the role of policy in promoting tolerance and respect for diversity among Muslim communities. Meanwhile, the family plays an equally important role in the process of internalizing these values (Diana & Sholehah, 2022). A supportive family environment and education in strong moral values helps strengthen children's understanding of the importance of respecting cultural and religious differences (Fadjukoff et al., 2016; Mundiri et al., 2022; Adhimiy, 2019).

The findings of this research are in line with the results of research by Azra (2017) which emphasizes the importance of multicultural education in promoting tolerance and harmony between religious communities in schools (Darraz, 2017). Azra found that an integrated multicultural approach in the religious education curriculum can strengthen students' understanding of the importance of respecting differences (Darraz, 2017). Other research by Mahfud (2013) also shows that effective multicultural education can reduce social conflict in rural communities. Mahfud highlighted the importance of training for teachers to develop teaching skills that support multicultural education (Mahfud, 2013).

However, in contrast to that research, this study highlights specific challenges faced in rural areas, such as a lack of educational resources and a lack of adequate teacher training. Apart from that, the active role of religious and traditional leaders in promoting tolerance in society is also an important finding in this research. Support from the community and family plays a role in the success of the multicultural education program in Sukapura.

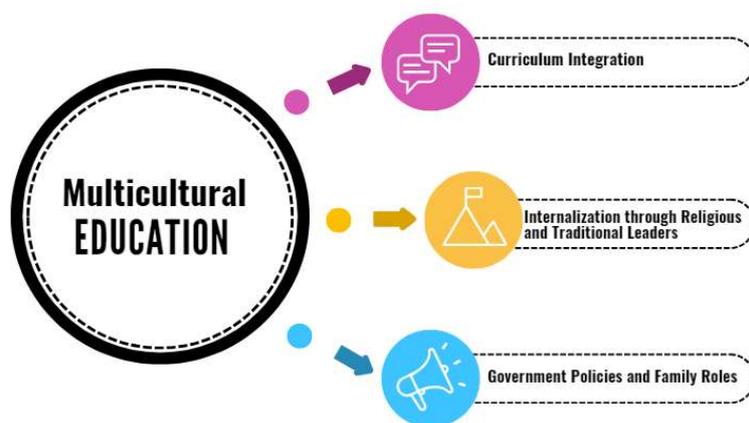


Figure 1: Multicultural Education in the Rural Side

The study as figure 1, identifies three main approaches to multicultural education, such as; curriculum integration, internalization through religious and traditional leaders, and influence via government policies and family roles. Curriculum integration involves embedding multicultural values across all aspects of education, aligning with Banks and Banks' (2019) principles of inclusive curriculum design and active teaching strategies that promote cultural diversity and tolerance (Fadlillah & Zainullah, 2022; Listrianti, 2020). Religious and traditional leaders, influential in rural communities like Sukapura, play pivotal roles in shaping community attitudes and values through interfaith dialogues and mutual activities (Banks, 2004). They draw from sociological perspectives such as Berger's (2004) sacred canopy and Durkheim's (2016) social integration theory to promote inclusive worldviews and cultural appreciation (Futaqi, 2018).

Effective multicultural education requires supportive government policies that mandate multicultural principles in educational frameworks. Policies in Sukapura encourage cultural celebrations and provide teacher training to enhance multicultural teaching effectiveness (Banks, 2004). Families contribute significantly by fostering multicultural values and moral teachings at home, reinforcing children's respect for cultural and religious diversity. Thus, this study demonstrates that multicultural education in Islamic religious contexts, exemplified by SMPN 1 Sukapura, enhances religious tolerance through integrated curricula, leadership by religious figures, and supportive government and family roles. By applying theoretical frameworks like social capital and moral influence

theories, this research underscores the transformative potential of multicultural education in fostering inclusive and harmonious societies. Future research should further explore these dynamics in diverse global contexts to enrich multicultural educational practices worldwide.

CONCLUSION

This research explores multicultural insights in promoting the tolerance movement, drawing lessons from Islamic Religious Education in rural areas. The study identifies three main approaches to multicultural education, such as; 1) Curriculum Integration. The curriculum integration approach involves incorporating multicultural values into the school curriculum. It includes teaching about tolerance, respecting differences, and understanding cultural diversity through educational materials; 2) Internalization through religious and traditional leaders. Religious and traditional leaders approach focuses on the role of religious leaders and traditional community figures in teaching values of tolerance and respect for differences. They serve as role models and sources of inspiration for the community to adopt a multicultural attitude; and 3) Influence via government policies and family roles. The government plays a crucial role in creating policies that support multicultural education and tolerance. Additionally, the family plays a significant role in instilling these values in children from an early age.

This research makes important contributions to the field of education and multicultural studies in several ways like enrichment of multicultural education theory, interdisciplinary approach, and practical implementation model. The findings of this study enrich the theory on how multicultural education can be effectively implemented, especially in rural contexts that have unique dynamics and challenges. By involving the roles of religious leaders, traditional figures, and government policies, this research offers a comprehensive interdisciplinary approach to promoting tolerance. The results of research provides a practical implementation model that educators, policymakers, and communities can use to develop effective multicultural education programs.

This research has several limitations that open up opportunities for further research such as the limitation of geographical context and long-term impact. The study was conducted in specific rural areas, so the findings and proposed approaches may not be fully applicable in urban areas or other countries with different cultural and social contexts. The research focuses more on the initial approaches and implementation of multicultural education. Longitudinal studies are needed to evaluate the long-term impact of these approaches on community attitudes and behaviors toward tolerance. Future research can utilize these gaps by expanding the geographical scope, increasing the sample size, and conducting long-term studies to evaluate the impact of multicultural education on promoting tolerance in various contexts and environments.

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