



Reconstructing Islamic Education Teachers' Role in Multicultural Learning Practices

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Abstract

This study explores the strategic role of Islamic Religious Education teachers in advancing multicultural education within schools and madrasas. Diversity in ethnicity, religion, race, and social class often creates potential tensions, making the presence of Islamic Religious Education teachers essential in cultivating tolerance and harmony. Through a literature review of the National Education Law and the Law on Teachers and Lecturers, combined with thematic analysis of previous research, this study highlights how teachers function as facilitators of multicultural learning. The findings reveal that teachers integrate multicultural values into learning objectives, strengthen Islamic character in instructional materials, apply cooperative learning methods to encourage teamwork, and utilize project-based evaluation to promote inclusivity. Beyond delivering religious content, Islamic Religious Education teachers nurture attitudes of tolerance, inclusivity, and respect for diversity. This research contributes to the development of pedagogical frameworks that empower teachers to implement multicultural education effectively, thereby supporting the creation of a harmonious and religiously grounded society.

INTRODUCTION

As a large nation, Indonesia is characterized by a diversity of languages, cultures, ethnic groups, religions, and other aspects. This situation presents both challenges and opportunities for the education sector, particularly for Islamic Religious Education teachers in teaching the values of unity and tolerance (tasamuh). Multicultural education is an important approach to addressing this diversity, with the goal of shaping a generation that respects differences and is able to coexist harmoniously with other religions. In this context, Islamic education teachers play a strategic role in shaping students' character based on inclusive and universal Islamic values (Maghfiroh et al., 2024; Muslih et al., 2018).

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Islamic Religious Education teachers are not only tasked with delivering Islamic Religious Education curriculum content, but also serve as agents of change capable of instilling multicultural-based educational values in students. Islam teaches tolerance, appreciation for differences, and mutual respect. Islamic Religious Education instruction should serve as a medium for internalizing these values into students' lives.

Teaching Islamic Religious Education in schools or madrasahs presents significant challenges when it comes to delivering multicultural-based education. Islamic Religious Education teachers often face situations where diversity in the classroom can become a source of conflict if not managed properly. For example, differences in religious or ethnic backgrounds can lead to stereotypical attitudes or prejudices among students (Mu'amalah et al., 2024). This is where the role of Islamic Religious Education teachers becomes crucial in creating an inclusive learning environment, ensuring that every student feels accepted and valued.

In multicultural-based Islamic Religious Education, Islamic Religious Education teachers need to integrate Islamic values with the students' social and cultural contexts. Learning that is relevant to students' daily lives will be more effective in instilling an attitude of tolerance (Supriyanto et al., 2022). For example, Islamic Education teachers can use stories from Islamic history to demonstrate the Prophet Muhammad's tolerance toward non-Muslims as part of the Islamic Cultural History curriculum (Asmuri, 2017). In this way, students can understand that Islam is a religion that respects religious freedom and religious diversity.

Teaching strategies in Islamic Religious Education also play a crucial role in strengthening the role of Islamic Religious Education teachers in multicultural education (Rois, 2019; Saepudin et al., 2023). Dialogic approaches, group discussions, and project-based learning can be used to encourage students to interact and learn from the differences among them (Ali, 2017). Teachers also need to create a conducive classroom environment where every student feels comfortable speaking up and sharing their views (Amin, 2025). Furthermore, Islamic Education teachers' competence in understanding the concept of multiculturalism is crucial. Teachers must have a deep understanding of Islamic values that support pluralism, such as the concepts of *ukhuwah Islamiyah*, *ukhuwah basyariyah*, and *ukhuwah wathaniyah* (Dute, 2021). This understanding will help teachers deliver Islamic Education content relevant to multicultural-based education, while also encouraging students to respect differences.

In practice, multicultural education also requires support from a curriculum that is responsive to diversity. Islamic Religious Education teachers must be able to adapt the curriculum to suit the social and cultural context of their students. For example, by incorporating material on the importance of interfaith dialogue or teaching students how to resolve conflicts peacefully. This will help students understand the importance of coexisting in a heterogeneous society. Strengthening the role of Islamic Religious Education teachers in multicultural-based learning also requires synergy between schools, families, and the community. Teachers can involve parents in the learning process to reinforce values of tolerance within the family environment. Additionally, collaboration with community leaders and religious organizations can help enrich students' learning experiences within a multicultural context. The role of Islamic Religious Education teachers as role models also cannot be overlooked (Hobamatan, 2022).

Islamic Religious Education teachers who demonstrate tolerance,

fairness, and respect for religious differences, and who can serve as role models in the classroom, are crucial for students in schools and madrasahs within the context of multicultural education. Such exemplary behavior is essential because students tend to learn through observation, imitation, and the internalization of the behaviors their teachers model for them. Therefore, Islamic Religious Education teachers are required to possess integrity, consistency, and a high level of commitment in applying multicultural-based educational values. The application of these values not only supports students' character development but also creates a classroom environment that is inclusive, fair, and conducive to cross-cultural and interfaith learning.

The implementation of multicultural education through Islamic Religious Education can also serve as a means to reduce the horizontal conflicts that frequently occur in society (Saharuddin et al., 2025; Ulya & Anisah, 2021). By instilling an attitude of mutual respect from an early age, students will grow into individuals capable of contributing to the creation of peace and harmony amidst diversity (heterogeneity). A strong multicultural education will serve as the foundation for the creation of an inclusive and tolerant society in the context of national and civic life.

However, Islamic Religious Education teachers face various challenges in fulfilling their roles as educators; one of these is a lack of training or preparation in multicultural education (Aisyah et al., 2024). Many teachers still use conventional approaches in teaching, resulting in Islamic Religious Education lessons that are less relevant to the context of student diversity (Amalia, 2021). Therefore, efforts are needed to enhance the competencies of Islamic Religious Education teachers through training, workshops, or seminars focused on the development of multicultural-based education.

Technology can also serve as a tool to support the strengthening of Islamic Religious Education teachers' roles in multicultural-based learning. The use of digital platforms allows students to learn about different cultures and traditions, thereby broadening their perspectives on diversity (Ridho et al., 2022). Teachers can utilize technology to provide more interactive and engaging learning materials, such as videos, simulations, or online discussions with students from various religious and cultural backgrounds.

Strengthening the role of Islamic Religious Education teachers in multicultural learning also requires support from educational policies (Amalia, 2021). The government needs to pay greater attention to the development of a curriculum that supports multicultural-based education, as well as provide adequate resources for teachers, particularly Islamic Religious Education teachers, to implement this approach. Supportive policies will provide space for Islamic Religious Education teachers to innovate in creating inclusive learning experiences that are relevant to contemporary conditions.

Thus, Islamic Religious Education can serve as an effective means of instilling multicultural-based educational values in students. Islamic Religious Education teachers bear a significant responsibility for fostering a generation capable of respecting differences, living together peacefully, and contributing to the building of a harmonious society. Multicultural-based education through Islamic Religious Education is not only a necessity but also a solution to addressing the challenges of diversity in Indonesia. Strengthening the role of Islamic Religious Education teachers in multicultural learning is a crucial effort in creating learning that is relevant to the context of diversity. With the right strategies, policy support, and good collaboration, Islamic Religious Education can serve as a means to foster a generation that is tolerant, inclusive, and of noble character; the researcher will elaborate further in the discussion.

METHODS

This study employs a qualitative method in the form of literature research by collecting information from regulations related to education and conducting a conceptual analysis of studies and research findings related to multicultural education (Busrat et al., 2025; Engkizar et al., 2022; 2024; 2025; Jaafar et al., 2025; Kassymova et al., 2025; Rukin, 2019; Seminikhyna & Lutsenko, 2024; Sugiyono, 2019; Waskito, 2023). The regulations analyzed include the National Education Law No. 20 of 2003, the Teachers and Lecturers Law No. 14 of 2005, as well as the Minister of Religion's Decree regarding religious moderation and the development of a love-based curriculum.

Data were analyzed qualitatively using content analysis, which involves identifying key themes, grouping information based on relevance, and drawing conclusions that support the research focus. This method was chosen to gain a deep understanding of the concept of multicultural-based education and to strengthen the role of teachers in multicultural-based Islamic Religious Education by analyzing the various challenges and strategies in its implementation in schools and madrasah.

RESULT AND DISCUSSION

Analysis of Multicultural Education Regulations

From a regulatory perspective, the implementation of multicultural education can be seen in several provisions governing the delivery of education, as shown in figure 1.

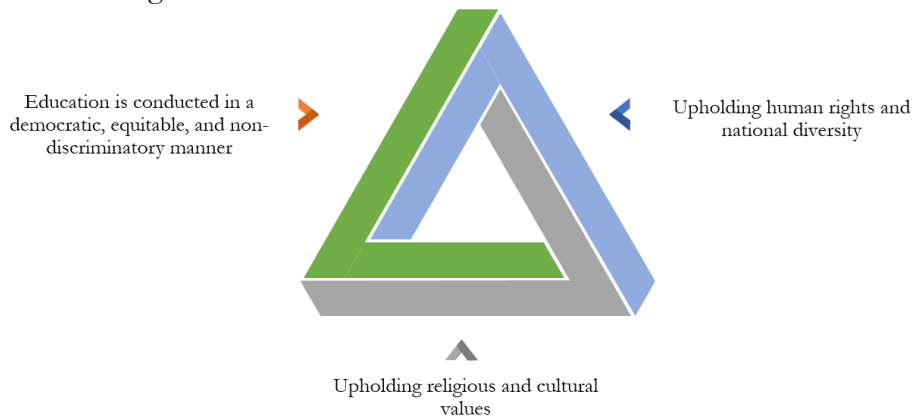


Fig 1. Article 4 of the National Education System Law No. 20 of 2020

The national education system strives for an education system free from discriminatory practices, meaning that all citizens have the same right to education without distinguishing one group from another. The state upholds the diversity of the Indonesian nation, which is characterized by religious and cultural diversity. Religious and cultural values form the national character that every citizen must possess. This diversity is a fundamental human right; protecting diversity is equivalent to upholding fundamental human rights. Furthermore, multicultural education can be realized through the role of teachers in the learning process, as stipulated in the regulations for teachers and lecturers in figure 2.

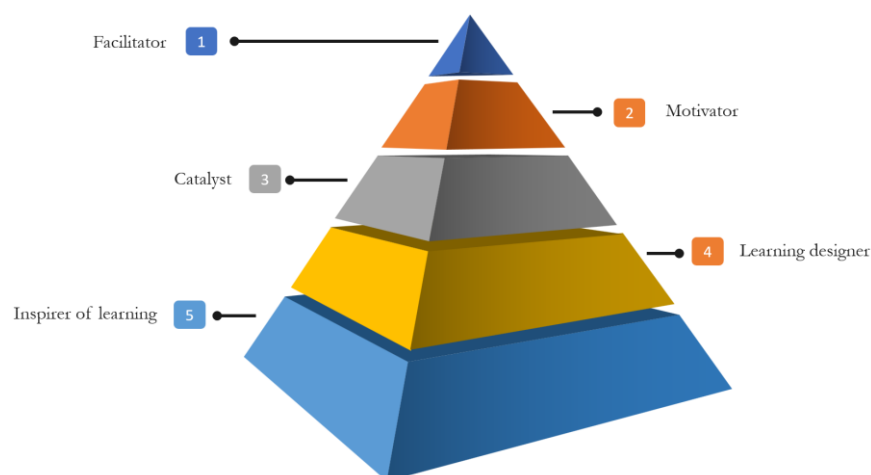


Fig 2. Article 4 of Law No. 14 of 2005 on Teachers and Lecturers

Teachers are agents of learning, serving as facilitators of learning, motivators for students, sources of encouragement, designers of learning to support democratic and equitable education, and sources of inspiration for students. Multicultural education can be implemented practically through the application of these teacher roles in the learning process.

The Concept of Multicultural Education

Based on an analysis of national education regulations, a character education framework that can be implemented in Indonesia can be outlined as follows.

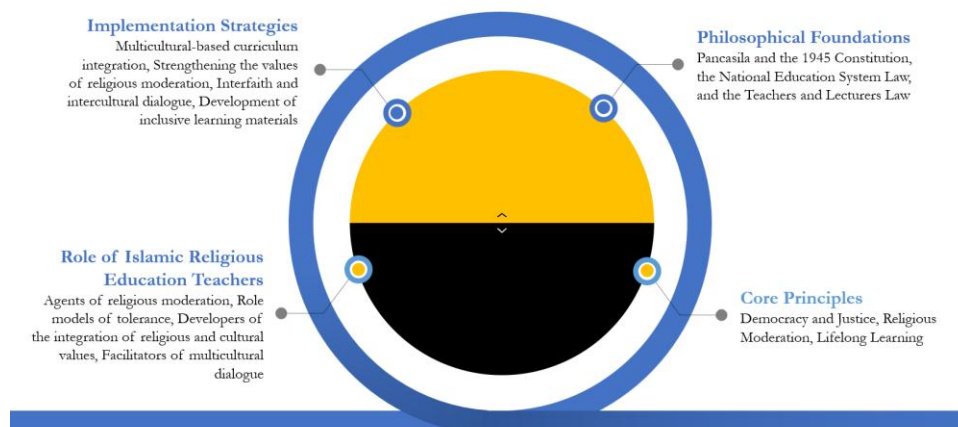


Fig 3. Multicultural Education Model

The multicultural education model in figure 3 is a comprehensive and layered framework for implementing multicultural education in the Indonesian context. Its philosophical foundation is rooted in Pancasila, the 1945 Constitution, the 2003 National Education System Law, and the 2005 Teachers and Lecturers Law, which affirm that education must be democratic, equitable, and respectful of the nation's diversity. From this foundation emerge the core principles of multicultural education: the delivery of education that is inclusive, moderate, and lifelong. The principle of religious moderation which is fair, balanced, tolerant, and inclusive serves as the central thread binding the entire learning process to align with the context of Indonesia's diverse society. The implementation strategy for multicultural education is realized through curriculum integration that emphasizes cultural and religious diversity, the reinforcement of values of religious moderation in every subject, and the creation of spaces for interfaith and intercultural dialogue in schools.

Additionally, the use of inclusive and digital-based learning media can enrich students' learning experiences while strengthening their understanding of diversity. Within this framework, Islamic Religious Education teachers play a central role. They act as agents of religious moderation, role models of tolerance, and integrators of religious and cultural values. Islamic Religious Education teachers not only teach *fiqh* or *aqidah*, but also instill the values of compassion, justice, and respect for diversity. Thus, Islamic Education teachers function as facilitators of multicultural spaces in schools, enabling students to learn to live together in diversity peacefully and productively. This model forms a multicultural education system that is oriented not only toward the transfer of knowledge but also toward the formation of a national character that is democratic, moderate, and just.

Multicultural education is a new concept and discourse in the world of education, so the definition of multicultural education is open to many interpretations. Multicultural education is an educational process that provides equal opportunities to all students regardless of their ethnicity, race, religion, culture, or social status. It aims to strengthen unity, national identity, and the nation's image both nationally and internationally. Educational institutions must be able to design learning processes, curricula, and evaluations, as well as equip and prepare teachers who possess multicultural attitudes and behaviors, so that they can contribute positively to fostering multicultural attitudes among students (Ningsih et al., 2022).

The goal of multicultural education is a philosophy that emphasizes the recognition and acceptance of diversity, making respect and appreciation for differences the cornerstone of this concept. Multiculturalism also has a complex meaning: "multi" implies plurality, and "cultural" refers to culture. "Plural" itself signifies variety or diversity; fundamentally, pluralism is a philosophy that acknowledges the existence of a diverse society and is closely linked to indicators of democracy.

Multicultural education in Indonesian language textbooks, as analyzed in general terms, presents multicultural educational values in the form of expressions of tolerance, democracy, humanity, equality, inclusivity, prioritizing dialogue, giving the benefit of the doubt, and love for the homeland (Supriyanto et al., 2022). Multiculturalism is a form of cultural diversity that encompasses all human activities and interactions. It is the result of human thought and creativity, serving as a foundation or guide for life whether in society, as a nation, or as a state (Muslim, 2016). Based on this, multiculturalism is understood as cultural diversity; therefore, in a multicultural nation, multicultural education is essential to preserve and nurture this diversity and foster harmony amidst existing differences. Multicultural education was first proposed in the United States and several Western European countries around 1960; this was initiated by a community or group demanding that the government address civil rights (As Shidiq, 2021). The aim of this movement is to prevent discrimination in public places, workplaces, homes, educational institutions, and elsewhere whether perpetrated by the majority against minorities or by minorities against the majority (Supriyanto et al., 2022). Discrimination is a highly dangerous scourge in the life of a nation and state or in a diverse society, making multicultural education an urgent necessity to prevent discrimination.

Multicultural education is an effort to foster peace in a diverse society. Peace is a means of preparing the nation's future generations to be principled, independent, intellectually capable, religious, and so on (Muslim, 2016). Multicultural education is a systematic and organized effort to broaden society's perspective that diversity is an inevitability that must be accepted and nurtured.

Multicultural education treats culture, ethnicity, and other factors as equal, so a shared dialogue is needed so that every member of society understands that no one is superior or inferior based on ethnic background, tribe, religion, or other factors. If there is a perception that one ethnicity or culture is superior, it will give rise to nativism, chauvinism, and fascism; however, through dialogue among these differences, a society that is mutually respectful, just, prosperous, and thriving will emerge (Amalia, 2021).

Multicultural education should be provided to everyone from an early age at the very least starting in kindergarten and should continue through higher education, ensuring a continuous learning process. This is crucial because the challenges of diversity are constantly evolving; given the significant and dynamic nature of societal changes, every community must be able to adapt to the times. Multicultural education provides equal opportunities and rights to students at all levels from kindergarten, elementary school, junior high school, high school, to higher education and does not discriminate based on ethnic background, social status, religion, gender, or other such factors. On the other hand, the curriculum from elementary school through higher education must incorporate and support multicultural education so that the goal of shaping students with broad perspectives, who are tolerant and embrace diversity in society, can be achieved to the fullest extent (Widiatmaka et al., 2022).

Multicultural education essentially aims to foster or instill attitudes of sympathy and empathy, as well as mutual respect and appreciation for differences in background, such as religion, culture, race, ethnicity, and so on (Effendi et al., 2021). Multicultural education is crucial for society, particularly for young people, given that diversity must be preserved and nurtured to foster unity amidst differences. Multicultural education is fundamentally designed to create a society that understands, recognizes, and accepts diverse backgrounds while eliminating stereotypical and ethnocentric attitudes, which are the primary causes of conflict.

In its implementation, multicultural education must be able to foster the competencies inherent in multicultural competence, namely the ability to respect, appreciate, accept, and build relationships across cultural differences; to recognize that one's existing knowledge can influence the cultural differences that emerge in society; and the ability to develop cognitive, psychomotor, and affective aspects to interact effectively with communities of diverse cultural backgrounds (Muslim, 2016). Multicultural education fundamentally aims to foster the Pancasila character of Indonesian society, ensuring that all activities in social life are grounded in Pancasila. The character of Pancasila represents the national identity of the Indonesian people in carrying out their national and state life; furthermore, the values of Pancasila can adapt to the times, ensuring these values are not eroded by societal changes (Widiatmaka et al., 2022). Multicultural education plays a vital role in national and state life by fostering attitudes of mutual respect and appreciation, sympathy and empathy, preventing conflicts, and broadening the public's horizons.

The essence of multicultural education is to foster an understanding of multiculturalism among the general public, so that people can understand, recognize, and accept the various differences in background that exist including differences in ethnicity, religion, culture, race, and so on. On the other hand, the goal of multicultural education is to cultivate tolerance and democratic values within a diverse society, thereby fostering harmony and unity despite existing differences. Multicultural Education and the Character of Tolerance Multicultural education in a multicultural country like Indonesia plays a very important role, because without it, Indonesia risks division due to its highly

diverse population. Consequently, it is no surprise that the government's educational curriculum includes a component of multicultural education for students. In formal education, every student receives multicultural-based learning integrated into subjects or courses, such as Islamic Religious Education, Pancasila Education, Civic Education, History, and others. Multicultural education aims to instill several values in every student, such as equality, democracy, tolerance, and pluralism (Amin, 2025).

Tolerance in national and civic life is a crucial indicator, as it fosters harmony among people of different religions, ethnicities, cultures, and races. An attitude of appreciation and respect for others is a key component of tolerance. Essentially, multicultural education serves as the vanguard for fostering a culture of tolerance in society, particularly among students, who are the nation's future generation. The character of tolerance is crucial to implement in national and civic life, as every individual and group will interact with a society composed of people from diverse backgrounds; thus, the role of multicultural education particularly within formal education is vital for fostering a tolerant character. The development of a tolerant character in educational institutions can be achieved through various methods, but most importantly, educators must possess the necessary competencies as educators.

In multicultural education, which aims to foster a spirit of tolerance among students from highly diverse backgrounds, educators must possess or meet the necessary competencies. These competencies include having a broad social network, being flexible and open-minded in managing the classroom, being open to accepting various differences in academic disciplines, cultures, genders, races, and so on, providing maximum and equitable service without discrimination against either the majority or minority of students, being able to cooperate and collaborate with various parties, both inside and outside educational institutions, use varied teaching methods to integrate students' diverse backgrounds into the learning process.

In addition, Law No. 14 of 2005 on Teachers and Lecturers mandates that teachers and lecturers must possess competencies in personal, social, professional, and pedagogical areas. These four competencies must be comprehensively mastered by an educator; it is not sufficient for an educator to master only one or two of them. Banks explains that the implementation of multicultural education requires several dimensions to ensure that the goals of multicultural education are effectively achieved within the learning process. These dimensions include: integration of content (incorporating multicultural education into subject matter or coursework), building knowledge (helping students understand that diversity is an inevitable reality that must be accepted, preserved, and nurtured), ensuring equity in learning (providing equal opportunities to all students and avoiding discrimination), minimizing negative prejudices toward differences (educating students that stereotypes and ethnocentrism are harmful attitudes that can lead to polarization within society), and fostering a school culture (the practice of mutual respect among differences is the key and must be consistently upheld) (Muslim, 2016).

These five dimensions must be implemented by stakeholders in formal educational institutions so that the goals of multicultural education can be effectively achieved, particularly in fostering a spirit of tolerance. The development of a tolerant character through multicultural education integrated into various subjects or courses in formal education can be maximized if educators employ effective strategies. When developing strategies, educators must not ignore the times, particularly the digital era, because today's students are millennials whose lives are inseparable from the internet, especially social

media. Students are introduced to diversity and attitudes of mutual respect and appreciation for differences in religion and ethnicity through social media, and are taught not to easily believe information or data circulating on the internet whose accuracy is still questionable or unverified. Information or data circulating on the internet can sometimes lead to polarization within society or undermine national unity. A key aspect of the learning process is that educators must be versatile in using various learning models, methods, and media (Widiatmaka et al., 2022).

Multicultural education, which encompasses cultural diversity, is education for people of color; this means that multicultural education seeks to explore differences as a gift from God, and that people are capable of addressing these differences with enthusiasm and in an egalitarian manner. Muhaimin el-Ma'hady defines education regarding cultural diversity as a response to demographic and cultural changes within a specific community or society as a whole on a global scale (Ma'arif, 2019).

Strengthening the Role of Islamic Religious Education Teachers in Multicultural Education

The role of teachers in multicultural education in Indonesia is not merely that of an instructor, but rather that of a social actor who shapes school culture. First, the role of teachers as agents of religious moderation in schools is highly strategic, as they serve as guardians of the balance between religious and national values. However, challenges arise when teachers themselves lack multicultural literacy or are trapped in certain biases. Research indicates that the success of teachers as agents of moderation is highly dependent on ongoing training and school policy support (Perkasa et al., 2025).

Second, in guiding students to understand diversity as a blessing, teachers are required to shift their paradigm from passive tolerance to active tolerance. This demands pedagogical skills capable of managing a heterogeneous classroom. If teachers fail, differences may be perceived as a threat rather than a source of richness. Mahmudah, (2021) emphasizes that Islamic Religious Education teachers who successfully guide students using a multicultural approach can reduce the potential for identity conflicts in schools (Ma'arif, 2025). Third, integrating the values of tolerance, justice, and compassion into a religion-based curriculum is a crucial step, yet it is often hindered by a curriculum that is overly prescriptive and lacks contextual relevance. Teachers must be creative in connecting religious texts with students' social realities. Pramuji, (2025) criticizes that without curriculum innovation, multicultural education remains merely a slogan, not a real practice (Pramuji, 2025). Fourth, serving as a role model in the practice of moderate religiosity in accordance with the mandate of the Teachers and Lecturers Act (2005) is the most challenging aspect. Teachers are required to maintain consistency between their words and actions. This exemplary behavior is not limited to religious rituals but extends to daily social attitudes. When teachers fail to demonstrate moderation, students lose a role model. Conversely, teachers who consistently serve as role models can strengthen the internalization of multicultural values within students (Perkasa et al., 2025).

Islamic Religious Education teachers play a crucial role in implementing multicultural education in schools. As educators responsible for conveying Islamic teachings, they not only teach religious content but also instill values of tolerance, justice, and mutual respect. Multicultural education grounded in Islamic teachings is key to fostering harmony within a diverse society. One of the primary roles of Islamic Religious Education teachers is to serve as role models in demonstrating multicultural attitudes (Samad, 2023). Teachers'

inclusive attitudes and behaviors, along with their respect for differences, can serve as concrete examples for students. This role model is crucial because students often learn by observing their teachers' behavior. When teachers demonstrate tolerance in every interaction, students are encouraged to emulate and internalize these values.

In addition, Islamic Religious Education teachers serve as facilitators in learning environments that support diversity. In creating an inclusive classroom atmosphere, teachers must ensure that all students feel accepted and valued. Through interactive learning methods such as group discussions or collaborative projects, students are encouraged to get to know one another and work together despite having different backgrounds (Nisa, 2018). This serves as the first step in fostering mutual respect among students.

Equally important, Islamic Education teachers also convey Islamic values that support multicultural education. In Islam, the teachings of *ukhuwah Islamiyah* (Islamic brotherhood), *ukhuwah basyariyah* (human brotherhood), and *ukhuwah wathaniyah* (national brotherhood) are highly relevant for instilling a sense of brotherhood and tolerance. By integrating these values into the curriculum, Islamic Education teachers can demonstrate to students that Islam supports harmony within diversity.

When conflicts arise in the school environment, Islamic Education teachers also serve as mediators. In such situations, teachers can help students resolve issues through a wise and peaceful approach. Through this process, students not only learn how to manage conflicts but also gain an understanding of the importance of peace and justice.

Islamic Religious Education teachers can also serve as agents of change in fostering an inclusive school culture. By actively participating in the development of school policies and programs, teachers can promote activities that encourage tolerance, such as cultural celebrations or interfaith discussions. These activities will help students better understand and respect diversity.

In the digital age, Islamic Education teachers can also leverage technology to support multicultural education. By utilizing digital media, Islamic Education teachers can introduce students to the traditions and cultures of various community groups. Additionally, technology enables students to interact with people from different backgrounds through online discussions or cross-school collaborative projects. On the other hand, Islamic Education teachers have a responsibility to adapt the curriculum to be more responsive to diversity. By incorporating materials relevant to students' social contexts, such as stories of tolerance from the life of the Prophet Muhammad (peace be upon him), teachers can make learning more meaningful and applicable.

The role of Islamic Religious Education teachers is not limited to the classroom. They can serve as a bridge between schools, families, and the community in supporting multicultural education. Involving parents in school activities or collaborating with community leaders is one way to strengthen students' understanding of the importance of living together in harmony. Extracurricular activities also serve as an important means for Islamic Education teachers to instill multicultural educational values (Azizah, 2023). Through activities such as religious discussion groups, cultural arts, or social initiatives, students can learn to interact with people from diverse backgrounds. This is an effective way to foster empathy and respect for differences among students, whether cultural or religious.

Islamic Religious Education teachers also play a role in developing students' character through multicultural education. By integrating values such as justice, empathy, and solidarity into their teaching, Islamic Religious

Education teachers can help students become individuals of noble character. These values are not only useful for students' personal lives but also for building a more peaceful society. In addition, Islamic Education teachers can enhance students' religious and cultural literacy. By providing a deep understanding of Islamic teachings and culture as well as other religions, students will be better prepared to confront stereotypes and prejudices that are often sources of conflict. This literacy also helps students better understand the importance of their role in fostering social harmony. Interfaith and intercultural dialogue is another important element that can be promoted by Islamic Religious Education teachers (Amalia, 2021).

By encouraging students to discuss their views on diversity, teachers help students develop a better understanding of others' perspectives. This strengthens communication skills and fosters mutual respect among students. Furthermore, Islamic Education teachers help students understand their rights and responsibilities as citizens in a diverse society. By fostering an awareness of the importance of respecting human rights, students will grow into responsible individuals who care for others. The role of Islamic Education teachers in multicultural education aims to create a generation capable of valuing differences, adapting to a global environment, and contributing to the creation of a peaceful and inclusive society. With the right approach, Islamic Education teachers not only guide students to become good individuals but also responsible citizens amidst diversity.

CONCLUSION

Islamic Religious Education teachers play a strategic role in multicultural education by: first, serving as agents of religious moderation in schools; second, guiding students to view differences as a blessing rather than a threat; third, integrating the values of tolerance, justice, and compassion into the religion-based curriculum; and fourth, setting an example in the practice of moderate religiosity. The model of multicultural education in Indonesia must be based on national, religious, and religious moderation values, with Islamic Religious Education teachers as the primary actors in instilling tolerant, inclusive, and democratic attitudes. Through curriculum integration, spaces for cross-cultural dialogue, and the example set by teachers, multicultural education can become a strong foundation for national unity.

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