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Islamic Religious Education Learning Model in Instilling Multicultural Values in Students

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Abstract
This study aims to identify the learning model used in Islamic Religious Education (PAI) lessons to instill multicultural values at SMAS Budisatrya Medan. The research method used is qualitative with a field research approach, data collection techniques in the form of interviews, observations, and documentation. Data analysis is carried out through data reduction, data presentation, data verification, and drawing conclusions. The results of this study indicate that: 1. The learning model that can be utilized in multicultural-based Islamic Religious Education learning is Cooperative Learning. This model allows students to apply group learning, which not only has an impact on cooperative activities, but also on a deep understanding of the material being taught. 2. The efforts of Islamic Religious Education teachers in instilling multicultural values in students have proven effective, where teachers have succeeded in attracting students' interest in better understanding multicultural education and applying it in everyday life. 3. The responses of students of Smas Budisatrya Medan emphasized the importance of tolerance between religious communities in maintaining harmony in schools. They believe that religion teaches to do good to all humans, and they appreciate the school's support in promoting good behavior among students from various religious backgrounds.

Keywords: Learning Model, Islamic Religious Education, Multicultural Values

Abstrak
Penelitian ini bertujuan untuk mengidentifikasi model pembelajaran yang digunakan dalam pelajaran Pendidikan Agama Islam (PAI) untuk menanamkan nilai-nilai multikultural di SMAS Budisatrya Medan. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan penelitian lapangan (field research), Teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, verifikasi data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa: 1. Model pembelajaran yang dapat dimanfaatkan dalam pembelajaran PAI berbasis multikultural adalah Cooperative Learning. Model ini memungkinkan peserta didik untuk mengaplikasikan pembelajaran berkelompok, yang tidak hanya berdampak pada aktivitas kerjasama, tetapi juga pada pemahaman mendalam terhadap materi yang diajarkan. 2. Upaya guru PAI dalam menanamkan nilai-nilai multikultural pada siswa telah terbukti efektif, di mana guru berhasil menarik minat siswa untuk lebih memahami pendidikan multikultural dan menerapkannya dalam kehidupan sehari-hari. 3. Tanggapan siswa Smas Budisatrya Medan menekankan pentingnya toleransi antar umat beragama dalam menjaga keharmonisan di sekolah. Mereka percaya bahwa agama mengajarkan untuk berbuat baik kepada semua manusia, dan mereka mengapresiasi dukungan sekolah dalam mempromosikan perilaku baik di antara siswa dari berbagai latar belakang agama.

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Kata Kunci: *Model Pembelajaran, PAI, Nilai-nilai Multikultural*

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Introduction

Indonesia is a country rich in cultural, ethnic, linguistic and religious diversity (Peter & Simatupang, 2022). This diversity is one of the main characteristics of the Indonesian nation which requires special attention in the context of education (Endang Susilowati dan Noor Naelil Masruroh, 2018). In the midst of increasingly complex globalization dynamics, the challenges in building tolerance and harmony between citizens are increasing. Education plays an important role in efforts to instill multicultural values that include respect for differences, tolerance, and togetherness among the younger generation (Sunandi et al., 2020). One area of education that has great potential for this purpose is Islamic Religious Education.

Islamic Religious Education in schools functions not only as a medium for conveying religious knowledge, but also as a means of forming students' character so that they become individuals who have an open, tolerant attitude and respect differences (Nurmalasari et al., 2024). In the context of a diverse society such as Indonesia, Islamic Religious Education can be used as a vehicle to teach multicultural values that are important for living together. Islamic teachings that emphasize the importance of living in peace, justice, and mutual respect provide a strong foundation for developing an understanding of diversity (Fita Mustafida, 2020).

However, the application of multicultural values in Islamic Religious Education learning often still encounters various obstacles. In many schools, the learning model used is still oriented towards a conventional approach that tends to be textual and less contextual with students' real lives. This causes multicultural values to often not be embedded properly, because learning only focuses on memorization and literal understanding of religious teachings, without linking them to the reality of life which is full of diversity.

This condition also occurs in SMAS Budisatrya Medan, a school located in the middle of a multicultural society with diverse religious, ethnic, and cultural backgrounds. In this school, Islamic Religious Education subjects play an important role in shaping students' attitudes and behaviors so that they can live harmoniously amidst differences. However, the results of initial observations showed that the Islamic Religious Education learning model applied has not been fully able to instill multicultural values effectively. The learning approach used is still one-way, with the teacher as the center of learning and students as passive recipients.

Therefore, efforts are needed to develop a more innovative and contextual PAI learning model in instilling multicultural values in students. The learning model designed must be able to invite students to play an active, critical, and reflective role in understanding religious teachings while respecting diversity. Project-based learning, cooperative learning, and problem-based learning are some approaches that are believed to be able to increase student involvement in the learning process and strengthen their understanding of the importance of multicultural values.

Although some previous studies have discussed "Learning Islamic religious education in instilling multicultural values. Such as research conducted by (Mumtahanah, 2020). About the Integration of Multicultural Values in Islamic Religious Education Learning in Elementary Schools. The relevant and different aspects of this study from previous studies. That the study conducted by Lusia Mumtahanah has similarities in discussing how the implementation or concept of Islamic Religious Education learning in instilling multicultural values. However, what distinguishes this study is. That the previous study discussed the results of the study too briefly and did not show how the teacher's efforts were actually in instilling multicultural values in Islamic Religious Education Learning at SMAS Budisatrya Medan. In addition, previous studies did not explain how students' views responded to the existence of Islamic Religious Education learning in instilling multicultural values in schools.

Therefore, this study aims to explore effective PAI learning models in instilling multicultural values in SMAS Budisatrya Medan students. This study will examine how the learning model can be practically implemented in the classroom and assess its effectiveness in improving

students' understanding, attitudes, and behaviors towards multicultural values. Through a more interactive and participatory approach, it is hoped that students can be more involved in the learning process, so that multicultural values can be more firmly embedded. In addition, this study will also highlight the role of teachers in developing effective learning models. Islamic Religious Education teachers at SMAS Budisatrya Medan are expected not only to be material deliverers, but also as facilitators who are able to direct and guide students in understanding and internalizing multicultural values. Therefore, training and professional development are needed for teachers so that they have adequate competence and skills in implementing innovative learning approaches that are in accordance with the context of student diversity.

Furthermore, this study will involve an analysis of the obstacles faced in implementing a multicultural learning model. Some obstacles that may be identified include time constraints, a strict curriculum, and a lack of teaching materials relevant to multicultural values. This study will attempt to provide recommendations to overcome these obstacles so that the implementation of more multicultural Islamic Education learning can be carried out effectively.

Therefore, this study is expected to provide significant contributions in the development of PAI learning models at SMAS Budisatrya Medan. A more effective and relevant learning model is expected to not only improve students' understanding of Islamic teachings, but also shape them into individuals who are more tolerant, inclusive, and appreciate differences. The results of this study are expected to be a reference for the development of PAI teaching practices in other schools that have similar diversity characteristics.

Methods

This research is a type of field research using a qualitative descriptive approach method, where this qualitative approach is a research procedure that can produce descriptive data in the form of written words or words spoken by informants who will be interviewed (Sugiyono, 2015). Researchers conduct research using valid data sources, so the data sources use primary data sources and secondary data sources where the data source is one of the most important subjects in conducting research, where primary data consists of the results of interviews and observations of researchers on informants. While secondary data will be obtained through books, magazines, brochures and journal articles that are related to the research object carried out by researchers (Sugiyono, 2020). In conducting research, researchers have data collection techniques to facilitate and lighten researchers in collecting valid data. The techniques used in this qualitative research are observation, interviews, and documentation.

After determining the research method, data sources, and data collection techniques, the author is able to determine the data analysis technique, where data analysis is one of the processes in searching for and compiling data that has been obtained systematically from the results of observations, interviews, and documentation. The technique in conducting qualitative data analysis can be done interactively and continuously so as to find complete results. The data analysis techniques used are data collection, data reduction, data display, and data conclusion drawing/verification. So that a good conclusion is obtained regarding the Islamic Religious Learning Model in Instilling Multicultural Values in SMAS Budisatrya Medan Students.

Results and Discussion

PAI Learning Model in Instilling Multicultural Values in Students

Learning models are built on various scientific principles and theories such as psychology, sociology, systems analysis, and other relevant theories (Khoerunnisa & Aqwal, 2020). Joyce & Weil categorize learning models into four main types, which are general patterns of learning activities to achieve planned goals (Mirdad & Pd, 2020). They stated that the learning model is a design or pattern used to design the curriculum, determine teaching materials, and provide

guidance in class. This model can be an alternative for lecturers to choose the most relevant and efficient method to achieve educational goals (Zamathoriq & Subur, 2022).

Based on the results of observations and interviews conducted, it was found that the cooperative learning model is an effective model in learning Islamic Religious Education (PAI) at SMAS Budi Satrya Medan. This model allows students to work together in groups, share understanding, and support each other in completing learning tasks. This increases interaction between students and enriches understanding of teaching materials through discussion and group work. Although the cooperative learning model has been implemented, there are still several obstacles in its implementation. One of the main problems is the error in selecting the right learning model according to the needs and characteristics of students and the school environment. Some teachers tend to choose a cooperative model without considering the specific conditions of the school, so that the expected learning outcomes are not always optimal.

In addition, the decreasing motivation of students in participating in learning is also a significant challenge. This factor is often caused by monotonous teaching methods and lack of variation in learning approaches. This condition affects student involvement in the teaching and learning process, which in turn has an impact on their academic achievement. Low motivation makes students less active in group discussions, so that the main objective of the cooperative model is not achieved optimally.

To overcome these obstacles, efforts are needed to improve the selection of learning models that are more appropriate to the needs of students and the school context. Teachers at SMAS Budi Satrya Medan also need to increase their creativity in developing more varied and interesting learning methods for students. Thus, it is expected that students' motivation in learning can increase, and the effectiveness of implementing the cooperative learning model can be optimized. In addition, several other problems were found such as fighting behavior between students, low academic achievement, and decreased ethics and politeness in the school environment. To overcome this problem, the recommended strategy is to increase the application of multicultural values more effectively in schools. Strategies that can be used include group learning, concept achievement, value analysis, and social analysis. The purpose of this strategy is to internalize multicultural values in students so that they can improve social and academic conditions in schools.

Therefore, the learning model needs to be understood by teachers in order to carry out learning effectively in improving learning outcomes. In its application, the learning model must be implemented according to the needs of students because each learning model has different goals, principles, and main emphasis. A model is a pattern or form that is used as a reference for implementation (Haryanti, 2022). Mills argues that a model is an accurate representation of an actual process that allows a person or group of people to try to act on the model (Ma'ruf Zahran, 2019). According to Kemp in Rusman, a learning model is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Mayangsari Nikmatur Rahmi et al, 2022).

The importance of consideration in selecting a learning model that will be used in providing teaching materials in order to create a good and appropriate learning model for use in the learning process. This is in accordance with the verse of the Qur'an, An-Nahl Verse: 125 which reads:

أُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ﴿١٢٥﴾

Meaning: Call (humans) to the path of your Lord with wisdom and good teaching and debate them in a better way. Indeed, your Lord is He who knows best who has gone astray from His path and He (also) knows best who has been guided.

M. Quraysh Shihab in his interpretation, related to the An-Nahl verse 12 that the verse above is related to the obligation to learn and study and its methods. In this verse, Allah SWT commands in the sense of requiring the Prophet Muhammad SAW, and his people to learn and teach using good learning methods (billatiy hiya ahsan). From this verse, it can be correlated with other verses that contain interpretations of learning and study methods based on the concept of the Qur'an.

Therefore, the learning models themselves are usually arranged based on various principles or theories of knowledge. Experts arrange learning models based on various principles or theories of knowledge. Experts arrange learning models based on learning principles, psychological theories, sociology, system analysis, or other supporting theories. Joyce & Weil studied models based on learning theories which are grouped into four learning models. The model is a General Pattern of learning behavior to achieve the expected learning goals. Joyce & Weil argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or others. Learning models can be used as a choice pattern, meaning that teachers choose appropriate and efficient learning models to achieve their educational goals (Mila Mahmudah, 2021).

Teachers' Efforts in Instilling Multicultural Values in Islamic Religious Education Learning at SMAS Budisatrya Medan

According to Islamic views, the task of a teacher is considered something very noble (Basri et al, 2024). This is due to the great values contained in education and knowledge. Islam values people who are faithful and knowledgeable, and places them on a higher level than others because of the blessings they bring in educating and imparting knowledge to the next generation. As a teacher, it is important to not only deliver the subject matter academically, but also to teach and instill multicultural values in your students (Ilmi et al., 2021).

Based on the results of the study, Islamic Religious Education teachers at SMAS Budi Satrya Medan have made various efforts to instill multicultural values in students. One of the strategies implemented is to integrate multicultural materials into every topic of religious learning. Islamic Religious Education teachers not only teach the basic concepts of Islam, but also emphasize the importance of respecting differences between individuals, both in terms of religion, culture, and ethnicity. This is done through the delivery of values such as justice, equality, and tolerance, which are taken from Islamic teachings and associated with the multicultural context in everyday life.

The importance of integrating multicultural values learning in Islamic Religious Education learning, then this is in line with Islamic teachings that respect diversity and teach to respect each other. Rasulullah saw. also said in HR. Bukhari which reads:

عَنِ ابْنِ عَبَّاسٍ قَالَ قِيلَ لِرَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَيُّ ٱلْأَدْيَانِ أَحَبُّ إِلَى اللَّهِ قَالَ الْحَنِيفِيَّةُ السَّمْحَةُ

Meaning: "From Ibn 'Abbas, he said; Rasulullah SAW was asked: "Which religion is most loved by Allah? So he said: 'Al-Hanifiyyah As-Samhah (the upright and tolerant)." (HR Bukhari).

According to Ibn Hajar al-Asqalâni, this Hadith shows a recommendation for tolerance in social interactions and using noble morals and good manners by abandoning stinginess towards oneself, besides that it also recommends not making it difficult for people to take their rights and accepting forgiveness from them (Ibn Ḥajar al-ʻAsqalānī, 2002).

Based on the results of the interview with Umi Evy Wardah, the efforts of Islamic Religious Education teachers at SMAS Budisatrya Medan in instilling multicultural values are an important aspect of diverse modern education at SMAS Budisatrya Medan. Teachers have a central role in

promoting tolerance, respecting differences, and fostering cooperation between students from diverse religious backgrounds. Based on this study, it was found that the cooperative learning model is effective in integrating multicultural values in Islamic Religious Education learning.

Teachers at SMAS Budisatrya Medan have made concrete efforts to achieve this goal, although they are still faced with several challenges such as errors in selecting learning models and decreasing student motivation. In addition, behavioral problems between students, low learning achievement, and decreasing social ethics are also the focus of attention. To overcome these challenges, more effective strategies are needed in instilling multicultural values. The recommended strategies include active group learning, concept achievement, value analysis, and social analysis.

Cooperative learning is a method that emphasizes cooperation between students in small groups to understand the subject matter (Zaharatunnisa dan Rita Sari, 2022). This group consists of several students who work together with the guidance of the teacher, where the diversity of group members is an important factor. Through social interaction, students not only learn individually, but also share knowledge with their friends, so that each group member helps each other in understanding the concepts taught (Fridaram et al 2020). The success of cooperative learning depends on two core principles. First, positive interdependence, where each member of the group supports each other to achieve a common goal. Second, individual responsibility, where each student has an active role and is responsible for contributing to the group. With these two principles, cooperative learning can improve student understanding while developing social skills and personal responsibility.

In addition, teachers also utilize cooperative learning methods to build positive social interactions among students from diverse backgrounds. In this cooperative learning, students are divided into small heterogeneous groups, both in terms of ethnicity and ability level. The purpose of this division is to encourage students to work together, respect each other, and overcome any prejudices they may have. Teachers actively facilitate group discussions related to issues of social justice, equality, and interfaith harmony, so that students can understand the importance of these values in everyday life.

Another effort made by teachers is to provide concrete examples of the application of multicultural values through various school activities, such as celebrating religious holidays and extracurricular activities. Teachers consciously emphasize the importance of respecting other traditions and cultures in the school environment. This not only builds students' understanding of diversity, but also teaches them to celebrate differences as something that enriches community life. The results of these efforts show that students are beginning to be more sensitive to the importance of respecting differences and have a higher social awareness regarding multicultural issues in the school environment and outside of school.

Students' Perceptions of Islamic Religious Education Learning in Instilling Multicultural Values

As a student at SMAS Budisatrya Medan, I feel very fortunate to receive Islamic Religious Education (PAI) learning that instills multicultural values. In PAI learning classes, they are taught to appreciate and respect the differences in culture, ethnicity, and religion that exist around them. According to the students, the PAI teacher strongly encourages them to see this diversity as a wealth and an opportunity to learn more about each other. This learning helps students understand that all humans are created equal and have the same right to be respected. Students learn about the importance of tolerance, cooperation, and mutual respect in building a harmonious society. Through discussions and group activities, students can interact with friends from different backgrounds and broaden their horizons about the world.

Islamic Religious Education (PAI) teachers at SMAS Budi Satrya Medan play an important role in teaching students that respecting differences is not only about tolerance, but

also includes aspects of justice and equality. In the context of multicultural education, justice emphasizes equal treatment of every individual, regardless of cultural, religious, or ethnic background. Students are taught to understand that everyone has the same right to be treated fairly and respected in every aspect of life. More than just accepting differences, PAI teachers direct students to actively respect these differences in a deeper way, namely through real actions that reflect social justice.

In addition, this learning helps students overcome prejudices and stereotypes that may form towards certain groups. Stereotypes and prejudices often arise from a lack of knowledge and healthy interactions between different groups. Islamic Religious Education teachers encourage students to develop an openness and awareness that every individual, regardless of their background, deserves to be treated well and respected. This process involves efforts to create an inclusive and welcoming environment for everyone, where differences are seen as richness, not barriers. By creating an inclusive classroom, Islamic Religious Education teachers provide students with the opportunity to learn from diverse perspectives and build a broader understanding of human diversity.

Finally, understanding and implementing these multicultural values have a long-term impact on students' future. Through learning that teaches about justice, equality, and respect for differences, students are equipped with essential social skills to live in a diverse society. They not only learn to become better individuals in the school environment, but are also prepared to become members of society who care about others and actively contribute positively. By practicing these multicultural values, students are expected to be able to create meaningful change in their communities and build a more inclusive and harmonious society.

Conclusion

Based on the results and discussion of the study, it can be concluded that learning is essentially a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly, namely by using various media, both printed (books) and digital (online). The Islamic Religious Education learning model used is Cooperative Learning. This learning model allows students to work in groups, apply group learning, and actively understand problems and group tasks. The goal is to create positive dependency. Without active understanding, learning can be a burden for other participants, cause prejudice, and ostracize individuals who are considered not to contribute. Positive dependency should be mutually beneficial in completing tasks.

The efforts of Islamic Religious Education Teachers in instilling multicultural values in SMAS Budisatrya Medan are: a. stories about Rasullullah to increase student motivation. b. Providing examples of morals to Allah, individuals, and teachers through daily value instillation at school. c. Using advice methods, giving gifts, and habituation to motivate and encourage students in learning. d. Applying experiential, emotional, rational, and functional approaches to encourage students to emulate goodness and improve their behavior in the future.

The opinion of students at SMAS Budisatrya Medan regarding multicultural values is that awareness of the importance of tolerance between religious communities is very significant. Students understand that tolerance is the key to maintaining harmony and unity, both in the school environment and in everyday life. They realize that religious teachings encourage good deeds to everyone, regardless of religious differences. With the presence of students from various religions such as Islam and Christianity, they emphasize the importance of cooperation that can strengthen relationships and brotherhood between them. This approach shows a deep understanding of multicultural values and their important role in building an inclusive and harmonious community

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