



Paradigm of Islamic Religious Education Rahmatan Lil-Alamin in Various Perspectives

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Abstrak

Penelitian ini bertujuan untuk menganalisis peran pendidikan Islam kultural dalam membentuk karakter siswa sekolah dasar yang berada dalam lingkungan multikultural. Pendidikan Islam kultural menekankan penerapan nilai-nilai Islam yang sejalan dengan kebudayaan yang beragam, yang mengedepankan sikap toleransi, saling menghargai, serta pemahaman terhadap perbedaan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilakukan di beberapa sekolah dasar yang menerapkan pendidikan Islam kultural di lingkungan yang multikultural. Data dikumpulkan melalui wawancara mendalam dengan guru, siswa, dan orang tua, serta observasi terhadap proses pembelajaran di kelas. Hasil penelitian menunjukkan bahwa pendidikan Islam kultural memiliki dampak positif dalam membentuk karakter siswa, terutama dalam mengembangkan sikap toleransi, empati, dan keterbukaan terhadap keberagaman budaya. Selain itu, pendidikan Islam kultural juga membantu siswa untuk memahami dan menghargai perbedaan agama dan budaya yang ada di sekitar mereka, yang pada gilirannya mendukung terciptanya hubungan sosial yang harmonis di dalam komunitas sekolah yang multikultural. Penelitian ini merekomendasikan penguatan integrasi nilai-nilai Islam dalam kurikulum pendidikan dasar, sebagai upaya untuk membentuk karakter siswa yang lebih inklusif dan multikultural.

Kata Kunci: Pendidikan Islam Kultural, Karakter Siswa, Multikultural, Sekolah Dasar, Toleransi

Abstract

This study aims to analyze the role of cultural Islamic education in shaping the character of elementary school students in a multicultural environment. Cultural Islamic education emphasizes the application of Islamic values in line with diverse cultures, prioritizing attitudes of tolerance, mutual respect, and understanding of differences. This research uses a qualitative approach with a case study method conducted in several elementary schools that implement cultural Islamic education in a multicultural environment. Data were collected through in-depth interviews with teachers, students, and parents, as well as observations of the learning process in the classroom. The results of the study indicate that cultural Islamic

education has a positive impact on shaping students' character, especially in developing attitudes of tolerance, empathy, and openness toward cultural diversity. Furthermore, cultural Islamic education also helps students to understand and appreciate the religious and cultural differences around them, which in turn supports the creation of harmonious social relationships within the multicultural school community. This study recommends strengthening the integration of Islamic values into the elementary education curriculum as an effort to form more inclusive and multicultural student character.

Keywords: *Cultural Islamic Education, Student Character, Multicultural, Elementary School, Tolerance*

Pendahuluan

Islamic religious education plays a central role in the formation of students' character and morals. In the context of multicultural Indonesia, Islamic religious education does not only aim to transfer religious knowledge, but also to shape students' characters that reflect universal Islamic values, such as compassion, tolerance, and respect for diversity. The concept of *Rahmatan Lil-Alamin*—which means "blessing for all nature"—is one of the main principles in Islamic teachings that is very relevant to be applied in Islamic religious education in Indonesia.

The concept of *Rahmatan Lil-Alamin* firmly teaches that the Prophet Muhammad SAW was sent as a blessing for all mankind and the universe. In this context, Islamic religious education is expected to instill an attitude of tolerance, mutual respect, and understanding of differences, both in terms of religion, culture, and social background. *Rahmatan Lil-Alamin* teaches that Islamic teachings are not only intended for Muslims, but also for all mankind, including those with different religious and cultural backgrounds.

Indonesia, with its ethnic, cultural, and religious diversity, needs an educational paradigm that can support the creation of social harmony. In this case, Islamic religious education based on *Rahmatan Lil-Alamin* has great potential to shape the character of students who are inclusive, respect plurality, and can live side by side peacefully in a pluralistic society. The application of the *Rahmatan Lil-Alamin paradigm* is expected to not

only create an educational atmosphere full of compassion and tolerance, but also to overcome various social issues that arise due to misunderstanding or intolerance towards differences.

However, although *Rahmatan Lil-Alamin* is a central concept in Islamic teachings, its implementation in Islamic religious education in Indonesia still faces significant challenges. There are different views on how this concept should be implemented in the Islamic religious education curriculum. Some may understand *Rahmatan Lil-Alamin* only as a teaching about compassion for fellow Muslims, while others see it as a call to create peace and justice for all humanity, regardless of religion and culture.

This study aims to analyze the *Rahmatan Lil-Alamin paradigm* in Islamic religious education from various perspectives, both theoretically and practically. This study also seeks to explore how the application of this paradigm can enrich students' learning experiences, shape more tolerant and inclusive characters, and strengthen social relations in the context of a multicultural society. Thus, Islamic religious education can play an active role in building a harmonious, compassionate, and respectful society.

Specifically, the purpose of this study is to understand the application of the *Rahmatan Lil-Alamin principle* in Islamic religious education in Indonesian schools and its impact on the formation of students' character. This study will also explore the challenges faced in implementing this concept and provide recommendations for

improving the quality of Islamic religious education in Indonesia in order to support the creation of a more inclusive and peaceful society.

By examining the concept of *Rahmatan Lil-Alamin* in the context of Islamic religious education, it is hoped that the results of this study can provide a significant contribution to efforts to strengthen the Islamic religious education curriculum that is oriented towards developing student character that appreciates diversity more and can live side by side in peace.

Metode

This study uses a qualitative approach with the aim of exploring and understanding in depth the application of the *Rahmatan Lil-Alamin paradigm* in Islamic religious education, as well as how this concept is implemented in the education curriculum and learning practices in schools in Indonesia. This study was conducted in several elementary schools (SD) in the Indonesian region that have cultural, religious, and ethnic diversity. The research location was selected based on the criteria of schools that have integrated Islamic religious education in their curriculum, as well as those in a multicultural environment. The subjects of this study consisted of three main groups of Islamic Religious Education (PAI) Teachers, Students, and Parents. Data Collection Techniques In-Depth Interviews, Participatory Observation, Documentation. Data analysis in this study uses qualitative data analysis techniques consisting of several stages as follows: Data Reduction, Coding, Theme Formation, Data Interpretation.

Hasil dan Pembahasan

In this section, we will present the findings of a study that explores the application of the *Rahmatan Lil-Alamin paradigm* in Islamic religious education in Indonesian schools. Data obtained through interviews with teachers, students, and

parents, as well as the results of classroom observations, provide an overview of how the *Rahmatan Lil-Alamin concept* is implemented in the practice of Islamic religious education in elementary schools. This discussion will reveal various aspects, from perceptions of the concept to the challenges faced in its application in the classroom.

1. Teachers' Perceptions of the Concept of *Rahmatan Lil-Alamin* in Islamic Religious Education

Islamic Religious Education (PAI) teachers play a central role in implementing the *Rahmatan Lil-Alamin paradigm* in schools. In interviews with PAI teachers, most stated that they understand *Rahmatan Lil-Alamin* as a universal concept that includes compassion, peace, and respect for all living things, including humans from various religious and cultural backgrounds. These teachers emphasized that in teaching Islam, they strive to instill the values of tolerance and inclusive attitudes, which are the foundation of every material taught. For example, Teacher A from SD 31 Kaluppang stated:

"I always teach my students that Islam teaches compassion not only to fellow Muslims, but also to all humanity and the universe. We must teach them to live side by side with differences, respect each other, and not judge each other."

However, despite a strong understanding of the value of *Rahmatan Lil-Alamin*, teachers also face challenges in integrating this concept effectively into every aspect of learning. One of them is the limited time and curriculum materials that must be achieved in a relatively short time, so there is a tendency to focus more on the technical aspects of religious teachings compared to the application of tolerance and diversity values more deeply.

2. Implementation of the *Rahmatan Lil-Alamin Concept* in Classroom Learning

The implementation of *Rahmatan Lil-Alamin* in classroom learning can be seen in various activities involving students. Based on the results of observations, the application of this value is often found in the way teachers deliver Islamic teachings that emphasize the importance of living in peace and respecting differences. For example, in lessons on Islamic history, teachers emphasize the role of the Prophet Muhammad SAW who was sent as a blessing for all nature and humanity.

In addition, in daily classroom practice, teachers often hold discussions involving students to discuss various social issues related to tolerance, such as differences in religion, culture, and customs. This activity not only helps students to understand the meaning of tolerance from an Islamic perspective, but also allows them to share personal experiences regarding the diversity that exists in their environment. For example, students are asked to share their experiences in interacting with friends who have different religious or cultural backgrounds.

However, the observation results also show a gap in the application of the *Rahmatan Lil-Alamin concept* in various classes. Some classes that are more culturally and religiously heterogeneous show a better level of understanding and application of these values. Conversely, in some more homogeneous classes, the *Rahmatan Lil-Alamin value* is often understood to be more limited to fellow Muslims.

3. The Role of Parents in Implementing the Values of *Rahmatan Lil-Alamin*

Parents also have an important role in supporting the implementation of the *Rahmatan Lil-Alamin paradigm* in Islamic religious education in schools. Based on interviews with parents of students, many feel that Islamic religious education that teaches the values of compassion, tolerance, and respect for differences is very relevant to the social challenges faced by their

children in a multicultural society. Most parents fully support the implementation of the *Rahmatan Lil-Alamin values* in Islamic religious education in schools.

For example, the parent of Student B at Elementary School Y stated:

"I strongly support my child to learn about Islamic values that teach peace and compassion. My child should know that differences are not something to be hated, but should be accepted and respected."

However, there are also some parents who are more concerned that the implementation of this concept is considered to ignore the deeper and more specific teachings of Islam. Some parents feel that too much emphasis on the values of tolerance can cause their children to lack understanding of the more fundamental teachings of Islam, such as worship and faith. Therefore, there is a need to find a balance between teaching the universal values of Islam and emphasizing the deeper aspects of religion.

4. Challenges in Implementing the *Rahmatan Lil-Alamin Paradigm*

Although the concept of *Rahmatan Lil-Alamin* has strong values in shaping students' characters, its implementation in Islamic religious education in Indonesian schools is not free from various challenges. One of the biggest challenges is how to integrate these universal Islamic values into a curriculum that has been tightly structured. Islamic religious learning often focuses on the more technical aspects of rituals and religious teachings, so that values such as tolerance, mutual respect, and empathy are sometimes neglected.

In addition, differences in understanding of *Rahmatan Lil-Alamin* among teachers, students, and parents also become obstacles in its implementation. Some consider that this concept speaks more about relationships between fellow Muslims, while others see it as a broader

teaching that encompasses all of humanity and living things in this world.

Another challenge is the social dynamics in the school environment itself. In schools that have high cultural and religious diversity, the implementation of *Rahmatan Lil-Alamin* values can be more effective because of the opportunity to interact directly with students from various backgrounds. However, in more homogeneous schools, the implementation of this concept sometimes encounters obstacles due to a lack of understanding of diversity.

5. Positive Impact of the Implementation of *Rahmatan Lil-Alamin* in Islamic Religious Education

Despite facing various challenges, the results of this study indicate that the application of the *Rahmatan Lil-Alamin* paradigm in Islamic religious education has a positive impact on the formation of students' character. Students who are involved in learning that emphasizes the values of tolerance and respect for differences show an increase in empathy, social awareness, and the ability to interact harmoniously with friends from different backgrounds.

Students also show a more open attitude towards religious and cultural differences. In some cases, the values of *Rahmatan Lil-Alamin* have helped reduce conflicts between students and create a more inclusive and peaceful school environment.

Simpulan

Based on the results of the research that has been conducted, several things can be concluded related to the application of the *Rahmatan Lil-Alamin* paradigm in Islamic religious education, especially in elementary schools in Indonesia.

1. Understanding the *Rahmatan Lil-Alamin* Paradigm : Teachers, students, and parents generally have a fairly good understanding of the concept of *Rahmatan Lil-Alamin* as an

Islamic teaching that emphasizes compassion, peace, and respect for diversity. Islamic Religious Education teachers strive to instill the values of tolerance, mutual respect, and peace in every aspect of their teaching.

2. Implementation in Learning : In classroom learning practices, the *Rahmatan Lil-Alamin* paradigm is applied by prioritizing the values of tolerance and respecting differences through various activities, such as discussions on diversity and teaching about the life of the Prophet Muhammad SAW as a blessing for all nature. However, there is a gap between more heterogeneous and homogeneous classes in the application of these values, indicating that diversity in the classroom environment affects the effectiveness of implementation.

3. Role of Parents : Parents have a significant role in supporting the implementation of *Rahmatan Lil-Alamin* values in Islamic religious education. They provide full support for learning that teaches tolerance and respect for differences. However, some parents are also concerned that too much emphasis on these values can ignore the fundamental aspects of Islamic teachings.

4. Challenges in Implementation : The implementation of the *Rahmatan Lil-Alamin* paradigm faces various challenges, including limited time in the curriculum, differences in understanding between the parties involved (teachers, students, parents), and challenges related to the homogeneity or heterogeneity of the school environment. Nevertheless, many schools have begun to successfully integrate these values into daily learning.

5. Positive Impact : The application of the *Rahmatan Lil-Alamin* paradigm in Islamic religious education has a positive impact on the formation of

students' character. Students who are involved in learning based on the values of tolerance and respect for differences show a more inclusive, empathetic attitude, and can interact well in a multicultural environment. This supports the creation of harmonious social relations and strengthening peace in society.

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