



Integration of Islamic and Multicultural Religious Education for the Formation of Student Character at Takhasus Al-Qur'an Sintang High School

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Received: 10/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

Abstrak

Pendidikan Agama Islam tidak hanya sebagai sarana untuk mengajarkan ajaran Islam, tetapi juga sebagai media untuk membentuk karakter moral dan sosial siswa. Tujuan penelitian ini adalah untuk mengeksplorasi peran pendidikan agama Islam multikultural dalam membentuk karakter siswa, serta strategi penerapannya pada siswa SMA Takhasus Al-Qur'an. Penelitian ini termasuk dalam kelompok kualitatif dengan pendekatan sosiologis, dan pengumpulan data dilakukan melalui observasi langsung, wawancara, dan dokumentasi. Analisis data dilakukan melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa Pendidikan Agama Islam Multikultural di SMA Takhasus Al-Qur'an Sintang berperan penting dalam membentuk karakter siswa dengan menanamkan nilai-nilai toleransi, saling menghormati, dan menghargai keberagaman budaya. Melalui pendekatan yang menekankan pemahaman agama yang inklusif, siswa didorong untuk melihat perbedaan sebagai bagian dari kekayaan yang perlu dilestarikan, bukan sebagai perpecahan. Selanjutnya, strategi guru dalam menyampaikan nilai-nilai Islam multikultural di SMA Takhasus Al-Qur'an Sintang berfokus pada pengintegrasian ajaran Islam dengan menghargai keberagaman budaya melalui pendidikan agama Islam multikultural.

Kata Kunci: *Peran, Multikultural, Karakter, Pendidikan Agama Islam*

Abstract

Islamic Religious Education not only serves as a means to teach Islamic teachings but also as a medium to shape students' moral and social character. The purpose of this research is to explore the role of multicultural Islamic religious education in shaping students' character, as well as the strategies for implementing it in the students of SMA Takhasus Al-Qur'an. This study falls under the qualitative cluster with a sociological approach, and data collection was carried out through direct observation, interviews, and documentation. Data analysis was conducted through data condensation, data display, and drawing conclusions. The results of this study show that Multicultural Islamic Religious Education at SMA Takhasus Al-Qur'an Sintang plays an important role in shaping students' character by instilling values of tolerance, mutual respect, and appreciation for cultural diversity. Through an approach that emphasizes inclusive religious understanding, students are encouraged to view differences as part of a richness that needs to be preserved, not as divisions. Furthermore, the teachers' strategy in conveying multicultural Islamic values at SMA Takhasus Al-Qur'an Sintang focuses on integrating Islamic teachings with respect for cultural diversity through multicultural Islamic religious education.

Keywords: *Role, Multicultural, Character, Islamic Religious Education.*

Introduction

Islamic Religious Education has a very important role in shaping the character of students, especially at the high school level. As an integral part of the education system in Indonesia. Islamic Religious Education not only functions as a means to teach Islamic religious teachings, but also as a medium to shape the moral and social character of students (Ahmad Mujib 2020). In the context of multicultural Indonesia, where various ethnicities, cultures, religions, and even languages coexist, Islamic Religious Education has great potential to teach the values of tolerance, mutual respect, and cooperation between individuals from different backgrounds (Djamaluddin 2018). So that the school environment can be a positive forum if the applied system is done well.

The education system in Indonesia focuses on strengthening students' character, both individually and socially through various approaches, one of which is religious education with a multicultural perspective (Muhammad Amin 2017). Islamic religious education that prioritizes the principles of multiculturalism not only teaches religious doctrine exclusively, but also encourages a broader understanding of cultural and religious diversity in society. Thus, PAI can be an important tool in building tolerance and thinking maturity among the younger generation, especially in high school which is an important transition period in the formation of self-and social identity (Wahyudi & Hartono 2022). This is due to the ability of students who have not been maximized in responding to the differences in the new school environment.

Students at the high school level are a group that is in adolescence who is

vulnerable to external influences both from the media, social environment, and differences of opinion in society. Therefore, education that introduces the values of multiculturalism can help students develop a positive attitude towards diversity, reduce the potential for social conflict, and strengthen togetherness in the midst of differences (Damanik 2019). Therefore, multicultural education is one of the school's efforts to create peace among students without conflict. Islamic religious education Multiculturalism makes high school students more respectful and appreciative of differences, one of which is at Takhasus Al-Qur'an Sintang High School (SMA) which applies multicultural education.

Takhasus Al-Qur'an Sintang Senior High School, which is known for its curriculum that emphasizes the teaching of the Qur'an as part of religious education so that students have the ability to understand in responding to differences. However, Takhasus Al-Qur'an Sintang High School also faces challenges in fostering the character of students who are not only faithful, but also able to interact well in a pluralistic society. The social diversity that exists around schools, which includes various ethnicities, religions, and cultural backgrounds, is a challenge for educational institutions in formulating the right approach. Therefore, multicultural Islamic religious education can be one of the solutions to answer these challenges.

This is in line with the researcher's observation on 23/11/2024 that Takhasus Al-Qur'an Sintang Senior High School is an educational institution that has diverse students such as culture, customs, languages and tribes so that it is not uncommon for them to rub against other students who have

differences. This difference is a challenge for teachers and other teaching staff. This diversity has existed for a long time, which has caused Takhasus Al-Qur'an Sintang High School to become one of the schools that has a conflicting diversity. Therefore, teachers and other teaching staff apply Islamic values that emphasize respect related to multiculturalism which has a positive impact on students from different backgrounds.

Islamic religious education that prioritizes the values of multiculturalism can play a big role in shaping the character of students at Takhasus Al-Qur'an Sintang High School. The character in question includes aspects of morality, ethics, tolerance, and maturity in interacting with various differences. By combining moderate Islamic religious teachings and the principles of multiculturalism, students are expected to understand the importance of living together in diversity and apply these values in daily life (Suyanto 2018). Therefore, multicultural Islamic religious education at Takhasus Al-Qur'an Sintang High School is one of the means of fostering an attitude of appreciation and respect for differences in the school environment.

In this context, research on the role of Islamic Religious Education that carries a multicultural approach in shaping the character of students in high school is very relevant to be carried out. This research is expected to provide an overview of how inclusive and diversity-based religious education can help shape the character of students who are tolerant, respectful of each other, and have a better understanding of living together in a pluralistic society. However, although this concept is very relevant and important, there have not been many studies that specifically examine the

application of Multicultural Islamic Religious Education in the formation of student character, especially in schools that focus on teaching the Qur'an such as Takhasus Al-Qur'an Sintang High School. Therefore, this study aims to dig deeper into the role of Multicultural Islamic Religious Education in the formation of student character at Takhasus Al-Qur'an Sintang High School, as well as the factors that influence it.

Research that discusses the role of Multicultural Islamic Religious Education has been written, one of which was conducted by Hasni Noor who discussed the Role of Islamic Religious Education to Develop Multicultural Attitudes of Students (Study at MTs Al-Muddakir Banjarmasin) (2022). This study explains that multicultural Islamic religious education causes a positive impact on students' attitudes, this is evidenced by a more open attitude of students, because multicultural Islamic religious education has a significant correlation if good and correct management will have an impact on the development of students' knowledge that is more inclusive (Noor 2022).

Similar research was conducted by Aryanti Dwiyani who discussed Multicultural Islamic Education in Schools (2023). This study explains that education is an effort to transfer information (knowledge) as well as instill value in students so that changes are obtained in various aspects, both cognitive, affective and psychomotor. Education as a business also has a pillar of creation, taste and karsa, so that it can produce works for the benefit of mankind. Meanwhile, multicultural education is a form of students' understanding of diversity, so that students can understand differences as a positive

form. Therefore, multicultural Islamic education is an effort to make students more open and accepting differences in maintaining peace (Dwiyani 2023).

The above research is a study that emphasizes its discussion on the role of Multicultural Islamic Religious Education which has touched on several discussions in the research that will be written by the researcher such as a) multicultural Islamic religious education in schools makes students have an inclusive attitude, b) multicultural education makes students appreciate the differences that exist more and, c) Islamic values related to multicultural applied to students have an impact on interaction which is positive on students. However, the above research does not discuss the role of multicultural Islamic religious education in shaping the character of students who are inclusive and can adapt to a diverse environment. This will be the discussion in this study, besides that this research will emphasize the teacher's strategy in providing understanding to students related to Islamic values that are multicultural.

Research Methods

This research uses a qualitative method. Qualitative methods are research approaches used to explore and understand phenomena in depth, focusing on the meaning, experience, and perspective of individuals or groups (S. Aminah Roikan 2019). In this method, the data collected is usually descriptive and not numerically measurable. The main goal of qualitative research is to gain richer insights into the social, cultural, or situational context, as well as to understand the complexity of a phenomenon (Hardani 2020). In addition, this research is included in the class of sociologist approaches, because the sociologist approach is an approach used to

understand social phenomena by studying the interactions, behaviors, social structures, and cultures of the community (Muh Fitrah and Luthfiyah 2017). In the context of qualitative research, this approach focuses on a deep understanding of the experiences, perspectives, and meanings provided by individuals or groups in social life such as in an educational environment.

This study uses data collection techniques by observation. Observation is a research method or activity to observe, record, and analyze certain phenomena or objects systematically and objectively (Prastowo 2016). Furthermore, interviews with resource persons are related to the reason that an interview is a method of communication carried out between two or more parties, which usually involves questions and answers, with the aim of obtaining information, exploring opinions, or gaining a deeper understanding of a certain topic (Fadli 2021). Furthermore, documentation, documentation is a process of compiling, recording, and storing information or data in written form, images, audio, or other forms that aim to record, organize, and facilitate access to such information in the future (Abdussamad 2021). Documentation can include a variety of things, from technical notes, reports, instructions, procedures, to legal or administrative evidence.

Meanwhile, data analysis is carried out by means of data condensation which is the process of simplifying or summarizing information from a larger amount of data into a more concise form, but still maintaining the essence or core of the information (Miles. M. B., Huberman, A, M., & Saldana 2014). The main purpose of data condensation is to make it easier to analyze and understand data, without compromising the quality or significance of

the compressed data. Data display is a process or way to display information that has been processed or stored in a form that is easy for users to understand (Darmalaksana 2020), while drawing conclusions is an important part of a writing or conversation that functions to conclude or summarize the information that has been conveyed (A Muri Yusuf 2019).

Results and Discussion

Student Character Formation through Multicultural Islamic Religious Education students are formed through various approaches in education, and Islamic religious education has an important role in this matter. The character in question includes moral, social, and spiritual aspects that can affect students' attitudes and behaviors in the school environment and society. Some of the ways that Takhasus Al-Qur'an Sintang High School can take in character formation through multicultural Islamic religious education are as follows:

A. Moral and Ethical Education

Moral and ethical education has a very important role in shaping students' character, especially at Takhasus Al-Qur'an Sintang High School which prioritizes Islamic religious values in its educational curriculum. So that moral and ethical education is not only limited to teaching religious norms and rules, but also includes the development of moral attitudes, empathy, and tolerance for differences (Febrianti and Dewi 2021). Moral and ethical education at Takhasus Al-Qur'an High School plays the main foundation in shaping the character of students who have noble ethics and have broad multicultural insights. By integrating the teachings of Islam that *rahmatan lil-'alamin* (Blessings for All Nature) in the educational curriculum (Asthma 2018), this school not

only instills the values of kindness and honesty, but also teaches the importance of respecting diversity in society. This was emphasized by Neni Yuliandari Teacher at Takhasus Al-Qur'an High School that:

"In this school, the values of kindness and honesty are very important and we try to instill them in every teaching and learning activity. For example, we teach the importance of telling the truth through stories or concrete examples in everyday life. We also often provide assignments or discussions that emphasize the importance of good behavior, such as helping each other, empathizing, and respecting others" W/26/11/2024. 10:00 a.m.

Moral and ethical education makes the educational environment apply Islamic values such as honesty, kindness, and appreciation for diversity so that Takhasus Al-Qur'an High School has succeeded in creating an inclusive atmosphere, where every individual is respected, differences are respected, and noble values are applied consistently in daily life P/23/2024. The moral and ethical education taught is able to answer the challenges of the times, including in the era of globalization and modernization which often presents values that are contrary to Islamic principles (Arifin n.d.). Therefore, it is important for educators, especially at Takhasus Al-Qur'an High School, to emphasize exemplary in daily life and guide students to be able to apply Islamic teachings in interacting with various community groups who have different cultural and religious backgrounds.

In addition, multicultural Islamic religious education also enriches students' understanding of the universal values shared by various religions, such as compassion,

justice, and peace (Suyanto 2017). In this case, moral and ethical education at Takhasus Al-Qur'an High School is not only a means to internalize religious moral values, but also to build an attitude of mutual respect and cooperation in diversity. Moral and ethical education applied in multicultural Islamic religious education at Takhasus Al-Qur'an High School not only aims to form good individuals in terms of morality, but also to form students who are wise, tolerant, and able to contribute to a pluralistic society. This will produce a generation that is not only intellectually intelligent, but also emotionally and spiritually mature, and ready to face the dynamics of life in an increasingly diverse global society. This was emphasized by Didi Sudrajat, a teacher at Takhasus Al-Qur'an High School, that:

"I believe that education should not only be limited to teaching academic knowledge, but should also include the emotional and spiritual development of students. In this increasingly complex and global world, we need a generation that is able to think critically, but can also manage feelings and have good morals. A well-rounded education means teaching students to understand themselves, recognize their feelings, and appreciate differences and diversity in society" W/23/11/2024. 13:30 WIB.

Moral and ethical education at Takhasus Al-Qur'an High School serves as a foundation in shaping the character of students who are not only superior in intellectual aspects, but also have a noble personality and are able to adapt in a plural social context P/21/11/2024. In an educational environment that emphasizes

the in-depth teaching of Islam, the moral values instilled aim to form a solid moral attitude, which is the basis for building harmonious relationships between individuals, both in the family, society, and the professional world in the future (Riadi 2024). As part of multicultural Islamic religious education, moral and ethical education at Takhasus Al-Qur'an High School not only focuses on religious teachings, but also teaches the importance of respecting and understanding the cultural, ethnic, and linguistic diversity that exists around students.

This multicultural approach helps students to be more open, tolerant, and reduce the potential for conflict due to differences, as well as provide provisions for living together in diversity. This is especially relevant given the increasingly connected world and full of global challenges.

Through moral education, students are taught to instill mutual respect, empathy, and avoid behaviors that can harm themselves and others. It is an integral part of character formation that emphasizes not only religious values, but also basic principles of humanity that are acceptable in different cultures (Lubis 2022). This moral and ethical education gives students the ability to deal with social problems wisely and apply the teachings of Islam in every aspect of life, both in social interaction, the world of work, and in the role of a member of the global community. Moral and ethical education at Takhasus Al-Qur'an High School is the foundation in character formation which plays an important role in facing social dynamics that are full of differences. It also encourages students to become individuals who are not only obedient to religious teachings, but also able to play an active role in maintaining social

harmony, adapting to diverse students, and contributing positively to the progress of the ummah and nation.

As a result, this education not only produces a generation of intelligence, but also a generation of noble character, tolerance, and ready to welcome a future full of challenges. Islamic religious education at Takhasus Al-Qur'an High School emphasizes the formation of noble morals based on the teachings of the Qur'an and hadith, such as honesty, patience, and justice. By understanding good morals, students are expected to be able to apply them in daily life, either in interaction with others or in different backgrounds (Fauzi & Dwi Hidayati 2019). Therefore, moral and ethical education is one of the efforts of Takhasus Al-Qur'an High School in making students have an inclusive attitude.

B. Increased Tolerance and Empathy

Islamic religious education not only teaches the teaching of religious teachings textually, but also provides a deep understanding of the importance of respecting differences in terms of religion, ethnicity, language, and culture (Rahman 2023). So by integrating multicultural perspectives, students at Takhasus Al-Qur'an High School can develop an attitude of mutual respect and understanding of each other, even though they come from different backgrounds. Through learning that involves discussion, reflection, and real practice in daily life, students can be more aware that Islam not only speaks the truth from the perspective of one group, but also teaches the virtue of doing good to all mankind regardless of their background (Dewi 2022). In this context, tolerance and empathy are important pillars in shaping individuals who are not only religious but also social, playing an active role in a

multicultural society. In accordance with the argument of Asnati students at Takhasus Al-Qur'an High School that:

"In my opinion, tolerance and empathy are the basis of healthy interpersonal relationships, especially in a very diverse society, both in terms of culture, religion, and social background. In the context of education, tolerance teaches us to appreciate differences, while empathy helps us to feel and understand the feelings of others. These two values are very important in shaping individuals who are not only religious, but also social and care for the surrounding environment. As a teacher, I feel that I have an important role to instill these values in our students" W/21/11/2024. 10:00 a.m.

Increased tolerance and empathy show success in creating an inclusive environment and prioritizing the values of tolerance and empathy in daily life. This has a positive impact on the formation of students' characters who are more social, care about differences, and able to play an active role in a multicultural environment P/23/11/2024. Islamic religious education that prioritizes universal values has the potential to form a young generation who not only have in-depth religious knowledge, but also a strong, tolerant, and empathetic character towards others (Syamsuddin 2019). This is the foundation for the creation of a more harmonious, inclusive, and compassionate society. Therefore, the application of multicultural Islamic religious education at Takhasus Al-Qur'an High School is very important in creating a better future, where every individual can coexist with peace and mutual understanding.

Multicultural Islamic religious education at Takhasus Al-Qur'an High School has a strategic role in shaping students' character, especially in increasing tolerance and empathy. By understanding Islamic teachings that teach respect for differences, students are invited to appreciate the diversity of religions, cultures, and backgrounds. This education not only prioritizes religious knowledge, but also trains students to interact positively in a diverse school environment. Through this approach, students are expected to grow into individuals who are not only religiously obedient, but also able to build harmonious and understanding relationships with others, creating an inclusive and peaceful atmosphere in the surrounding environment. In addition, multicultural Islamic religious education also focuses on teaching the importance of tolerance. At Takhasus Al-Qur'an Sintang High School, students are taught to be empathetic to others, respect differences in ethnicity, language, and culture, and contribute to creating a peaceful environment.

C. Integration of Islamic Values in Social Life

The integration of Islamic values in social life has an important role in the formation of students' character, especially in the context of Islamic religious education in schools that have a focus on teaching the Qur'an (Mujiburrahman 2017). In a multicultural educational environment, such as at Takhasus Al-Qur'an High School, character strengthening through Islamic education is not only related to the teaching of faith and worship, but also includes aspects of developing social attitudes that prioritize tolerance, mutual respect, and understanding differences. Schools such as Takhasus Al-Qur'an High School play a strategic role in shaping the character of

students with an educational approach oriented to universal Islamic values. These values include personal and social piety, empathy, honesty, responsibility, and respect for others, regardless of different cultural or religious backgrounds.

Islamic education oriented to character formation is important to instill values that are not only normative but also applicable in daily life (Sulaeman 2018). Multicultural education at Takhasus Al-Qur'an High School aims to enable students to integrate Islamic teachings that teach brotherhood (*ukhuwah*), helping each other (*ta'awun*), and high social awareness towards others, with a broader context of social life. Therefore, Islamic religious education in this school is not only about teaching about worship, but also teaching how Islamic values are applied in social interaction with others. This was emphasized by Firda Safitri, a student at Takhasus Al-Qur'an High School, that:

"In addition to worship materials, we are also taught how to apply Islamic teachings in social interaction. For example, we are taught to respect one another, speak softly, and help people in need. I feel very inspired by the lesson on morality, because it is very relevant to our lives as teenagers. We also often get advice on the importance of maintaining good relationships with friends, teachers, and even with parents" W/21/11/2024. 02:00 PM local time.

Islamic religious education at Takhasus Al-Qur'an High School is not only limited to teaching worship but also plays a very important role in shaping students' character, especially in terms of social interaction. Values such as respect for differences, help, honesty, mutual respect,

and patience are taught in a way that is applicable in daily life P/21/11/2024. Multicultural education at Takhasus Al-Qur'an High School strongly supports the formation of a tolerant and open character to differences. Through this approach, students are taught to respect religious, cultural, ethnic, and racial differences, as well as develop inclusive attitudes in social life.

Character building through Islamic religious education based on the noble values of the Qur'an that promotes peace and mutual understanding can be a strong foundation for students to interact in an increasingly complex and diverse society (M. Zain 2019). So that the integration of Islamic values in multicultural education at Takhasus Al-Qur'an High School does not only focus on the aspect of spirituality or religion, but also plays an important role in shaping the character of students who are civilized, affectionate, and ready to face the challenges of social life full of diversity.

Islamic religious education in this school not only provides knowledge, but also shapes students' personalities who can make a positive contribution to the wider society. In addition, the integration of Islamic values in social life has a deep meaning, especially in the context of shaping student character. Islamic religious education that prioritizes multiculturalism plays a very important role in shaping the character of students who not only master religious science, but also have the ability to interact with a society full of differences. An education that prioritizes the depth of religion and social values, this school teaches students that a successful social life is not only determined by an understanding of religious laws, but also by the ability to empathize, work together, and coexist with others regardless of background. This is in

line with the statement of Dian Nurkholis, a student at Takhasus Al-Qur'an High School, that:

"In our school, we were taught that a successful life is not only about understanding religious laws, but also how we can live together with others in a diverse society. We are taught to appreciate differences and the importance of empathy for others. So, even though we learned a lot about religion, there was a great emphasis on how to interact with people from different backgrounds" W/23/11/2024. 09:30 WIB.

The integration of the teachings of the Qur'an that teach the principles of peace, justice, and compassion is an important basis in building a more just and peaceful society, which is based on Islamic principles P/23/11/2024. Multicultural-based Islamic religious education at Takhasus Al-Qur'an High School can be an ideal model in producing a young generation who are not only intellectually intelligent, but also have a strong character, ethics and are able to make a real contribution to social development based on universal Islamic principles. In addition to the formation of the character of the students above, the teachers of Takhasus Al-Qur'an High School have their own strategies in strengthening the attitude of tolerance of students. This is implemented in several ways such as:

E. Integration of Multicultural Values in the Curriculum

Teachers need to ensure that the teaching materials delivered do not only focus on Islamic religious teachings, but also emphasize the principles of tolerance, equality, and mutual respect between religions and cultures. This can be done by

preparing a Multicultural-Based curriculum because, in each Islamic religious education subject, teachers can insert material that discusses diversity in Islam such as Islamic teachings regarding religious plurality, cultural differences, and interactions between religious communities. This is in accordance with Zilly Puella Audacya's statement that:

"In every Islamic religious education subject, we can insert material that not only teaches about the religious teachings themselves, but also teaches students about religious plurality, cultural differences, and the importance of coexistence with various groups" W/25/11/2024. 10:00 a.m.

The implementation of a multicultural-based curriculum in Islamic religious education went quite well, teachers succeeded in inserting the values of tolerance and appreciation for differences in each material presented P/21/11/2024. The integration of multicultural values in the educational curriculum is essential to form the character of students who are tolerant, inclusive, and respectful of diversity. By including aspects of multiculturalism in the curriculum (Suryadi 2022), teachers not only teach academic knowledge, but also social values that support understanding and appreciation of differences. Strategies that teachers can implement include developing learning that focuses on cultural diversity, using methods that encourage dialogue as well as the establishment of a safe and open learning environment for all backgrounds. Character reinforcement through values such as tolerance, empathy, and social justice can encourage students to become better individuals, not only in their academic context but also in their social lives.

F. Value-Based Learning Model

In teaching Islamic values that are multicultural, teachers can use a value-based approach that integrates moral and ethical principles in daily life. Value-Based Learning Model (*Value-Based Learning*) is an approach that integrates moral, ethical, and social values in the learning process, which aims to shape students' character holistically (Khoirul 2020). Through this model, teachers play a role not only as a teacher who transfers knowledge, but also as a mentor who directs students to understand and internalize positive values that are useful in daily life. The formation of good student character is greatly influenced by the interactions that occur in the educational environment, where the values taught can have a long-term impact in shaping student behavior, attitudes, and habits. This is in line with the statement of Neni Yulindari Teacher at Takhasus Al-Qur'an High School that:

"The formation of good student character is indeed greatly influenced by the interactions that occur in the educational environment. The school environment, which consists of teachers, peers, and the activities that are followed, is a place where moral and social values are instilled from an early age" W/26/11/2024. 10:00 a.m.

The formation of good student character is indeed greatly influenced by the interactions that occur in the educational environment, the values taught by teachers, and the consistent implementation of regulations, have a very positive long-term impact on student behavior, attitudes, and habits P/23/11/2023. The Value-Based Learning Model makes a great contribution to character education efforts which are currently the main focus in the educational

curriculum in various educations (Slamet 2021). This is because value-based education is very relevant to Pancasila as the basis of the state and the source of the nation's moral values. Therefore, educators are expected to be more active in implementing this learning model in an integrated manner in every aspect of learning.

The value-based learning model is not only about teaching knowledge, but also about shaping positive and dignified student attitudes and behaviors. Effective strategies in integrating these values can create a generation that is not only intellectually intelligent but also morally and ethically strong, ready to face life's challenges responsibly. This is applied at Takhasus Al-Qur'an High School so that students are used to a tolerant environment. Therefore, the strategy is one of the teachers' steps to strengthen the character of students in interacting with students who have different backgrounds.

G. Islamic-Based Character Education

Teachers also need to emphasize character development through Islamic teachings that encourage students to be fair, wise, and compassionate, regardless of their background. In this case, the role of teachers as role models is very important. Teachers must demonstrate an inclusive attitude and value diversity in every interaction they have with students. Islamic-based character education is an approach that integrates Islamic moral values and ethics in the learning process, with the aim of forming students who are not only intelligent in science, but also have noble morals, behave in accordance with religious guidance, and are ready to contribute positively to society (Murtadho 2018). In this context, the role of teachers is very strategic, because they are

not only teachers of academic materials, but also as guides in the development of students' character.

Effective teachers in shaping the character of Islamic-based students must be able to implement various strategies, such as being a good role model, habituating Islamic values, and contextually connecting learning with religious teachings. In addition, a reward for students' positive behavior, a deep emotional and spiritual approach, and open and effective communication between teachers and students, are important parts of a sustainable character building strategy. Through the implementation of these strategies, Islamic-based character education is expected to give birth to a generation that is not only intellectually superior, but also has noble character and has the ability to face life's challenges with integrity, peace, and responsibility. The formation of a strong character among students is an important foundation for the achievement of a prosperous, just, and in accordance with the noble values of Islamic teachings.

Multicultural-based Islamic religious education has a very important role in shaping the character of students, especially in a pluralistic school environment, such as Takhasus Al-Qur'an High School Sintang. Teachers' strategies in conveying multicultural Islamic values must be designed with the right approach. Curriculum integration that emphasizes understanding of religious and cultural diversity in an Islamic perspective, the application of interactive and dialogical learning methods, and the development of student character through value-based learning, are steps that can help students to understand and practice these values in daily life. By utilizing media and technology as learning aids, as well as strengthening the

role of teachers as role models in multicultural life, students will more easily internalize the values of tolerance, justice, and equality in Islamic teachings.

It is important to remember that multicultural Islamic religious education includes not only aspects of knowledge, but also attitudes and behaviors. Therefore, the active role of teachers in providing real examples and guiding students in applying these values in social interaction is very crucial. Teachers not only function as teachers, but also as facilitators who are able to create spaces for students to learn from experiences, discuss, and interact with the diversity around them (Ardila and Rigianti 2023). Multicultural Islamic religious education at Takhasus Al-Qur'an Sintang High School and similar schools has great challenges and opportunities. These challenges include how to present learning that can create a comprehensive understanding of inclusive Islamic teachings, as well as how to facilitate students to be able to apply these values in the midst of diversity. However, with a strong commitment from all parties, both teachers, students, and school management, this challenge can be overcome to realize the noble goal of Islamic education that prioritizes the values of togetherness, mutual respect, and peace between students who have diverse backgrounds.

Conclusion

Multicultural Islamic Religious Education at Takhasus Al-Qur'an Sintang High School plays an important role in shaping students' character by instilling the values of tolerance, mutual respect, and respect for cultural diversity. Through an approach that prioritizes an inclusive understanding of religion, students are invited to see differences as part of the wealth that needs to be maintained, not as a

separator. This education not only teaches spiritual aspects, but also forms a social attitude that cares for others, builds harmony between people, and makes them more prepared individuals to face global challenges with a strong, empathetic, and wise character. In addition, Students are taught to see Islam not as a separate or exclusive religion, but as part of the unity of humanity that has the right to be respected and treated fairly, regardless of different backgrounds. In addition, the teacher's strategy in providing an understanding of multicultural Islamic values at Takhasus Al-Qur'an Sintang High School focuses on integrating Islamic teachings with respect for cultural diversity. Teachers not only teach religious material conventionally, but also introduce the concept of inclusive and tolerant Islam, which respects ethnic, ethnic, and religious differences. Through this approach, students are invited to understand that Islam teaches peace, mutual respect, and coexistence in diversity. This multicultural Islamic religious education plays an important role in shaping students' character, developing tolerance, mutual respect, and strengthening a moderate Islamic identity in the midst of a pluralistic society. Suggestion The above research only briefly discusses the role of multicultural Islamic religious education, so that suggestions for future researchers can discuss the impact resulting from the role of multicultural Islamic religious education and this paper can be used as a reference in further research.

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